

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

10X437

School Name:

FORDHAM HIGH SCHOOL FOR THE ARTS

Principal:

IRIS BLIGE

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Fordham High School for the Arts School Number (DBN): 10x437
Grades Served: 9-12
School Address: 500 East Fordham Road Bronx, NY 10458
Phone Number: 718-733-4656 Fax: 718-295-3605
School Contact Person: Iris Blige Email Address: iblige@schools.nyc.gov
Principal: Iris Blige
UFT Chapter Leader: Linda Key
Parents' Association President: Marisol Vega
SLT Chairperson: Michael Johnson
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Graciela Lara
Student Representative(s): William Carrasquillo
Shania Williams

District Information

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

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz
Director's Office Address: 1230 Zerega Avenue Bronx, NY 10462
Director's Email Address: Jruiz2@schools.nyc.gov
Phone Number: 718-828-7776 Fax: 718-828-3113

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 that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Iris Blige	*Principal or Designee	
Linda Key	*UFT Chapter Leader or Designee	
Marisol Vega	*PA/PTA President or Designated Co-President	
Jamin McCray	DC 37 Representative (staff), if applicable	
Graciela Lara	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Shania Williams	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
William Carrasquillo	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Jennifer Blalock	Member/Teacher	
Khrystie-Ann Clark	Member/Teacher	
Jennie Perez	Member/Parent	
Margaret Jonas	Member/ Parent	
Anthony Patterson	Member/ Parent	
	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
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.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

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.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** 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.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

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

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

Fordham High School for the Arts is a school that is housed in the Theodore Roosevelt Educational Campus at 500 East Fordham Road, Bronx, New York 10458. The school is centrally located in Bronx County, across from Fordham University. Theodore Roosevelt Campus is located between East Fordham Road on the north, 189th Street on the south, and between Bathgate and Washington Avenues on the east and west respectively. Every classroom and office is Internet ready.

Currently, the school occupies the west wing of the second floor. Our present student population is approximately 430 students, grades 9 – 12. Over 90 percent of our student population is economically disadvantaged and qualify for free or reduced lunch indicating that they are from low income families.

The strengths at Fordham High School for the Arts lie in its mission to create a fine and performing arts program in the Bronx. A partnership with practicing artists affords students the opportunity to explore and develop their talents in various mediums of artistic expression. Fordham High School for the arts supports a culture where the arts are valued within a comprehensive college preparatory program.

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

Fordham High School for the Arts has developed a shared understanding of effective instruction by having multiple professional developments during our common planning time periods which have been developed by our lead teacher team, known as the Teacher Leadership Program (TLP) team. The weekly in-house professional developments aim at providing exemplars for different aspects of the Danielson Framework of teaching. Moreover, we have had external professional development from Innovative Design for Education as well as curriculum development from Center for Assessment. To provide standardized educational practices aligned to Danielson across contents, an inter-visitation team composed of our lead teacher peers provides real-time feedback to faculty throughout the school.

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

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

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

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

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

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

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

- This year, students are engaging in at-level texts selected from Engage New York and the Common Core library and use a balance of informational texts and literature to write analytical and argumentative essays. By doing this, students should be well prepared for college, and their subsequent careers beyond. The plan, to support these goals, is curriculum focused on real-world application questions as well as critical thinking and dialogue.
- Based on Regents results, sophomore and Junior ELA students will spend 60 minutes in instructional time, while Advanced Placement students will have a 75 minute instructional block on alternating days. The additional time allows for longer periods of writing to increase student grit and to allow for more time with discussions to enhance argumentative skills.
- For ELA students, a specific focus on argumentative writing was identified as a need based on an argumentative summer reading assignment, the SAT/PSAT-aligned diagnostics. Students specifically struggled with thesis statements and citing textual evidence to support answers. With this data in mind, literacy teachers focused on pre-writing based around a thesis with evidence being clearly established before writing begins, formulating arguments and evidence through group dialogue in the classroom and through shorter in-class argumentative writing assessments to enhance student ability to formulate a claim and support it with strong textual evidence.
- Developing Curriculum: We have fully aligned the mathematics curriculum to the CCLS, as opposed to last year when the curriculum was partially aligned. To this end, teachers collaborated on developing and aligning curriculum during a week long Summer Institute/Professional Development. During the summer institute, teachers also worked on developing and aligning rigorous assessments. The main shifts with CCLS standards involve incorporating rigor, through real world application, verbal and written justification, and fluency with complex numbers and varied forms to expressions. The majority of the curriculum shifts have involved questioning at a higher level of rigor with more spiraled content standards throughout a single question. Thus, we have revised tests, quizzes, and classroom activities to include more multipart, literacy-heavy questions that draw on multiple standards.
- We have modified many parts of our pedagogy to ensure that students are able to master this more rigorous material. The majority of pedagogical shifts have focused on increased literacy strategies, as literacy is crucial when students justify their reasoning, and when students read or listen to a real world scenario problem. These literacy strategies include our annotation strategy of RUN (Read, Underline and Annotate), mini lessons about writing, and peer editing of writing samples. In addition, we have increased opportunities for students to engage in discussion and dialogue about these real world application questions. As part of building debate and discussion in the classroom (the school's instructional focus), we have introduced sentence starters as an avenue to gradually move our freshmen students along the trajectory of advancing their thinking. Ultimately the goal for students, as they move through their high school career and transition into college, is for them to be able to easily engage in academic discourse that promotes metacognition.
- Global content teams will continue to work together to increase the rigor and coherence of our curricula so that it is strongly aligned to the CCLS and the instructional shifts and will result in 5% increase in the school's Regents

pass rate in June 2016. Last year's regent's data revealed that only 30% of test takers passed the Global History Regents. This year, with the use of more argumentative writing and discussion we will improve on that mark by at least 5%.

