

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

DBN: (i.e. 01M001):

10X459

School Name:

EAST FORDHAM ACADEMY FOR THE ARTS

Principal:

TANICIA RIVERA

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Middle School School Number (DBN): 10X459
School Type: Public School Grades Served: 6-8
School Address: 120 East 184th Street Bronx, New York 10468
Phone Number: 718-220-4185 Fax: 718-220-5976
School Contact Person: Tania Rivera Email Address: trivera22@schools.nyc.gov
Principal: Tania Rivera
UFT Chapter Leader: Isaura Molina
Parents' Association President: Luisa Keene
SLT Chairperson: Tania Rivera & Isaura Molina
Student Representative(s): Kiara Lott

District Information

District: 10 Superintendent: Melodie Mashel
Superintendent's Office Address: One Fordham Plaza 8th fl. Room 835 Bronx, New York 10458
Superintendent's Email Address: mmashel@schools.nyc.gov
Phone Number: 718-741-5852 Fax: 718-741-7098

Cluster and Network Information

Cluster Number: 5 Cluster Leader: Debra Maldonado
Network Number: 534 Network Leader: Ben Waxman

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Tania Rivera	*Principal or Designee	
Isaura Molina	*UFT Chapter Leader or Designee	
Luisa Keene	*PA/PTA President or Designated Co-President	
Maria Ventura	DC 37 Representative, if applicable	
Kiara Lott	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Alexa Bonilla	CBO Representative, if applicable	
Claudia Alzate	Member/	
	Teacher	
Lynn Harrison	Member/ Teacher	
Yolanda Uraga	Member/ Parent	
Billie Davis	Member/ Parent	
Chanise Williams	Member/Parent	
Mario Vargas	Member/ Parent	
	Member/	

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

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

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

The Capacity Framework and CEP Development

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



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

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

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

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

The Quality Review and the Capacity Framework

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

NYCDOE's Quality Review (QR)

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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 areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

The school's motto, "Where arts and academics meet in excellence," expresses the philosophy of a school that provides a challenging, integrated arts college exploratory curriculum that develops maximum academic potential through creative expression and exploration of the arts.

We have formed strategic partnerships and collaborations with the following:

- Teachers College Reading and Writing Project
- Christine King Education (Math)
- Good Shepherd Services
- PBIS
- Urban Advantage
- Little Rocks
- MSQI
- VH1
- Ramapo for Children
- Bronx Arts Ensemble
- ASCAP

Our special initiatives include the following:

- iReady Math and Reading Assessment
- Community Circles
- MyOn Reading
- Project Boost
- Integrated Algebra (8th grade)
- Earth Science (8th Grade)
- Rosetta Stone (English & Spanish)
- Writing Across the Curriculum in the Content Areas
- Dancing Classroom
- Visual Arts with BAE (6th and 7th Grade)
- Debate Team

East Fordham Academy for the Arts has made growth in the following areas:

- The school's lowest third adjusted growth percentile is approaching target with a score of 76.0 scoring
- 81% of EFAA's former 8th graders earn enough high school credit in 9th grade to be on track for high school graduation
- Grade Level Teams - these meetings are designed around the school's professional development plan for the year and allow teachers time to review student work, align lessons for the Danielson Framework, and review curricula with a focus on certain Quality Review indicator 4.2.
- Instructional cabinet team - includes members from several different constituencies in the school including administration, family workers, special education liaisons, the speech teacher, and representatives from CBO's, the administrative team has set a priority for identifying the 30 lowest functioning students at each grade level and in each discipline, focusing on RTI and investigating strategies for improving performance with these identified students. The team is also looking at student progress and identifying areas where individual students were meeting State standards in previous years but are falling below mastery levels this year.

We analyzed the feedback from the PPO visits, specifically the areas in need of improvement and the instructional expectations set forth by the Department of Education (CIE). As a result, we decided that EFAA's intended outcome is to share and improve instructional practices in order to achieve improved student performance and the closing of the achievement gap, specifically our English Language Learners and Special Education Students, as well as prepare students for college and career readiness. The following actions were taken to address the areas in need of improvement:

- Aligning content areas to Common Core Learning Standards through common planning and teacher teams
- Meeting AYP by increasing the number of students who meet proficiency in ELA, Mathematics, Science, and NYSESLAT using systems such as the Data Tracking System to provide targeted instruction
- Increasing the number of SPED students transitioning into a less restrictive environment and using flexible programming to accommodate diverse learning needs using a planning process involving the school, parents, and students

- Building capacity for teachers through targeted professional development based on content area specialty and interest

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

After looking at the results of our school’s students performance on the ELA, Math, and NYSESLAT state examinations on the ARIS database, we have taken the initiative of aligning various performance tasks and end-of-unit assessments to the Common Core Learning Standards. In order to further prepare our students to meet the rigor of the Common Core Learning Standards, we intend for the curriculum and performance tasks to address students’ deficiencies in literacy and to aid in the transitions to the new standards by ensuring that we are addressing the gap between what the standards require and what the students know and are able to do. Looking at the 2013-2014 NYS ELA & Math exam results for students attending EFAA, we found indication that students are not meeting standards. The ELA scores indicate that 6% of our met NYS standards on the ELA test. The average score for ELA at EFAA was 2.1 out of 4.5. The math scores indicate that 6% of our met NYS standards on the math test. The average score for math at EFAA was 2.1 out of 4.5.

Part 2 – Annual Goal

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

By June, 2015, 5% of the students in the lowest 1/3 population will increase their performance on the NYS Math and ELA Assessments.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 			
1. We will engage all students in Common Core aligned units of study (McGraw Hill & Teachers College Reading and Writing Project Curriculum) which are aligned to selected state standards as demonstrated by authentic student work, a shift in planning units of study, as well as promoting a deeper understanding of complex texts.	Teachers	September 2014 – June 2015	Instructional Team, Administrators, Grade Leaders, Consultants
2. Teachers will engage in Common Planning using the NYCDOE Common Core Library, EngageNY resources, and available resources and professional development offered at the Network.	Teachers	September 2014 – June 2015	Instructional Team, Administrators, Grade Leaders, Consultants
3. Students will use the iReady and MyOn computer program to improve their skills and prepare for the rigor of the Common Core aligned State Assessments.	Students	September 2014 –	Teachers

		June 2015	
The parent coordinator will provide parents with workshops on the CCLS and changes in the DOE Citywide Instructional Expectations. -Teachers and the Parent Coordinator will provide parents information about the units of study to ensure that parents understand what is expected of students regarding homework and classwork -Students will be provided with Saturday Academy, Homework Help/Tutoring and the ELL Afterschool/Saturday, which are all aligned to the CCLS	Parents	September 2014 – June 2015	Parent Coordinator & Teachers

Part 4 – Resources Needed

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

The events described will be supported through per session activities and teachers that volunteer to support the activity. Resources will be provided to support the individual programs such as, Teachers College Reading and Writing Project and Engage NY resources.

Part 5 – Budget and Resource Alignment

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

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

N/A

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.

- a. January 2015, March 2015 & May 2015 Student progress/growth on the iReady Assessment
- b. February 2015 & May 2015 Student growth on the TCRWP Running Record Reading Assessment
- c. June 2015: Student progress/growth and scores on the for Math, ELA, and 8th Grade Science

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

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

N/A

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

Based on the NYC OORS data, the school’s preliminary index has exceeded the threshold and is 2.68 with 34 weighted incidents. The preliminary SVTI for this school is: 2.68.