By using questioning and discussion and text based claims students will also become more proficient writers, especially argumentative writing. The goal for this school year is that 75% of students at Fordham High School for the Arts will reach proficient status at argumentative writing using a universal writing rubric. In addition, Fordham High School for the Arts history department will unveil a tiered research writing assignment in early April 2016. The goal is that 100% of freshman students will garner training in college level academic research and will produce a research paper by year end

10X437 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	401	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	31
Types and Number of Special Classes (2014-15)					
# Visual Arts	10	# Music	21	# Drama	9
# Foreign Language	5	# Dance	9	# CTE	N/A
School Composition (2013-14)					
% Title I Population	80.6%	% Attendance Rate			92.5%
% Free Lunch	81.6%	% Reduced Lunch			7.9%
% Limited English Proficient	5.2%	% Students with Disabilities			23.1%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American			34.6%
% Hispanic or Latino	62.4%	% Asian or Native Hawaiian/Pacific Islander			1.2%
% White	1.5%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	10.34	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			24.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.5%	Average Teacher Absences (2013-14)			6.27
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	65.0%	Mathematics Performance at levels 3 & 4			75.9%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	94.1%	% of 2nd year students who earned 10+ credits			76.8%
% of 3rd year students who earned 10+ credits	85.1%	4 Year Graduation Rate			77.4%
6 Year Graduation Rate	82.2%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–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.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

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

In alignment with the Citywide Instructional Expectations for the 2014-2015 academic year, the administration utilized formative classroom visits to provide both verbal and written feedback on best practices and strategies that centered around designing coherent instruction, using questioning and discussion techniques and using assessment in instruction. Administration provided various forms of feedback to teachers through various assessment tools: walk through, formal, and informal observation documents.

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

Student performance trends indicates as per the quality review the following:

Students attest that their courses are challenging and that their teachers are “integrating more writing and explaining” into their daily academic tasks. As a result the school has seen success, scoring in the 73rd and 97th percentile in City and peer groups respectively for percentage of students earning a Regents diploma. Moreover, on the rigorous college readiness four-year non-remediation index, the school scored in the 54th and 71st percentiles in City and peer groups respectively on its most recent Progress Report. As per the Framework for great schools report 2015, Fordham High School of the Arts under the Rigorous Instruction Framework element course clarity received a score of 94 and interesting and challenging curriculum received a score above well developed (100) on the quality review.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the individual content teacher teams will collaboratively develop rigorous CCLS-aligned units of study and performance tasks to improve rigorous instruction and the instructional shifts which will result in a 3% increase in the school’s Regents pass rate at the end of the 2015-2016 school year.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher order thinking and build deep conceptual understanding and knowledge around specific content. They have developed a shared understanding of effective instruction by having multiple professional developments during our common planning time periods which have been developed by our lead teacher team.</p>	<p>All students</p>	<p>September 2015 - June 2016 during 6th period</p>	<p>Administration Faculty</p>
<p>The school leaders and teachers develop a data driven culture based on student needs, assessments and analysis, which leads to strategic action planning that informs instruction and results in greater student achievement outcomes. Teachers continually reflect on prior preparation, emerging needs, pedagogical improvements, and strategies to communicate results to students, thus ensuring that new action plans are comprehensive enough to improve future outcomes. As a result teachers clearly understand expectations.</p>	<p>General Educations, Students with disabilities, English Language Learners and other high need subgroups.</p>	<p>September 2015 - June 2016 after mid-terms, finals and Regents exams</p>	<p>Administration Faculty</p>
<p>The CAT, Physical Education and Academic Departments plan to hold a "Parent Night." Parents will be invited to take a class in their student's respective disciplines and classes. In addition, interested faculty would also be invited to foster stronger relationships between parents and teachers.</p> <p>In addition, the school partners with universities to provide college nights, college level courses and college intern mentors to support students' as well as parents' logistical and emotional preparation for college and career.</p>	<p>All parents</p>	<p>Parent Night on October 1, 2015</p>	<p>All staff</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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

The session is offered to all 30 teachers for 5 days @ 6 hours a day f or one week at the end of the summer . The teachers are provided with several books such as The Wong Book and CO-Teaching Book to name a few.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Teachers will analyze student needs assessment and results via item analysis on midterms, January Regents and Final Exams. This occurs approximately eight times throughout the year, as there are two semesters, wherein interim progress intervals occur. At a minimum, 2% gains are projected by Jan 2016 .

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

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

According to the our High School Quality Snapshot, 80% of students feel that FHSA offers enough classes and programs to keep them interested in school. The NYC school survey reveals that less than 30% of students strongly agree that the school’s offerings keep them interested. Moreover less than 60% of students agree or strongly agree that the teaching staff at school “excite them about learning.” Amongst pedagogues, 60% agree or strongly agree that the variety of course offerings, program and activities keep students engaged. While our school has a rich offering of Advanced Placement, CollegeNow, and Arts courses, there is a limited offering of extracurricular activities. The school has seen success, scoring in the 73rd and 97th percentile in City and peer groups respectively for percentage of students earning a Regents diploma. Moreover, on the rigorous college readiness four-year non-remediation index, the school scored in the 54th and 71st percentiles in City and peer groups respectively on its most recent Progress Report. Such work has resulted in positive outcomes for special needs groups. The school achieved 69th and 88th percentile ranks for city and peer groups respectively for four year graduation rates for students with disabilities and 89th and 91st percentile ranks in City and peer groups for four year graduation rates for Black and Hispanic males in the lowest third.

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

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, administration will work with staff to produce a school culture in which students feel challenged by their teachers and peers resulting in a 2% increase in the graduation rate.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
<p>By using EngradePro, students, teachers, parents, and counselors are able to see the progress (or lack thereof) to develop action plans in order to build awareness and strategic guidelines to increase student credit accumulation.</p> <p>Moreover, The school partners with universities to provide college nights, college level courses and college intern mentors to support students' including parents' logistical and emotional preparation for college and career.</p>	All students	September 2015 - June 2016	All Lead Teachers; Students; Parents; Counselors
<p>The CAT, Physical Education and Academic Departments plan to hold a "Parent Night." Parents will be invited to take a class in their student's respective disciplines and classes. In addition, interested faculty would also be invited to foster stronger relationships between parents and teachers.</p>	All parents	September 2015 - June 2016	All staff
<p>Identifying teachers to sponsor extracurricular activities. We continue supporting the yearbook, National Honor Society and Lunch learns as extended learning opportunities and have introduced new clubs such as the book club, health and fitness club, drama club, computer science and the poetry club. The clubs will be sponsored on different days so that students can participate in more than one club.</p>	All students	September 2015 - June 2016	Administration and Lead Teachers
<p>Teachers and BETAs will hold lunch and learn sessions regularly for students to make up work and seek remediation. These lunch and learns are usually very productive as the small group settings makes for one-to-one sessions with teacher/BETA</p>	Bottom one-third	September 2015 - June 2016	Teachers and BETAs

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ul style="list-style-type: none"> • Teachers will work in collaborative groups to plan targeted instruction to meet needs of sub-population groups • Weekly meetings amongst selected faculty members will be held to discuss the alignment of standards and all instructional materials.

- Create a parent information and resource center for parents of Fordham High School for the Arts. We will create this resource center and purchase book shelves, reading materials and hire personnel to assist parents.

Part 4b. 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 SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Bi-weekly and monthly meetings among key stakeholders to assess the efficacy and progress of professional development and extracurricular activities implemented. This will occur throughout the year during interim progress intervals which will occur three times during a semester for a total of six per year. Measurable benchmark will be the January 2016 Regents Exam pass rate for students in cohort 2016. At least 72% of the cohort will have fulfilled state examination requirements for graduation as currently 68% meet those requirements

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

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

Based on the 2014-2015 NYCDOE High School Quality Snapshot for Fordham High School for the Arts, our school was rated as “well developed” in engaging in structured professional collaborations. As collaborative teams, we use an inquiry approach that promotes shared leadership and focuses on improved student learning based on data-driven protocol. The staff participates in frequent professional development opportunities in order to hone the skills necessary to implement the school’s instructional focus: student-driven debate and discussion. Although pedagogy is effectively developed, ensuring the full engagement of students through questioning and assessment needs improvement (Danielson 3b). Further professional development opportunities, as well as utilizing current staff members with exemplary pedagogical skills is necessary to guarantee complete student engagement, which includes having multiple opportunities for deeper thinking and synthesis of information. Currently, the staff is leveraging Learning Activity Technology Infused classrooms with a focus on problem – based learning assessments in order to transition teachers from a role as a lecturer to a role as a facilitator. Continued support in this area will refine the staffs’ ability to design formative assessment tools to monitor and track student participation. In this capacity, teachers are able to strategically guide discussions to include stopping points to question and/or challenge student thinking, as well as opportunities for student synthesis.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, ongoing professional development will be provided so teachers can collaboratively use ongoing formative assessments tools to monitor and track student participation, understanding, and content specific skills which will result in 3% increase in the course pass rate from the previous year.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Teachers meet to review student work products to evaluate current pedagogical practices, implement differentiation strategies that are applicable for all classes, assess curricula alignment, and modify lessons and units based on data and student feedback.</p> <p>Teacher teams meet several times weekly to study curriculum and inform pedagogy adjustments focusing on the goals of increasing Regents pass rate at college-ready standards.</p>	<p>IEP/ELL students who haven't passed NYS Regents Examinations</p>	<p>September 2015-February 2016</p>	<p>All faculty</p>
<p>Math and ELA departments meet with BETAs to review student operational and achievement data bi-weekly. Action plans are created on a bi-weekly basis to address gaps and promote growth where we see success.</p>	<p>Math, ELA Departments, BETAs and SD</p>	<p>During Professional development 1x a week on Thursdays</p>	<p>Math, ELA departments and SD</p>
<p>Hold "Faculty Classes" during select common planning periods, in which teachers attend a class in one of the 5 arts discipline and/or Physical education. This will inform academic teachers about the content taught in each department developing deeper understanding across arts, academics and physical education and will thus open up more opportunities for collaboration</p>	<p>All Faculty</p>	<p>Once Quarterly</p>	<p>All faculty</p>
<p>Engage in observations of teachers who possess exemplary pedagogical skills related to the implementation of formative assessment tools.</p>	<p>All students</p>	<p>Once quarterly</p>	<p>Teachers, Administration</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ul style="list-style-type: none"> • Continued guidance in the analysis of lessons/units of study and the formative assessments used in lessons/units for differentiation (struggling as well as advanced students) ensuring alignment to the Common Core Learning Standards • Student work analysis to adjust instruction and differentiation

- Opportunities for teachers to work with coaches and partners in a small group setting to develop, review, and ensure that assessments are of high quality
- Designing classroom structures to teach executive function skills along with academic content
- Infusing technology as a tool for differentiation, collaboration, and assessment