According to the Middle School Quality Snapshot: School Environment, the data indicated the following:

- 73% of students feel that their school offers enough variety of programs, classes, and activities to keep them interested in school
- 69% of students feel safe in the hallways, bathrooms, locker rooms, and cafeteria
- 58% of teachers would recommend this school to parents
- 50% of students say that most students at the school treat each other with respect

As indicated on the principal’s PPO SY 13-14, the school’s expectations to all stakeholders, clearly “messaging” the expectations of Danielson’s competencies to all staff. Monthly calendars and Pupil Path keeps parents informed of events at the school and student progress. Parents reluctant to attend the school’s workshops fearing reprisal of their illegal immigrant status, nonetheless, attend the school’s CCLS workshops. Students clearly understand the academic and personal behaviors required to be successful in school through the principal’s ongoing implementation of PBIS. As a result, all constituents vest in the lifeline of the school.

Part 2 – Annual Goal

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

By June 2015, all faculty and staff will consistently communicate high expectations, professionalism, instruction, communication, and other elements of the Danielson Framework for Teaching) to the entire staff, and provide training, resulting in a culture of mutual accountability for those expectations through PBIS.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust 			
Network support in the analysis of VADIR data	Instructional Cabinet team	December 2014	CEI-PEA Network personnel
PBIS Monthly meetings	PBIS Team	Monthly	Principal, Assistant Principals & Special Education Liaison

PBIS Student Activities	All teachers & students	Monthly	PBIS Team & Volunteer Teachers
Honor Roll & Attendance Assembly	Students	Quarterly	Administration, Family Worker, & Parent Coordinator
Monday Professional Development on Safety & Culture	All faculty & staff	Monthly	Assistant Principal, Dean & Guidance Counselor

Part 4 – Resources Needed

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

School space for events, materials and supplies for students, teacher and incentives & authentic texts

Part 5 – Budget and Resource Alignment

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

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

N/A

Part 6 – Progress Monitoring

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

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

- Weekly data targeting during the administrative cabinet meetings (ISS, VADIR rating and OORS reports)
- February 2015 Mid year review will take place during the instructional team meeting (Monitor number of students at PBIS activities)
- April 2015 Quarter review will take place during the instructional team meeting
- June 2015 End year review will take place at administrative cabinet, instructional team meeting, and during an afterschool professional development with teachers

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

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

N/A

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

Needs around this Element

After individual conferences with the teachers during IPC meetings, common planning, department meetings, informal/formal observations, faculty conference, and teacher teams, it was discovered that teachers needed support in the following areas:

- a. Planning using multiple entry points
- b. Conferencing
- c. Data analysis
- d. Higher order questioning
- e. Develop structures that engage teachers in the deep analysis of student work that lead to adjustments in curricula and teacher instructional moves
- f. More opportunities for collaboration across grades to create alignment of learning across grades and departments

Additionally, the MOTP data from the 2013 - 2014 school year, determined that the next stage in development of teachers was in the area of Questioning and discussion techniques, Component 3B, Engaging students in learning, Component 3C and Using Assessment to Drive Instruction, Component 3D of the Danielson Framework.

Strengths around this Element:

- Expanded partnership Teachers College Reading and Writing Project
- Increased amount of time on Mondays and Tuesdays through the re-purposed workday initiatives to support teachers in team planning

Part 2 – Annual Goal

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

100% of teachers will engage in professional discourse to deepen and broaden work around the Common Core Learning Standards (CCLS) by engaging closely with and examining school-wide implementation of the Citywide Instructional Expectations (CIE). Specifically, by June 2015, all students will engage in challenging assignments that will accelerate their learning and deepen their conceptual understanding in all content areas, measured by the 2015 NYS assessments.

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:

15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change

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>

16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
17. Strategies to increase parent involvement and engagement			
18. Activities that address the Capacity Framework element of Trust			
Common Planning Meeting	All teachers	One a week per a grade and subject	Grade Leaders
New Teacher Meetings and Events	New Teachers and committee members	Select Saturdays thorough out the year	New Teacher Committee
School-wide Monday PD Sessions	Administration	Year round	Administration, Grade Leaders, and Teachers
Professional Development Sessions on rigorous and authentic measure of student learning that are aligned to the Common Core Standards	Select teachers	Year round	All teachers
Mentoring Sessions	New teachers and teachers rated developing and ineffective staff	Year round	New Teacher Induction Committee
Job embedded support for all teachers and principals	All staff- specially developing and ineffective staff	Year round	Administration and all staff
Teacher's College Consultant Visits	ELA Department	Approximately 3X a month	2 Teachers College Consultants
Math Department Consultant	Math Department	15 days throughout the school year	Christin King Education
Teachers College Reading and Writing Instructional Program	ELA Department	Year round	Administration
Student Work Analysis Protocol	All teachers	Once a month	Administration

Part 4 – Resources Needed

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

Computer and technology resources
Textbooks
Math manipulatives
Curriculum Toolbox
Schedules that accommodate common planning sessions

Engage NY
 TCRWP
 Consultant Visits
 Saturday availability
 Professional Development Workshops

Part 5 – Budget and Resource Alignment

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

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

N/A

Part 6 – Progress Monitoring

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

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

- Common Planning Accountability w/Actionable Feedback
- Mid-year conferences with teachers
- Timeframe #1 September 2014 – January 2015 Timeframe #2 February 2015 – March 2015 Timeframe #3 April 2015 – June 2015

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

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

N/A

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

Improve teacher effectiveness by clarifying expectations, while developing and monitoring a shared understanding of instructional excellence. From this work, the administrative team will develop and implement an observation protocol that will be infused in the school’s formal and informal observation practices.

According to Advance 4 teachers were rated Ineffective/Developing. Teachers scored in the developing range on the Advance rubric for the following indicators: 1e, 2d, 3b, 3c, and 3d. Teachers are in of support through feedback using the Danielson framework and analysis of learning outcomes.

For the School Year 2013 – 2014, teachers and paraprofessionals engaged in a professional plan that focused on academic, social emotional and professional learning goals. Throughout the school year during faculty conferences, teacher teams, and conference days teachers participated in professional development focused on the NYCDOE Citywide Instructional Expectations and the new Teacher Effectiveness Evaluation system. Activities were designed to develop a clear and shared understanding of what effective teaching should look like in the areas of lesson planning and instruction. The principal participated in the Network Study Group, which focused on the NYC DOE Instructional Expectations and aligning the Danielson work in the school. The principal and assistant principals participated in job embedded support for school leaders to evaluate teachers’ practice and strengthen the quality of teacher feedback.

Part 2 – Annual Goal

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

During the 2014-15, School Leadership will provide monthly professional learning and one to one support for teachers that support them in incorporating the 2014-15 instructional focus into daily classroom practice in an effort to increase Measure of Teacher Performance average score in 3b, 3c, and 3d on the Danielson Framework by .25.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
27. Strategies to increase parent involvement and engagement			
28. Activities that address the Capacity Framework element of Trust			

Teacher formal and informal observations using The Framework for Teaching	Teachers	Ongoing	Administrators
Teacher participation in professional development opportunities, including teacher teams engaged in collaborative inquiry work	Teachers	Ongoing	Administrators, NYC DOE PD, CEI-PEA PD
Meeting agendas and sign-in sheets for teachers	Teachers	Weekly	Administrators, Consultants & Grade Leaders
IPC, Mid -Year & EOY Meeting	Teachers	3x a year	Administrators
Teacher inter-visitations and intra-visitations will be logged and information will be shared	Teachers	As needed	Administrators & Grade Leaders
Network Principal and Assistant Principal Institutes/Study Group based on Danielson/QR Indicators	Administrators	Monthly	Network

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Per session funding, resource books, smartboard and school space.

Part 5 – Budget and Resource Alignment

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

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
30. Specify a timeframe for mid-point progress monitoring activities.				
During Administrative Cabinet meetings, results from evaluations from 3b, 3c, and 3d will be shared to identify teachers which could be used as peer coaches for teachers still working to raise their performance within these components. The Administrative Team will identify these teachers and work in closer collaboration to develop their practice around 3b, 3c, and 3d through peer mentorship, modeling, and professional learning.				
Progress monitoring: Baseline check September 2014, Mid year check February 2015, End year check May/June 2015				
Part 6b. Complete in February 2015.				
31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes	No
32.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			
N/A				

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

Parent survey overall participation was very low and this resulted in a lack of input from the parents on educational decisions in the school community. After looking at the school’s data, we were able to see a correlation between low survey participation and student outcomes on state exams. Although we have increased our parent participation in the learning environment survey from 17% to 43%, we still want to increase our parent participation to align or with or exceed the city average.

We have developed (and continue to develop) opportunities for parents to strengthen their relationship with the school through workshops and meetings that address topics ranging from Pupil path and student academic expectations to the arts and field trips for students and parents. We are intending to use these activities to build bridges between parents and members of the school community in order to improve educational outcomes for students as demonstrated by improved scores on state exams. According to the 2013-2014 School Environment results, 93% of the parents are satisfied with the education that their child has received. The district and city average was 94%.

In an effort to improve communication with parents and parent involvement, the principal has worked with the Parent Coordinator and teachers to set up a number of parent workshops scheduled throughout the year. In addition the parent coordinator works with mentors and parent coordinators from other network schools and the network’s Youth Development specialist to improve parent and community involvement in the school.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.

By June, 2015, the school will increase parent engagement by 3% and provide parents with the information/training needed to become involved in the planning and decision making in support of the education of their children centered on student learning and college and career readiness and success.
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Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
37. Strategies to increase parent involvement and engagement			
38. Activities that address the Capacity Framework element of Trust			

Create workshops and events for parents/guardians geared to improving their child(ren)'s achievement level, e.g., literacy and math workshops	Parents	Monthly	Parent Coordinator & School Staff
Parent Coordinator and designated staff members will assist with providing the parents/guardians resources for workshops such as books, learning materials and curriculum maps, practice tests, etc	Parents	Monthly	Parent Coordinator & School Staff
Monthly newsletter and calendar will be mailed home to families and distributed to students	Parents	Monthly	Parent Coordinator & School Staff
Provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children	Parents	Monthly	Parent Coordinator & School Staff

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Per session funding, space for meeting, giveaways, funding for food, parent incentives, and funding for professional development vendors.

Part 5 – Budget and Resource Alignment

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

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: 39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 40. Specify a timeframe for mid-point progress monitoring activities.				
After each family workshop, attendance results will be discussed with the SLT. The effectiveness of different methods to communicate information to families will be weighed at this time too in order to find the best combination of communication strategies for all parents/guardians. In collaboration with the parent coordinator, the administrative cabinet and instructional team will meet to evaluate the effectiveness of the workshops. Progress monitoring: Baseline check September 2014, Mid year check February 2015, End year check June 2015				
Part 6b. Complete in February 2015.				
41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes	No
42.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			
N/A				

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)	Test scores, academic course grades, teacher referral, post and pre-assessments, data from universal screener	ELL Academy TCRQP Running Records iReady Computer Based Program MSQI Word Generation Performance Tasks SETTS Services Extended Independent Reading ESL Pull Out Services	Small group & 1 to 1	During the school day, before or after school, and Saturday school.
Mathematics	Test scores, academic course grades, teacher referral, post and pre-assessments, data from universal screener	Saturday Academy Regents Prep iReady Computer Based Program Scantron Performance Series Conferences Performance Tasks	Small group & 1 to 1	During the school day, before or after school, and Saturday school.
Science	Test scores, academic course grades, teacher referral, post and pre-assessments, data from universal screener	Regents Prep Development Robotics Urban Advantage Science Fair Coding Classes Conferences Project Based Learning Science Labs	Small group & 1 to 1	During the school day, before or after school, and Saturday school.
Social Studies	Test scores, academic course grades, teacher referral, post and pre-assessments, data from universal screener	MSQI Word Generation Project based learning Visual/Audio Performance Tasks Document based questions NewsELA, Conferences	Small group & 1 to 1	During the school day, before or after school, and Saturday school.

At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Test scores, academic course grades, teacher referrals, data from universal screener, parent recommendations	Computer based programs- Whole class/Independent Small Group Whole Class Conferences One-to-one	Small group & 1 to 1	During the school day, before or after school
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Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I
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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.

Recruitment:

- Administrative Staff will attend hiring fairs to identify and recruit highly qualified teachers.
- Staff referrals of highly qualified teachers.

Retention:

- Offering support and mentoring to teachers who are struggling or need additional professional development.

Assignments:

- Teachers are teaching subjects they are licensed to teach and knowledgeable about the content.

Support:

- Mentors are assigned to support struggling teachers and first year teachers.
- Teacher inter-visitation to support novice and senior teachers.
- Teacher support from Coaches, Grade Leaders, Assistant Principals, and Principal.
- Curriculum planning during the summer and school year to ensure teacher knowledge and comfort with the content, curriculum, CCLS, and Performance/Assessment Tasks.
- Meaningful and applicable Professional Development opportunities are offered throughout the year to all teachers and staff members.

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).

- Meaningful and applicable Professional Development opportunities are offered throughout the year to all teachers and staff members.

For example:

- Provide paraprofessionals with instructional and behavioral support through group study of book *Hanging In*, review of paraprofessional logs, setting protocols for parent outreach, updating and maintaining records on Skedula
- Guide staff on how to use protocols for looking at student work and data using multiple sources of data (MOSL, summative, formative, state exam results) to guide instruction and plan Tier I interventions
- Provide teachers with technology tools and tips to engage students in various content areas and address the needs of ELLs and SWDs
- Provide staff with differentiated book study groups around differentiated instruction, using data, and dealing with challenging student. Sessions will be interactive and will provide staff with various strategies and resources to implement what is learned from the text.
- Review Testing Administration handbook with all staff to review testing procedures and protocols for the 2014-2015 school year
- Provide all teachers with basic DDC (Data Driven Classrooms) training to implement its use for formative and summative data analysis
- Develop pacing and unit plans for each subject area for the 2015-2016 school year aligned to the CCLS, citywide instructional shifts, and results of data analysis

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.

During teacher led teacher teams, teachers share in the creation and administration of assessment tools to students. The data is shared with teachers, students and parents. The curriculum is then adjusted to meet the results of the data. Professional development around assessments through Skedula will include creating or selecting authentic diagnostic and formative measures of students learning aligned to curriculum standards and unit objectives, adjusting for in the moment assessments of student learning, understanding data results and formulating next steps, and identifying how to incorporate different forms of informal and formal assessments into daily instructional practice. Learning around assessments can come from third-party service providers such as iReady, SchoolNet, EngageNY, and Ready also led by teachers in grade and department meetings

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

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

of each program whose funds are consolidated.				
Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	331,702	X	All goals
Title I School Improvement 1003(a)	Federal	N/A	N/A	N/A
Title I Priority and Focus School Improvement Funds	Federal	N/A	N/A	N/A
Title II, Part A	Federal	N/A	N/A	N/A
Title III, Part A	Federal	11,200	X	All goals
Title III, Immigrant	Federal	N/A	N/A	N/A
Tax Levy (FSF)	Local	2,386,573	X	All goals

¹Explanation/Background:

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

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

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

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

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

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

Parent Involvement Policy (PIP)

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (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 (SPC)

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information [i](#)

District 10	Borough Bronx	School Number 459
School Name East Fordham Academy for the Arts		