Part 4b. 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 SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Weekly, Monthly and Quarterly meetings with partners and key stakeholders to assess the efficacy and implementation of formative assessments and growth of collaboration school progress will be monitored by 3% increase in scholarship data from marking period 1 to marking period 2 Fall and Spring Terms for the 2015-16 SY.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

In order to deepen instructional practices, administration has implemented the following to improve school structures for the 2015-2016 academic year

- Development of Teacher Leaders to conduct inter-visitations using the Danielson's Framework
- Building teacher conceptual understanding of Hess’ Cognitive Rigor Matrix to reinforce the implementation of rigorous instructional materials to ensure that students are engaged in high-level cognitive activity aligned to CCLS
- Each department (Creative Arts, English, Mathematics, Science, Social Studies and Special Education) has been assigned a Lead Teacher, as a result they are sharing with their respective peers during team meetings promising practices, professional articles and journaling. Teachers have undergone a series of sessions with administration and Achievement Instructional Support from the Network in various content areas such as Mathematics, English Language Arts, Science and Social Studies. Together, Lead Teachers conduct daily inter-visitations to assist administration in providing teachers with frequent, constructive, and timely feedback to ensure that all teachers are knowledgeable and expectations are set from the onset with the Danielson Rubric so that teachers can implement best teaching practices in the classroom to address the diverse needs of the student body. Teacher Leaders support teachers and teacher teams with incorporating rigorous CCLS units and tasks to curriculums.

Our school accomplished a score of well developed on the 2013-2014 Quality Review. Administration along with the teachers partnered with the Blue Engine program to ensure that every student in the 9th grade receive additional support in the classroom. As a result, students in the 9th grade were scheduled to sit early for the English Common Core Regents Exam. Students who sat for the assessment this June garnered a 91.5% pass rate on the assessment with 67% of those who passed the exam, passing at the college ready level as determine by the City of New York (CUNY). In Mathematics, the overall pass rate of 9th grade students sitting for the Algebra Common Core exam increased by 8.09% from 56.12% (June 2014) to 64.21% (June 2015). Additionally, the overall pass rate in Geometry increased by 31.13% from 18.87% (June 2014) to 50% (June 2015). We believe that every student will learn to the highest level and we are prepared to offer more time and support to every student that needs it. In collaboration with administration and teacher we are implementing a new master schedule that was developed during the 2014-2015 academic year where students will be scheduled for 60-minute blocks for first and second periods for courses that terminate in regents exams and 75 – minute blocks for courses that terminate in Advanced Placement exams on alternating days, to ensure that class periods are long enough to foster deep, analytical thinking and time for processing. All teachers (excluding the Creative Arts) were scheduled to have a preparation period at the same time to provide teachers ample time (Prep and Common Planning) to receive professional development from administration, Teacher Leaders, and our Educational Consultants. Professional Development sessions were crafted to review rigor / Depth of Knowledge, CCLS alignment and task creation as well as lesson planning. Additionally, this time was provided so that teacher can work in their Professional Learning Communities to collaborate around student achievement goals by using the school’s protocol for “Looking at Student Work.” Through the design of the new master schedule for the 2015-2016 school year, administration will work with the teachers to ensure that they receive extensive professional development to meet the demands of the Citywide Instructional Shift. The goal is for more students to pass the English and Mathematics regents examinations at the college ready level, receive a 3 or higher on

the College Board's Advanced Placement examinations, increase cohort graduation rate, and increase the number of students applying and attending college within 6 months from graduating high school.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, school leaders including teacher leaders will create and implement a professional development plan that builds teacher's capacity to supports coherent instruction and build on the school's instructional focus resulting in a 2% increase in teachers improving one performance level reflected in Danielson component 1e and a 3% increase for students on high stakes examinations (state and national) for the 2015-2016 school year.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Use data and inter-visitations to identify teacher goals and assess instructional effectiveness</p>	<p>All faculty</p>	<p>September 2015 - June 2016</p>	<p>All faculty (Specifically Lead Teachers)</p>
<p>Support student and adult learning through partnering with universities to provide college nights, college level courses and college intern mentors to support students’ including parents’ logistical and emotional preparation for college and career.</p>	<p>All faculty, students and parents</p>	<p>September 2015 - June 2016</p>	<p>All faculty (specifically Guidance department)</p>
<p>Promote continuous improvement in teaching and learning at the school and department levels by using Masteryconnect to develop SMART Goals and utilizing common planning periods to meet or exceed departmental goals with an emphasis on sub-populations of students.</p>	<p>All faculty</p>	<p>September 2015 - June 2016</p>	<p>All faculty</p>
<p>Monitor Progress in alignment of curriculum, instruction and assessment using the data generated from Masteryconnect to inform their pedagogical practices, e.g. develop goals for</p>	<p>All faculty</p>	<p>September 2015 - June 2016</p>	<p>Administration</p>

students, adjust and refine their instructional plans based on data.

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

The use of Achievement Instructional Support from coaches and partners and ensuring the efficacy of Teacher Leaders during daily inter-visitations to assist administration in providing teachers with frequent, constructive, and timely feedback. Paying coaches, partners and per-session to teachers who oversee. We will also implement a new schedule to ensure more time for Professional Development and content specific meetings.

Part 4b. 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 SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Collaborative Teachers and Effective Leadership will be achieved through classroom observations conducted by administration, teacher inter-visitations, departmental walk through, CCLS aligned curriculum, lesson plans which incorporate CCLS tasks, student work products and professional development surveys. Student performance on benchmark assessments and high stakes examinations will also factor into how the school community examines and tracks to understand success towards these goals.

Progress will be measured by 3% increase in pass rate from Fall Mid-Term examinations to Fall final examinations.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

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

According to the 2014-2015 NYC school snapshot, Fordham High School for the Arts' Strong Family - Community Ties is an area of need; although in prior years parents have felt welcomed. Furthermore, other family related questions showed that Fordham High School for the Arts does an excellent job of keeping both parents and students informed on programs and opportunities that students can participate in to advance their learning. The framework for great schools for 2013-2014 indicates an immediate need for remediation, and improvement is always encouraged.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

During the 2015-2016 school year, there will be increased opportunities for parent engagement such as Family Day, Project Presentations and a component of Parent Feedback on projects. This will be done in efforts to make parents and families feel more welcomed and encouraged to engage with the school, as measured by a 2% increase in parents who agree or strongly agree on the School culture action of the NYC School Survey.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Parents/Guardians have the opportunity to come and watch their student engage in the material. They will be given subject specific dates that will occur once a semester, particularly towards the end of a unit when more projects and discussions occur.</p>	<p>Parents</p>	<p>Ongoing throughout the year until June 2016</p>	<p>Instructors of the class as well as department lead</p>
<p>Developing an action plan that includes outreach to parents, a strong sense of community is fostered as teachers in all content areas maintain relationship with families in the school community through consistent outreach via phone, email, EngradePRO, or scheduled meetings ensure all students are supported and a sense of team building and nurturing is evident throughout the academic year. During our Parent Association meeting we inform our parents of upcoming events and encourage them to participate.</p>	<p>Students who receive 65 or below on 2nd report card of semester</p>	<p>Ongoing throughout the year until June 2016</p>	<p>Lead Teachers, students, parents, counselors</p>
<p>The Creative Art Team, Physical Education and Academic Departments plan to hold a “Parent Night.” Parents will be invited to take a class in their student’s respective disciplines and classes. In addition, interested faculty would also be invited to foster stronger relationships between parents and teachers.</p>	<p>All students</p>	<p>Ongoing throughout the year until June 2016</p>	<p>All Staff</p>
<p>Blue Engine Teaching Assistants (BETAs) call families weekly to inform them of students who have excessive absences, or are missing several homework’s in one week. Additionally, BETAs communicate with families on a weekly basis for students to stay for extra help after school. BETAs support lead teachers in sending home regular progress reports and ensuring follow-up by student/families</p>	<p>All students</p>	<p>Ongoing throughout the year until June 2016</p>	<p>BETAs and Teachers</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Teachers will work in collaborative groups to plan subject specific dates so parents can observe a class project
- Plan to hold a “Parent Night.” Parents will be invited to take a class in their student’s respective disciplines and classes. In addition, interested faculty would also be invited to foster stronger relationships between parents and teachers.
- Academic Workshops for parents (e.g. Parent Night and Family Day)
- Create a parent information and resource center for parents of Fordham High School for the Arts students

Part 4b. 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 SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Fordham High School for the Arts will:

- Inform and involve parents in various activities within the school
- Parent participation in student functions and activities will increase by February 2016.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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 proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Students at risk of scoring below the approved passing grade on state assessments	Interactive Writing, Blended Learning, 60 minute block of instruction	Small Group, one-to-one	During the school day
Mathematics	Students at risk of scoring below the approved passing grade on state assessments	Blended Learning, 60 minute block of instruction	Small Group, one-to-one	During the school day
Science	Students at risk of scoring below the approved passing grade on state assessments	60 minute block of instruction	Small Group, one-to-one	During the school day
Social Studies	Students at risk of scoring below the approved passing grade on state assessments	60 minute block of instruction	Small Group, one-to-one	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students identified through their IEP mandated services	Counseling by Social Worker and/or counselor by caseload	Small Group, one-to-one	During the school day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>Fordham High School for the Arts school quality review report for 2013-2014 was rated "well-developed" and on its New York State Education Department's Report Card deemed in "good standing".</p> <p>Professional Development focus:</p> <ul style="list-style-type: none"> • Outreach to Human Resources, Teach for America and Teaching Fellows organizations to recruit highly qualified teachers • Continued Inter-Visitations/Cycle of Feedback • Deeper Understanding of Webb and Hess's Depth of Knowledge Cognitive Matrix* • Further development of CCLS (i.e. Performance Tasks, Cross-Curricular Alignment, and Looking at Student Work Products) • Cross-Curricular connections to theme-based performance project, Urinetown • Understanding by Design (UBD) – Backwards planning for units of study* • Data Analysis* • Development of Summative End of Year Assessments • Development of Summer Assignments

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>We will continue to provide professional development in CCLS and related "best practice" and "promising practice" strategies to encourage teacher retention. Teachers including Lead Teachers will continue to participate in school, Citywide, and Network Professional Development sessions on Danielson Framework and CCLS, Writing Argumentative Essays and Depth of Knowledge to support teachers in their efforts relative to curriculum development. In addition, new teachers will participate in the following:</p> <ul style="list-style-type: none"> • Summer Institute • Chancellor's Professional Development • Weekly Professional Learning Committee (PLC) Meetings • Weekly Common Planning Meetings • Weekly Special Education Meetings • Weekly Danielson Professional Development (Component Foci: 1a, 1e, 2a, 2b, 3b, 3c, 3d, and 4e) • Teacher Leader Program (TLP) Meetings

- School/Partnership Meetings
- Blue Engine Meetings

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.).