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

Principal Tania Williams	Assistant Principal Alice Bajana-Vega
Coach	Coach
ESL Teacher Stacy Falberg	Guidance Counselor Lisa Ramirez-Pagan
Teacher/Subject Area Sheila Damato, ESL	Parent
Teacher/Subject Area Eva De Jesus, ESL	Parent Coordinator Rosa Hernandez
Related Service Provider	Other Melissa Martinez, SPED Liaison
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.	3	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	1
Number of certified bilingual teachers currently teaching in a bilingual program	1	Number of certified NLA/foreign language teachers	1	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)	356	Total number of ELLs	82	ELLs as share of total student population (%)	23.03%
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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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
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 <small>(60%:40% → 50%:50% → 75%:25%)</small>							1							1
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
self-contained							1	1	1					3
Push-In							2	1	1					4
Total	0	0	0	0	0	0	4	2	2	0	0	0	0	8

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	82	Newcomers (ELLs receiving service 0-3 years)	45	ELL Students with Disabilities	25
SIFE	5	ELLs receiving service 4-6 years	24	Long-Term (completed 6+ years)	13

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	18	5	1	1	0	0	0	0	0	19
Dual Language										0
ESL	27	0	9	23	0	9	13	0	7	63

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	45	5	10	24	0	9	13	0	7	82
Number of ELLs who have an alternate placement paraprofessional: <u>6</u>										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							12	7						19
SELECT ONE														0
SELECT ONE Other														0
TOTAL	0	0	0	0	0	0	12	7	0	0	0	0	0	19

*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							16	23	22					61
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							1							1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other								1						1
TOTAL	0	0	0	0	0	0	17	24	22	0	0	0	0	63

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)							9	8	2					19
Intermediate(I)							8	7	8					23
Advanced (A)							12	15	13					40
Total	0	0	0	0	0	0	29	30	23	0	0	0	0	82

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	18	3	0	1	22
7	20	4	0	0	24
8	17	1	0	0	18
NYSAA Bilingual (SWD)				1	1

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	16	4	1	1	0	0	0	0	22
7	15	5	6	1	0	0	0	0	27
8	18	2	1	0	1	0	0	0	22
NYSAA Bilingual (SWD)							1	0	1

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	10	1	14	4	20	2	1	1	53
8									0

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

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	5	3	1	1				
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.
Currently, East Fordham Academy for the Arts uses the TCRWP assessment tool to assess the literacy skills of all students, including ELLs. The Teachers College running records are administered three times a year to assess the growth in literacy for students. DRA assessments in Spanish are used to assess literacy skills in the native language for ELLs in the Transitional Bilingual Program. The

TCRWP data shows that ELLs are at a current benchmark of 1.03 which is below standards. This data helps guide the instructional decisions made at the school level as a greater emphasis has to be placed on literacy across all subject areas. As per the data, the school has modified curricula so that all content areas are implementing Common Core Literacy standards.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Data patterns of the NYSESLAT and LAB-R show that 49% of our students are at the advanced proficiency level in the NYSESLAT. The majority of students that are at the beginner level are also newcomers (0-3 years of service) and are recent immigrants. This data shows that students are making English proficiency gains the first couple of years in the school system but then plateau at the advanced level and have difficulty meeting proficiency on the NYSESLAT.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Our NYSESLAT data shows that students are attaining proficiency in Listening and Reading but are still struggling to meet proficiency in Reading and Writing. Based on this data, we have modified the curriculum to ensure that reading and writing is incorporated across all content areas. In addition, we have adopted using language objectives in the content areas to address students' language needs.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

Students in the Transitional Bilingual Program represent the most number of students that are at the beginner level in terms of proficiency on the NYSESLAT. This is also a result of their years of ELL services, where the majority of these students have 0-3 years of service. The data shows that regardless of whether the test is taken in English or in the Native Language, students are struggling to meet standards on the NYS Mathematics and NYS Science exam. This is an indicator that students are struggling not only with the English Language, but the content material as well. The data also reveals that not many students are opting for the translated version of the content area exams. As a result, administration will emphasize to teachers of always having a translated option for any exam in the content areas throughout the year so that students are comfortable using a translated version during the examination period. The school will also ensure that there is native language support throughout the content areas for ELLs through the use of native language libraries, bilingual glossaries, and native language versions of textbooks or materials used to teach the content areas.

This year, our school has opted in to using the ELL Periodic Assessments to use as a data point for where students are in terms of proficiency levels in the English language and as an indicator of students' strengths and weaknesses in terms of the modalities. The school did not use the ELL periodic assessment for the 2012-2013 school year. The ELL Periodic Assessment data from the November 2013 administration will be reviewed during teacher teams in December by teachers of ELLs, including ESL, ELA, and content area teachers to determine the supports that students need in order to gain proficiency in the English Language. Intervention plans will be made to group students and target modalities that they are struggling with. Progress will be monitored based on future ELL Periodic assessments and 2014 NYSESLAT.

Native language support is provided to students through native language classroom libraries, bilingual glossaries, translated materials, and when appropriate direct spoken translation. In addition, students in the Transitional Bilingual Program receive one period daily of Native Language Arts to build their literacy skills in their native language of Spanish.

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?
In order to determine which program is best suited for a student, data from the LAB-R and Spanish Lab is looked at closely to assess if a student would perform better in a Transitional Bilingual Education program, Dual language, or Freestanding ESL program. After initial review of the data and orientation with the parent, the student is placed in a program according to the parent choice. By monitoring the student's language acquisition through various assessments, including the ELL periodic assessment, TCRWP, DRA, and formative and summative assessments, it is determined if a student is making significant growth in second language acquisition. Students are provided with additional support, including after school programs and targeted small group instruction to continue supporting them in their language development. Although we support program fidelity, if a parent requests that they want to change their child from a TBE program to an ESL program, we evaluate the student's second language acquisition progression to determine if the child is ready for the all english program and consult with the parent before final program changes are made.

To ensure that content area teachers are supporting ELLs in building their English Language skills, all teachers are trained on gaining access to ELL data through various portals such as ARIS and Skedula. Teachers are trained on how to identify which students are ELLs,

their proficiency levels on NYSESLAT and/or LAB-R, and their proficiency rating in the four modalities. With the data, teachers are then able to differentiate instruction and integrate literacy so that students are receiving support in the development of the English Language. Across content areas, MSQI (Middle School Quality Initiative) is being implemented so that key vocabulary tier 2 words are introduced weekly and teachers monitor the use of these words by students in the four modalities in the English language. These words are also announced during the morning announcements so that all students receive exposure to the words throughout the day. Teachers also participate in professional development activities within the school that focus on differentiating instruction for students based on their various learning styles, needs, and language acquisition levels.

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

Paste response to questions here:

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

Paste response to question here:

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](#).)

East Fordham Academy for the Arts is a small middle school learning community. Enrollment as of November 2013 is 356 students total with 82 of those students (23.03 %) being identified as English Language Learners. In order to ensure that all English Language Learners are identified properly, procedures have been established at the school level and communicated to key staff members so that all protocol is followed.