N/A

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

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

- Chancellor’s Professional Development
- Weekly Professional Learning Committee (PLC) Meetings
- Weekly Common Planning Meetings
- Weekly Special Education Meetings
- Weekly Danielson Professional Development (Component Foci: 1a, 1e, 2a, 2b, 3b, 3c, 3d, and 4e)
- Teacher Leader Program (TLP) 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, 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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	302,317.00	X	Section 5e
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,728,742.00	X	Section 5

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC) ***(Required for All Title I Schools)***

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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’s Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

Parent Involvement Policy (PIP)

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

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

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

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

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

Fordham High School for the Arts, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on 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 with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition

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

Principal Iris Blige	Assistant Principal Michael Johnson, Jr.
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Anna Howard	School Counselor Pauline Appleton
Teacher/Subject Area Nicholas Verrillo / SPED	Parent Marisol Vega
Teacher/Subject Area Atif Khalil / Social Studies	Parent Coordinator type here
Related-Service Provider Alyson Weaver	Borough Field Support Center Staff Member Mark Weisman
Superintendent Elaine Lindsey	Other (Name and Title) type here

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	379	Total number of ELLs	8	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	8	Newcomers (ELLs receiving service 0-3 years)	2	ELL Students with Disabilities	5
SIFE	1	Developing ELLs (ELLs receiving service 4-6 years)	2	Long-Term (ELLs receiving service 7 or more years)	4

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	2	1	0	2	0	2	4	0	3	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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										2	1	5	0	0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)														0
Emerging (Low Intermediate)														0
Transitioning (High Intermediate)														0
Expanding (Advanced)										3	3	5	1	0
Commanding (Proficient)										1	2			0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total												3		0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total										2	4	3		0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	9		7	
Integrated Algebra/CC Algebra	4		0	
Geometry/CC Algebra	7		3	
Algebra 2/Trigonometry	0		0	
Math _____	0		0	
Chemistry	0		0	
Earth Science	0		0	
Living Environment	5		1	
Physics	0		0	

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	8		1	
Geography	0		0	
US History and Government	2		0	
LOTE	0		0	
Government	0		0	
Other _____	0		0	
Other _____	0		0	
NYSAA ELA	0		0	
NYSAA Mathematics	0		0	
NYSAA Social Studies	0		0	
NYSAA Science	0		0	

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 Fordham High School for the Arts administers diagnostic examinations in ELA, Mathematics, Science and Social Studies for all grade levels. The insight that the data provides about our ELLs includes deficiencies in both literacy and content area skills for 75% of our current ELL's. The pedagogical staff has developed intervention strategies, such as R.U.N. anotations, the Hochman Writing Program and close reading of text to hone in on the required skills/content aligned to CCLS that needs to be further developed to increase student proficiency levels.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 The data patterns across proficiency levels have revealed that reading and writing are the highest deficiencies across all grade levels. All current ELL's at Fordham High For the Arts are at the expanding level with deficiencies in writing.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 Fordham High School for the Arts uses information about Annual Measurable Achievement Objectives to design curriculum to meet the needs of our ELLs. Data reveals that the majority of our students have deficiencies in reading and writing. Thus, students are enrolled in extended English and Social Studies periods, which also integrate ESL curriculum, which targets reading and writing skills that students need to master in order to be college and career ready upon graduation from high school. Specific strategies include the Hochman Writing Method and vocabulary acquisition. Additionally, Fordham High School for the Arts has implemented the use of three teacher assistants in grades 9 and 10 for all ELA courses to support students in small group instruction and writing workshops. It is our goal that through the identified intervention strategies to support our students, there will be an Annual Measurable Achievement of one proficiency level of growth for at least 90% of students on the NYSESLAT. Based on the AMAO tool, two of our ELL students are under-credited, three were held over in the past 3 years, six are at a risk level of 3 or greater, and three of the current ELLs passed the ELA regents. All other areas/categories for ELL data under Data Analysis and AMAO Status Estimation based on the Spring 2015 NYSESLAT had zero students. Additionally, according to the AMAO tool, AMAO 1 Status is not available. However, AMAO 2 Status was the 2015-2016 school year is as follows:

-The target for 2015-2016 is 15.60% with a difference of 22.86% (percentage points) between the target and the school's current status.

4. For each program, answer the following:
 - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?
 - a. Students were provided alternative of the assessment, however, students opted to take the exam in English.
 - b. At this time, Fordham High School for the Arts does not use ELL periodic assessments. Instead, the school uses teacher created assessments aligned to CCLS standards. Results on these assessments are used by teachers during their inquiry team meetings to develop intervention strategies for ELL students.
 - c. The school has learned that ELL students have difficulty with using transitional statements and cite textual evidence when writing argumentative essays.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide](#), Support Services for ELLs (RTI and AIS) section and [RtI Guide for Teachers of ELLs](#).]
Not applicable
6. How do you make sure that a student's new language development is considered in instructional decisions?
Administration reviews Common Core Learning Standards-aligned curricula to ensure that a child's second language development is considered in instructional decisions. Teachers and support staff are provided a list of current and former ELLs so that teachers of these students can meet on a weekly basis to plan and discuss pedagogical strategies to ensure student success. The ESL teacher and content teacher collaborate in teams weekly by content area in order to address ELL student language acquisition needs in addition to content.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?
Not applicable.
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
Fordham High School for the Arts' focus for the 2015-2016 school year is to build upon the foundations we have developed in implementing the Common Core Learning Standards with an infusion of technological usage via our iLearnNYC program to more effectively individualize and differentiate instruction within the context and framework of a rigorous, standards-based curriculum. Through the effective planning and usage of technology, the achievements of all students will be continually monitored. Detailed information on each student about specific learning needs and daily direct intervention monitored through the various technology programs and platforms at the school (i.e., Datacation, Engrade, MasteryConnect, and iLearn) will help students attain mastery. Extensive differentiated strategies, techniques and learning modalities need to be developed, incorporated, and utilized so that learning is not repetitive, but will have a fresh presentation and rigorous content. Technology usage will facilitate immediate feedback and data for students and teachers. Technology will also facilitate the creation of appropriate learning increments and level/complexity to meet student needs. Technology will facilitate interactive learning where students learn by doing and by giving and getting continuous responses. An additional assessment of teacher and student progress involves looking at student work at regularly scheduled intervals in Teacher Team Meetings. Establishing a cohesive and comprehensive research based plan for professional development, collaborative planning, and informed decision making utilizing data, and regular assessment with meaningful feedback is key for the successful implementation of our focus.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide](#), [ELL Identification](#) section.
All students newly admitted to our school are reviewed for ELL eligibility based on the student's original Home Language Identification Survey (HLIS). The HLIS is administered by the ELL Team comprised of the Assistant Principal/ELL coordinator and certified ESL teacher, who are both trained in ELL identification. This is done in order to determine the home language spoken by the students. When a student is newly admitted to the NYC school system, the ESL certified pedagogue and/or ELL coordinator assists the parents