Upon initial enrollment of any first time entrant into the New York City Public School System, our Pupil Accounting Secretary contacts one of the ESL teachers or the Assistant Principal to conduct an interview in both English and Spanish with the parent and child enrolling in the school and to administer the Home Language Identification Survey. Using the data on the Home Language Survey and information provided in the interview, the pedagogue determines whether the student is eligible for the LAB-R exam in English and consequently in Spanish if the student is Spanish speaking. The LAB-R is then administered to those students eligible for testing within their first ten days of school and hand-scored at the school by an ESL teacher to determine the student's level of English proficiency. If it is determined that the student is an English Language Learner, parents are immediately contacted and asked to come in to the school for an orientation. Parents are presented with the video provided by the Office of English Language Learners explaining the structure of the three programs offered for students who are ELLs. Our Parent Coordinator answers questions that parents may have regarding the programs and provides parents with the Program Selection Form and Survey, describing what the importance of the form is and what happens if the form is not returned. To assist parents in selecting the right program for their children, they are given information regarding the results of the LAB-R. To ensure that forms are returned our Parent Coordinator outreaches to parents through phone calls or through written correspondence. Once the forms are returned, new students are placed accordingly to their parental choice. Currently, our school offers a Transitional Bilingual Program in the 6th grade and Freestanding ESL. If a parent has chosen Dual Language as their number one program choice, they are contacted and given a list of schools in New York City that offer Dual Language and assist parents in finding placement for their child. Copies are made of the completed Home Language Identification Surveys and the Parent Selection Forms and Surveys and they are kept in a Bilingual Compliance Binder by the ELL Liaison. Originals are placed in the students' cumulative record cards.

Students who were identified as ELLs in their previous schools are placed according to the program that they were last in to ensure that there is continuity and fidelity to the program as per research stating that students who are consistently in one program make better progress than those who are switched back and forth between programs. Our Assistant Principal and Pupil Accounting Secretary review the student's BESIS history to ensure they are being placed accordingly. In case of a discrepancy, parents are contacted and meet with the Assistant Principal to discuss the student's history and ensure that parents have a say as to which

program their child will be placed in. Any outreach that is done to parents is presented in both English and Spanish so that parents receive the information in their native language. Bilingual staff members are always available to ensure that there is communication between the school and parents.

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.
To ensure that parents understand the three program choices, the Parent Coordinator holds an orientation for the parents of any newly identified ELLs. During this meeting, the Parent Coordinator shows the NYCDOE Parent Orientation Video in the parents' native language describing the three program choices. Parents are also provided with the ELL Parent Brochure that has a summary of the three programs as a reference guide. The Parent Coordinator has been trained to answer any questions in regards to the goals and the programming of each of the three program choices. Parents are also provided with an overview of their child's performance on the LAB-R and Spanish Lab as a point of reference of which program would best suit their child's needs. In addition, parents are given the opportunity to ask questions in regards to the programs before selecting a program. Parents who do not attend the initial orientation are provided with multiple opportunities to come in for the orientation. In case a parent is unable to attend, the Parent Coordinator calls the parent and provides the information via telephone conference and sends home the program selection form with students. All effort is made to have this process completed within the first ten days of enrollment.
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 [\[see tool kit\]](#).)
Entitlement letters are sent out to all students who are still entitled to receive ELL services as per the results of the NYSESLAT. Two copies are sent home to every parent of an ELL, one copy to be returned to the school signed as acknowledgement that the letter was received and the other copy for the parent's records. The returned copies are placed in the students' cumulative records. If the form is not returned signed, a copy of the original letter goes into the student's cumulative record.
Program selection forms are given to parents at the ELL Parent Orientation Meeting. Parents are given time to ask questions in regards to the programs and also given the time to complete the form at the orientation. If the parent is unable to attend the orientation, the parent is called and provided information over the phone. The parent is also sent an ELL Parent brochure with the summary of all the programs and asked to complete the program selection form. If the form is not returned, the student is placed in the default transitional bilingual program if available for that grade or the Freestanding ESL program.
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.
After parents have attended the initial orientation meeting with the Parent Coordinator and have made a determination on which program best suits their child based on the orientation video, LAB-R and Spanish LAB results, parents are asked to select the program of their choice based on the information provided. Once parents have selected the program of their choice, the Parent Coordinator reviews with them their selections and then informs them of the program options available at our school. If the parent selects a program that we have currently available, the student is immediately placed in that program. If their first selection is not available at our school, the parent coordinator informs them of options that are available at our school and provides parents with information of schools that offer their first choice should they opt to transfer their child to a school that offers their first program choice. In the event that the parent opts to not transfer the child, the student is placed in one of the available programs based in the order of preference on the program selection form. Parents are provided information and orientation in their native language. In the event that a parent speaks a language other than what our current staff members speak, the Translation & Interpretation Unit is contacted to provide interpreting services.
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.
Plans for the administration of the NYSESLAT are made well in advance to ensure that all ELLs take the exam each year. A schedule is made that clearly outlines testing procedures, dates of the exam, and students who will be participating in the administration of the exam. Students eligible for the NYSESLAT exam are identified via the RLER report from ATS which will indicate which students are eligible for the NYSESLAT or the LAB-R. The RLER report is cross-referenced with the most up-to-date rosters to ensure that all students that need to take the exam are identified. During the testing window, all staff members are provided a list of students that must take the NYSESLAT and it is a school-wide effort to ensure that all students are in their proper testing rooms. Students who are absent for any section of the NYSESLAT are identified via Absentee forms and are pulled out on consequent days after testing for make-ups. To ensure that there is ample time for make-up NYSESLAT exams, NYSESLAT testing begins on the first day of the testing window as per the current year's testing calendar.
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. 

The most current RELC report shows that a total of 22 parents have selected the ESL program as their first program choice, 10 have selected the TBE program as their first choice, and 3 have selected the dual language program as their first program choice. This data shows us that ESL is the more popular program choice. To accommodate parent choice, we re-opened our TBE program this school year as there were enough parents that chose TBE to warrant the re-opening of this program. As the data shows, the program models currently available at our school are aligned with the parent requests. If more parents choose the dual language program as the program of choice, plans will be made to implement the program. The plan for the 2014-2015 school year is to continue offering both TBE and freestanding ESL programs.

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])?

Based on the assessment data, the program has been tailored to allow for additional in classroom support to ELLs. Currently, our school has a transitional bilingual education 6th and 7th grade bridge class and self-contained ESL classes in the 6th, 7th, and 8th grades. Students in the transitional bilingual class have 8 periods of explicit ESL instruction with an ESL certified instructor. In addition to that, the Spanish native language arts teacher pushes in to content area classes and ESL classes to provide additional support in the native language. In addition to that, a second Mathematics certified teacher pushes in twice a week to provide targeted small group instruction to students and co-teach with the Bilingual Mathematics teacher. During ESL instruction, our dually certified ELA and Spanish teacher pulls out students who are at an advanced level to provide them with ELA instruction.

Our self contained classes receive ELA and ESL instruction from an ESL certified teacher. ELA is taught using ESL methodologies and adapted texts that are aligned with the Teacher's College curriculum. Push-in support by other content area teachers is also provided throughout to ensure that students receive more one on one time during instruction.

ELLs in our self-contained and ICT classes receive ESL services as per CR Part 154 mandates from our ESL certified teachers through both push-in and pull-out services. All efforts have been made to minimize the amount of time that students are pulled out so that they are not missing content area instruction. SETSS providers have also been scheduled for both push-in and pull-out services so that ELLs with IEPs are not being pulled out multiple times during the day. This facilitates communication

amongst the staff and collaboration.

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)?

To ensure that students receive their mandated number of instructional minutes as per CR Part 154, we have three ESL certified teachers on staff to provide ESL services to all students. One of our ESL teachers provides push in and pull out support to all ELLs that are in a self-contained special education class and an ICT class. She also provides 8 periods of ESL to the students in the transitional bilingual class. Students in the transitional bilingual program also receive one period daily of native language arts. Science and Mathematics are taught in the native language, while social studies, physical education, and dance are taught in English. This ensures that students are receiving the mandated minutes of instruction in English and in the native language. Students in the ESL self-contained classes receive services from the other two ESL certified teachers who also provide students with ELA and Social Studies instruction. The number of minutes that students receive in ESL is based on their proficiency level on the NYSESLAT.

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.

Students in the TBE program receive Mathematics and Science in their Native Language. Social Studies is taught in English using the SIOP approach. Eight periods of explicit ESL instruction is provided to students in the TBE program as per their NYSESLAT and LAB-R proficiency levels.

ELLs participating in the Freestanding ESL program receive all instruction in English with explicit ESL periods based on their NYSESLAT and LAB-R proficiency levels. The SIOP model is being used across the content areas to ensure that content is comprehensible and that students are receiving the language support needed to develop proficiency in the modalities of listening, reading, speaking, and writing.

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

Students in the transitional bilingual program are assessed three times a year using the DRA assessment in Spanish. Students also take the Spanish ELE in May to assess their skills in Spanish Literacy. Throughout the year, students are assessed at the end of each instructional unit in their native language arts class. Formative and summative assessments in their native language are provided in their native language arts class to keep tracking their progress.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Our school has opted to take the ELL periodic assessment to track the progress of students in the four modalities of the NYSESLAT. During the ESL block, students use the New York ELLs by Continental Press practice book to prepare them for the NYSESLAT. This book is used to provide formative assessments in the four modalities and track the progress of students throughout the year. In April and May, ELLs take the NYSESLAT to determine their proficiency.
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).

Currently, we have 5 SIFE ELL students. To meet the educational demands and challenges of this subgroup, teachers have been provided with libraries of high interest low level texts to help students develop their literacy skills. Intervention plans have also been created based on these students most current testing data and teacher observations. These intervention plans detail students' instructional and social-emotional needs and guides teachers in providing them with targeted small group instruction within the classroom. In addition, these ELLs will be invited to participate in the after school Title III program in which they will receive additional support in literacy and mathematics.

As of November 2013, our newcomer ELL population consists of 45 newcomers (0-3 years of services), 18 of which are in the Transitional Bilingual Program and 27 which are in the Freestanding ESL program. Our instructional program for these students is to afford them with as many opportunities as possible so that they can increase their proficiency in English as well as to improve their academic language. Aside from providing them with the mandated ESL periods we implement the use of ESL ReadingSmart to increase these students' English vocabulary during small group instruction and Title III program. These students will also be included in Saturday Academy and Title III after school program.

There are 24 ELLs who have been serviced for four to 6 years. The instructional plan for these students consists of providing them with extra educational support, including small group instruction targeted at the areas where they need instructional support which is determined by testing data, proficiency levels, and teacher observations. These students will also be given the opportunity to enroll in Saturday Academy and Title III after school program. Our Special Education ELLs in this category also receive services as per their IEPs.

There are 13 ELLs who have completed six years of services and are therefore now classified as Long Term ELLs. Seven of these students are in a Special Education class. To ensure that these students reach proficiency in the NYSESLAT, these students will also be included in our Saturday Academy and Title III after school program. Our Special Education ELLs in this category also receive services as per their IEPs.

ELLs who have reached proficiency on the NYSESLAT within the past two years are still given instructional and language support. These ELLs have also been grouped in the homeroom consisting of current ELLs so that they benefit from the support that our ESL teacher provides when she pushes in to the class. We plan to also include these students in any supplemental program created from Title III funds. All testing accommodations for ELLs are also given to students falling within this category.

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?

Teachers of ELL-SWDs use various strategies to provide access to academic content areas and accelerate English Language development. These strategies include using various visual and audio devices to appeal to the learning styles of the diverse student population. As our school uses the workshop model, lessons and activities are always modeled for students so that they have clear understanding of the task that needs to be completed. Various graphic organizers are used to scaffold information for students and help them organize their ideas effectively. Students are also given the opportunity to preview passages prior to delving into them and engage in accountable talk with peers. Materials tailored specifically for ELLs, such as Access Newcomers and Access World History and American History are used to teach language skills content matter to ELL-SWDs. In addition, the SIOP model is being implemented so that teachers are required to have a language and a content objective to make content more accessible. Throughout lessons, teachers use guiding questions to help students comprehend the material. Teachers also use various points of checking for understanding to ensure that students are on task and that they are understanding the material being delivered.

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?

To ensure that ELL-SWDs achieve their IEP goals, students' IEPs are reviewed to determine if the student is receiving the appropriate supports necessary to meet their goals. IEPs are revised based on the progress that students have made based on testing data and teacher observations. An ESL teacher is included in any session in which a revision of an IEP of an ELL-SWD is made to provide insight as to the student's language acquisition. Students are placed in the least restrictive environment based on their abilities. Students are also able to receive flexible programming if it is determined that the student is able to be mainstreamed into a less restrictive environment on specific subject areas. ELL-SWDs are provided with support through participation in the Title III after school program and Saturday Academy in which they receive additional instructional support.

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				
Native Language Arts:	Spanish				
Social Studies:					
Math:	Spanish				
Science:	Spanish				

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

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

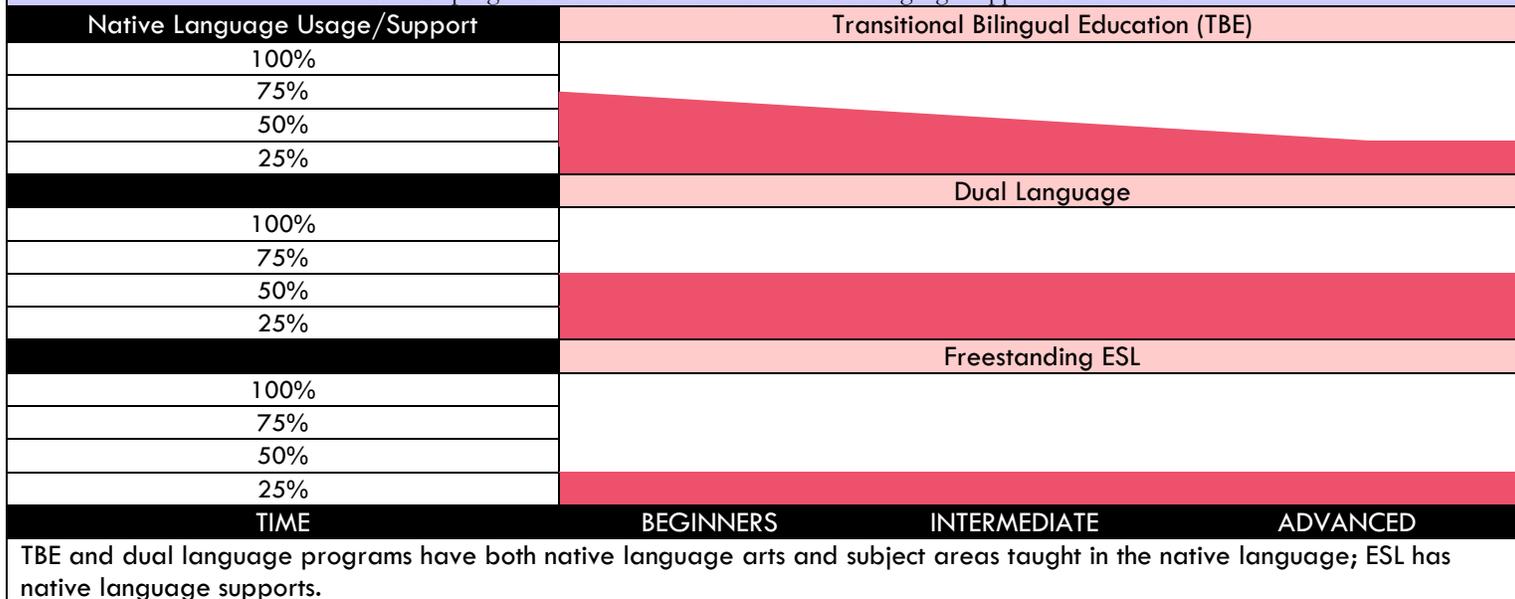
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