with completing the survey in an attempt to ascertain the language status of the student. If the parent indicates a home language that is other than English on the HLIS, the ELL coordinator and/or the ESL Teacher conducts an informal oral interview with the parent and student to verify the home language. If the language is determined to be other than English then the ELL Team administers the NYSITELL or the Spanish LAB. This determines the English language proficiency level of the student. Placement of the student in a particular ELL program is based on the guidelines stipulated on the CR Part 154 NYSITELL results as well as the parent's choice of program on the Program Selection Form. A student who is identified as having a language other than English, is then placed within ten days of enrollment into the appropriate program. Placement and services provided are determined by the level attained on the NYSITELL or Spanish LAB. A student may be classified as either Entering, Emerging, Transitioning, Expanding or Commanding. All communications, letters and forms are provided to the parents in English, as well as in the student's native language.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

At Fordham High School for the Arts, determining SIFE status begins at the time of the completion of the Home Language Identification Survey when the parent is asked to indicate prior schooling. The ELL Identification Process then continues as with all students. If there are indications within the ELL Identification Process that a student has had an interruption or inconsistency in their formal schooling, the school proceeds with the SIFE Identification Process for newly identified ELLs in grade 9 and if they are at the beginner/entering or low intermediate/emerging level of proficiency as indicated by the NYSITELL results. The school administers the oral interview questionnaire and for students who have a home language of Arabic, Bengali, Chinese, Haitian, Creole, or Spanish, the school administers the Literacy Evaluation for Newcomer SIFE (LENS). Initial SIFE status is then indicated in the BNDC, the DOE's data collection systems, no later than 30 days from initial enrollment.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide](#), [ELL Identification](#) section).

If a student has an IEP and Home Language is other than English, the Language Proficiency Team (LPT) members consisting of the Assistant Principal/ESL Coordinator, Guidance Counselor, English Teacher, and ESL Teacher is formed and reviews evidence of the student's English language development. Next, the LPT either recommends the student to take or not to take the NYSITELL. If the student is recommended to take the NYSITELL to determine ELL status, the ELL Identification Process continues as with all students. If the LPT recommends the student NOT to take the NYSITELL, the team's recommendation is sent to the principal for review. If upon review, the principal determines the student should take the NYSITELL, the student takes the assessment to determine ELL status. ELL Identification Process continues as with all students. Otherwise, if the principal determines the student should NOT take the NYSITELL, the principal's determination is sent to the superintendent or designee for review. Parent or guardian is notified within 3 days of the decision. Upon review, superintendent or designee determines the student should take the NYSITELL and the ELL Identification Process continues as with all students. If upon review, superintendent or designee determines the student should not take the NYSITELL. Parent is then notified and the ELL Identification Process terminates.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

After determining ELLs, the ELL coordinator immediately mails translated entitlement and non-entitlement parent notifications letters home to let parents know the results and that they have the right to appeal ELL status within 45 days of enrollment. Copies of parent ELL notifications and letters are kept in students' cumulative folders.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide](#), [Re-Identification of ELL Status](#) section).

Translated entitlement and non-entitlement parent notification letters are mailed home to inform parents their son/daughter's ELL status and that parents have the right to appeal ELL status within 45 days of enrollment. Copies of parent ELL notifications and letters are kept in students' cumulative folders.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