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.
- In ELA, all ELLs are provided instruction via the Teachers' College curriculum. Adaptations are made to this curriculum by adapting various text that meet the reading levels and skills of our various ELL subgroups. Low level, high interest books have been purchased to allow students access to reading material at their level. Intervention plans have also been made to target specific groups based on data and academic strengths and weaknesses.
- In Mathematics, students are using the GO MATH program. This program is available in both English and Spanish for students that need the support in the native language. A bilingual mathematics certified teacher pushes in to various classes with ELLs to provide additional instructional support.
- In Science, students receive additional support through ESL push in services. Currently, our eighth grade Science teacher is also completing her ESL license requirements and uses ESL strategies to teach students in our self-contained ESL classes.
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 current program is allowing us to fully service all ELLs by an ESL certified teacher and allowing us to provide them with explicit ESL periods that give them the support necessary in English Language acquisition. We are also able to provide them with additional instructional support through strategic use of content area teachers to push in to classes with ELLs so that there is more targeted small group instruction. All teachers received class profiles for every class in the school that breaks down which students in each class are ELLs and their proficiency levels. These profile sheets are a quick reference guide for teachers so that they are aware that they cognizant that they are instructing ELLs and so that they are able to group students accordingly to provide targeted instruction.
11. What new programs or improvements will be considered for the upcoming school year?
- For the upcoming school year, we will be considering restructuring the programming for ELLs by trying to provide them with an ESL certified teacher in Science. We will also be considering full implemetation of the SIOP program as we are rolling it out this year by components.
12. What programs/services for ELLs will be discontinued and why?
- As of now, there are no plans to discontinue any programs or services for ELLs.
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 invited to participate in all after school programs available at the school. This includes boys' and girls' basketball, dance, musical theater, and band. ELLs are also invited to participate in our Title III program strictly designed for ELLs. ELLs will also be afforded the opportunity to participate in the Saturday Academy testing sophistication program.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- The following materials are available to support ELLs:
- * Smart Boards
 - * Laprop carts
 - * iPads
 - * Document cameras
 - * Bilingual glossaries
 - * Native Language Libraries
 - * ACCESS books
 - * ESL ReadingSmart
 - * iReady
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Students in the TBE program receive one period daily of Spanish Native Language Arts. They also receive Mathematics and Science instruction in Spanish. Spanish classroom libraries are present in all bilingual classrooms. Students also use bilingual glossaries in courses taught in English.
- Students in freestanding ESL have bilingual glossaries available to them to provide them with Native Language support. Materials such as textbooks are also provided in both English and Spanish to provide additional support. Classroom libraries are available in spanish in all classrooms.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Upon initial enrollment students are placed in the grade level that corresponds with their age. This ensures that students are receiving the required support and resources that correspond to their age. After initial assessments, such as the SIFE Diagnostic, the staff determines if a student is at the current grade level that corresponds to his/her age. If the student is two grades below grade level and it is determined that they have interrupted formal education, students receive in classroom support and proper scaffolding during instruction to meet their educational needs.

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.

Parents of newly enrolled ELLs are invited to an initial orientation session in which they choose the type of bilingual program that they would like for their child. In addition, parents are provided with resources at this session that will help them understand the curriculum and the Common Core Learning Standards. Newly enrolled students have the opportunity to participate in all after school activities available to students, including basketball, dance, music, musical theater, and academic support programs. In addition, the Guidance Counselor meets with these students to assess their readiness to assimilate in the new environment and follows up with students if needed to help them adjust to the new environment and instructional expectations.

18. What language electives are offered to ELLs?

Currently, there are no language electives being offered. Plans are being made to offer language electives for the 2014-2015 school year.

19. For schools with dual language programs:

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

N/A

C. Professional Development and Support for School Staff

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

PROFESSIONAL DEVELOPMENT AND SUPPORT FOR SCHOOL STAFF

It is important that all staff members are knowledgeable of teaching strategies that are successful for teaching English Language Learners. Throughout our summer planning session, professional development was provided to all staff, including teachers, paraprofessionals and out of classroom personnel such as the guidance counselor, Special Education Coach, Instructional Coach, and Dean, regarding ESL methodologies. The ELL Liaison and ESL teacher attended a QTEL institute as well as sessions to provide assistance with the Language Allocation Policy and the planning for a new Transitional Bilingual Program. The ELL Liaison also held a Professional Development session for all staff outlining the process for identifying ELLs, ELL subgroups, and compliance issues.

Throughout the 2013-2014 school year, we are projecting to hold at least five professional development sessions for all staff hosted by the bilingual Coordinator or ESL teacher to help staff members become more knowledgeable of successful strategies for teaching ELLs. Possible topics for these professional development questions are:

- Analyzing NYSESLAT scores and proficiency levels in modalities to guide classroom instruction
- Scaffolding for ELLs
- Project-based learning for English language Learners
- Technology resources for English language Learners
- Total Physical Response
- Making instruction comprehensible for ELLs
- Using context clues to provide meaning for instruction
- Flexible grouping using NYSESLAT modality results

Staff members are also encouraged to attend professional development offerings from the Office of English Language Learners as well as the Leadership Support Organization. Plans are also being made for key staff members to attend the upcoming NYSABE conference.

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?

At the East Fordham Academy for the Arts, we understand that parental involvement is a key factor for the success of our students. We are committed to keep parents informed and to provide them with ideas and tools to assist their children at home. Throughout the year, we will be providing parents with workshops so that they can be partners in their children's learning. Topics for these workshops include:

- Informational sessions on programs for ELLs, identification process, and selection of a program best suited for their children
- Using ARIS to obtain their child's assessment data and identify areas of strength and weaknesses
- Looking at the NYSESLAT: Providing parents with their children's NYSESLAT results and giving them an in-depth look as to the structure of the exam and how they can help their child at home be successful
- Partners in Print: Giving parents ideas on how they can read with their children at home and games they can play with their children to help them retell and comprehend a story

Various staff members, including our ELL Liaison, Parent Coordinator, Guidance Counselor, Instructional Coach, and Family Worker will lead these workshops in conjunction with our Parent Association. Translation Services will be provided at all of our workshops.

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: <u>East Fordham Academy for the A</u>			School DBN: <u>10X459</u>
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Tania Williams	Principal		1/1/01
Alice Bajana-Vega	Assistant Principal		1/1/01
Rosa Hernandez	Parent Coordinator		1/1/01
Stacy Falberg	ESL Teacher		1/1/01
	Parent		1/1/01
Sheila Damato, ESL	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Lisa Ramirez-Pagan	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 10X459 School Name: East Fordham Academy for the Arts

Cluster: 5 Network: 534

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.

Upon initial registration of any student at our school, the primary language of the parent is determined. Our office staff, which includes school aides, a family worker, and the school secretary first communicate with the parent to assess their primary language and provide them with the support needed in order to complete relevant paperwork. The Parent/Guardian Student Ethnic Information (PSE) Form is included in the registration packet that is given to parents. If a student is a new admit to the NYC public schools, a Home Language Identification Survey (HLIS) will be administered by a licensed pedagogue in the language that the parent is more comfortable communicating in. This form clarifies the language of preference in which the parent would like to receive future communications from the school, including correspondences. Parents also complete an Emergency Contact Card that includes health information, a Parent Questionnaire that asks languages spoken at home and parents place of birth. The Parent Coordinator also meets with the parents at time of enrollment to provide assistance with the process and to determine in what language the parent prefers to communicate in. These forms all provide the information needed to determine the language that the parent speaks and to plan for translation services when needed.

Our school secretary meticulously enters this data in ATS and it is used to ensure that our parent's translation needs are fulfilled appropriately. The family worker uses the information to contact parents and inform them of their child's absences or latenesses. School Messenger is also used to communicate with parents of any important events. Messages are sent in the primary languages the parents speak as per the data.

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 data of our school's demographics show that approximately 86% of our students are of Hispanic descent. The language of majority spoken by the parents of our students at home is Spanish with the other parents speaking predominantly English. As such, a bilingual staff member is always available to assist in communicating with parents when they visit the school. All of the correspondence from the school is sent in both English and Spanish. Various staff members serve as translators when teachers contact parents to ensure that parents always remain informed of the progress of their children. Teachers also use the Parent Coordinator, who is bilingual, as a resource to outreach to parents by submitting a parent outreach request form. Translators are always made available at Parent Teacher Conferences

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 correspondence sent home from the school are translated by in-house staff, which includes the Parent Coordinator or School Secretary, Documents from the New York City Department of Education, such as the Discipline Code, School Calendar, School Compact, and Bill of Parents Rights and Responsibilities are also ordered and sent home in both languages. Signs are posted throughout the school, including the main office, of availability of translation services at our school. Our school website powered through eChalk also has the feature of translating all of the content into various languages. The website has day to day information and helps keep our parents informed of important events in addition to correspondence sent home.

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.

The students in our school are predominantly Hispanic and as such Spanish is the predominant language for oral interpretation services. Our school is well equipped to meet the needs of our school community's oral interpretation needs. All of the main office staff are bilingual in English and Spanish and are available to translate for parents when needed. In addition, our Parent Coordinator is also bilingual and assists non-English speaking parents obtain the information they need from the school by translating when needed. In addition, many of our staff members, including the Assistant Principal, Parent Coordinator, Guidance Counselor, teachers, and paraprofessionals, are also bilingual and provide interpretation services when required. In the case of a parent who speaks a language other than English or Spanish, one of our office staff members will contact the Translation and Interpretation unit of the New York City Department of Education to provide interpretation services for low incidence languages.

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>.

To fulfill section VII of Chancellor's Regulations A-663, all correspondence sent home from the school are translated by in-house staff, which includes the Parent Coordinator, School Secretary, or Assistant Principal. Documents from the New York City Department of Education, such as the Discipline Code, School Calendar, School Compact, and Bill of Parents Rights and Responsibilities are also ordered and sent home in both languages. Signs are posted throughout the school, including the main office, of availability of translation services at our school. Our school website powered through eChalk also has the feature of translating all of the content into various languages. The website has day to day information and helps keep our parents informed of important events in addition to correspondence sent home.



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: <u>East Fordham Academy for the A</u>	DBN: <u>10X459</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>40</u>
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: 3
of certified ESL/Bilingual teachers: 2
of content area teachers: 1

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: Based on data analysis of the most recent NYS ELA and Mathematics exams as well as the NYSESLAT, it is evident that many of our ELL students are not making adequate gains in their test scores or in English proficiency. Specifically, our students in the Transitional Bilingual program, who are newcomers, and our ELLs with special needs are performing far below their peers. For this academic year, we will be using Title III funding to provide supplemental instruction afterschool and on Saturdays in Mathematics and ELA/ESL for our students that are in the Transitional Bilingual program and ELLs that have IEPs in grades 6, 7, and 8. By providing additional support in Mathematics and in ELA/ESL afterschool, we will be able to meet the needs of this population by providing targeted instruction based on data analysis from NYS assessments as well as standards-based in-school assessments that will address the academic deficiencies that these students possess.

The afterschool program will take place 4 days a week, 1 hour each day and on Saturdays for 3 hours for a duration of 10 weeks from December through February. Two of the days will be dedicated to Mathematics. Instruction will be in Spanish in the content area of Mathematics. The Mathematics component will be geared towards our newcomer students in our Transitional Bilingual program as they lack many of the prerequisite knowledge needed to fully engage with the Common Core aligned grade-appropriate Math curriculum. Instruction will be delivered by a Mathematics certified teacher that also holds a bilingual extension. Students will use a variety of materials, including Glencoe Math resources, connectEd, teacher-created materials, and iReady Math, iPads and Smart Board interactive tools. The other two days will focus on ELA /ESL instruction geared towards ELLs that are currently at a beginner level in English proficiency as per the 2014 NYSESLAT results or LAB-R results. An ESL certified teacher will provide instruction using ESL methodologies to help students develop their BICS initially and progressing to developing literacy skills in English. A variety of resources will be used including teacher created materials, leveled classroom libraries, New York ELLs NYSESLAT preparation books, bilingual glossaries, Showtime program in ELA, and technology resources such as iPads and Smart Board interactive tools. Instruction for this component of the program will be solely in English. Groups will be made based on their Performance Series score, iReady assessment and running records. Students will be rotated after week 5 based on the iReady assessment to determine the appropriate ability group for the next 5 weeks.

On Saturdays, the students will engage in 90 minute blocks of instruction in Mathematics and ELA. Students will alternate between Mathematics and ELA during the three hour session. The Saturday component will be an extension of the afterschool program, and students will continue using the materials and resources availed to them during the afterschool program.

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:

Throughout the 2014-2016 school years, we are projecting to hold at least five professional development sessions for all staff hosted by the ELL Liaison or ESL teachers to help staff members become more knowledgeable of successful strategies for teaching ELLs. The topics for these professional development sessions are:

- Analyzing NYSESLAT scores and proficiency levels in modalities to guide classroom instruction
- Scaffolding for ELLs
- Project-based learning for English language Learners
- Technology resources for English language Learners
- Total Physical Response
- Making instruction comprehensible for ELLs
- Using context clues to provide meaning for instruction
- Flexible grouping using NYSESLAT modality results

Staff members are also encouraged to attend professional development offerings from the Office of English Language Learners as well as the Leadership Support Organization. Plans are also being made for key staff members to attend the upcoming NYSABE conference.

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: At the East Fordham Academy for the Arts, we understand that parental involvement is a key factor for the success of our students. We are committed to keep parents informed and to provide them with ideas and tools to assist their children at home. Throughout the year, we will be providing parents with workshops so that they can be partners in their children's learning. Topics for these workshops include:

- Informational sessions on programs for ELLs, identification process, and selection of a program best suited for their children (ongoing throughout the year as new students are enrolled, led by ESL certified teacher and/or Parent Coordinator)

* Parents will receive instruction on how to access iReady at home. The workshop will also focus on providing parents with the strategies needed to talk with your child about how practicing i-Ready Diagnostic and Instruction at home.

Part D: Parental Engagement Activities

- * Parents will receive technology training on resume building and job searching.
- Using ARIS to obtain their child’s assessment data and identify areas of strength and weaknesses (one workshop in the fall and one in the Spring, led by the Parent Coordinator)
- Looking at the NYSESLAT: Providing parents with their children’s NYSESLAT results and giving them an in-depth look as to the structure of the exam and how they can help their child at home be successful (one workshop in the fall and one in the spring, led by ESL certified teacher)
- Partners in Print: Giving parents ideas on how they can read with their children at home and games they can play with their children to help them retell and comprehend a story (one workshop in the fall and one in the spring, led by ESL certified teachers)
- High School Admissions Workshop: Provide parents of newcomer ELLs information on the high school application process and assisting them in choosing high schools that specialize in ELLs (fall workshop, led by the Guidance Counselor)
- Classroom Celebrations: Individual teachers of ELLs will invite parents into their classrooms to celebrate work that students have done for Units of Study. This will provide parents an opportunity to be engaged in what their children do in school and in the learning process (ongoing throughout the year, hosted by various teachers).

Part E: Budget

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

Allocation Amount: \$0

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)	_____	_____

Part E: Budget

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

Allocation Amount: \$0

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