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

list reaches the appropriate number of 20 students, speaking the same language in the same grade. The orientation is facilitated by the Principal, ESL coordinator, ESL Teachers and a translator(s) in the child's home language, as needed.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.
Parents/guardians of newly identified ELLs are invited to attend a parent orientation. During this session they are informed of their options as it pertains to the services and programs available to them. They are also shown a video (available in English and in the parent's home language) which describes the three program choices (Transitional Bilingual Education-TBE, Dual Language, and Freestanding ESL) that the NYCDOE offers. After viewing the video, the parents complete a parent survey and the program selection form indicating the order of their choice of programs. This form is also made available in the parents native language. Translators are also present to assist parents with understanding their options. The parent is then given the opportunity to make their choice then or to return the forms within 2-3 days. If the forms are not returned an outreach is made to the parent. If they still fail to turn it in, the default program for ELLs is TBE, as per CR Part 154. If parents select TBE as their first choice, and the school does not have the numbers to offer this program, the parents will be provided with a list of schools that offer TBE programs. If the parents opt to stay with the school, they are informed that while the school does not have the required minimum number of students to open up a bilingual program their child's name will remain on a waiting list. They will be informed that the school will offer a bilingual program when the list reaches the appropriate number of 20 students, speaking the same language in the same grade. The orientation is facilitated by the Principal, ESL coordinator, ESL Teachers and a translator(s) in the child's home language, as needed.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
After viewing the video, the parents complete a parent survey and the program selection form indicating the order of their choice of programs. This form is also made available in the parents native language. Translators are also present to assist parents with understanding their options. The parent is then given the opportunity to make their choice then or to return the forms within 2-3 days. If the forms are not returned an outreach is made to the parent. If they still fail to turn it in, the default program for ELLs is TBE, as per CR Part 154. If parents select TBE as their first choice, and the school does not have the numbers to offer this program, the parents will be provided with a list of schools that offer TBE programs. If the parents opt to stay with the school, they are informed that while the school does not have the required minimum number of students to open up a bilingual program their child's name will remain on a waiting list. They will be informed that the school will offer a bilingual program when the list reaches the appropriate number of 20 students, speaking the same language in the same grade. The orientation is facilitated by the Principal, ESL coordinator, ESL Teachers and a translator(s) in the child's home language, as needed.
9. Describe how your school ensures that placement parent notification letters are distributed.
Placement parent notifications letters are translated in both English and the student's home language. These documents are then mailed home. After three days, members of the LPT reach out to families to confirm receipts of the letters and to advise parents/guardians of additional support their son/daughter is entitled to through the school and NYCDOE.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
Copies of all documents sent home to ELL parents are kept in the students' cumulative folder. Cumulative folders are stored in the main office. The ELL coordinator is the person responsible for maintenance of student records. Members of the ELL team has access to all ELL documentation.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The NYSESLAT is administered annually to all English language learners at Fordham High School for the Arts upon review of ATS reports (RLER, RNMR,RLAT). All school personnel who will be involved in administering any session of the NYSESLAT, or in overseeing the administration and scoring of the NYSESLAT, is provided with and read a copy of the New York State Testing Program NYSESLAT School Administrator's Manual. Parents of ELL students are notified through a letter in early April informing them of when their son/daughter is scheduled to sit for the four language modalities tested on the NYSESLAT. All sections of the NYSESLAT are administered by a trained ESL Teacher in alignment with the administration schedule provided by New York State. All ELL students with disabilities are provided with the testing accommodations specified in their IEPs or 504 Plans when taking the NYSESLAT, with two expectations: The Reading subtest is not read to any student and for the Writing subtest, students do not receive assistance with or have their responses corrected for spelling, grammar, paragraphing, or punctuation. In order to ensure that all sections of the NYSESLAT is administered to all students, the ELL team monitors the student's attendance and program to provide them with rescheduled testing dates within the testing window.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Continued entitlement and transitional support parent notifications letters are translated in both English and the student's home language. These documents are then mailed home. After three days, members of the LPT reach out to families to confirm receipts of the letters and to advise parents/guardians of additional support their son/daughter is entitled to through the school and NYCDOE.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

After reviewing the Parent Survey and Program Selection forms for the past few years, we have noticed the trend in program choices is freestanding ESL. All 13 parents have selected freestanding ESL as their program of choice. The program model offered at our school is aligned with parent requests.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
 - a. Freestanding ENL program.
Instruction is delivered through the:
 - a. Organizational models - ICT (Co-teaching) and Integrated ENL courses. The program model is ungraded, heterogenous groupings and students are of mixed proficiency levels. Other programmed courses in Integrated Co-teaching ENL courses are in English and Social Studies for former ELL's that require an additional of 90 minutes in ELL transition support. The school also offers a stand alone ENL course for ELL students.
 - b. TBE program. *If applicable.*
Fordham High for the Arts does not have a TBE program.
 - c. DL program. *If applicable.*
Fordham High for the Arts does not have a DL program.
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

All ELL students receive the mandated minutes of instruction according to their level of English proficiency as per CR Part 154. Entering ELLs receive a minimum of 3 units of study (540 minutes of ESL instruction); Entering and Emerging ELLs receive the minimum of 2 units of study (360 minutes of ESL instruction); Transitioning and Expanding ELL students receive 1 unit of study in ESL (180 minutes of instruction); and Commanding ELL students receive 0.5 unit of study (90 minutes of ESL instruction). All instruction is delivered by certified ESL teachers Monday through Friday during the regular school day.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

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

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

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

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

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

Differentiated instruction for ELL subgroups:

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

the push in model in their content area classes. Student progress is assessed each marking period in order to evaluate and revise

interventions as appropriate. Students work in small homogeneous groups for teachers to ensure that students grasp concepts and

in heterogeneous groups to encourage participation in discussions with peers in order to support their comprehension of a given

topic or assignment. Teachers across all content areas use research-based instructional strategies to include: activating prior knowledge, providing a print-rich environment, engaging students in hands on activities, using realia, props, model activities, activating higher order thinking skills through sorting, categorizing, charting, diagramming and also through explicitly teaching

vocabulary.

b. NEWCOMERS – The primary objective is to simplify language while amplifying the content. Students are provided with hands-

on demonstrations, opportunities for role play, journal writing, using native language or pictures and also using the workshop model to scaffold basic skills in language development. This form of intensive instruction approach prepares ELLs for ELA testing in

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

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

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

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

e. Native language support is offered in all classes through the use of Bilingual glossaries, bilingual text books, translations, computer language programs and software to support our students during their transition process. Former ELLs are permitted to

receive testing accommodations for up to two years after testing out on the NYSESLAT. ELL strategies in instruction continue in all

content area classes. Small group settings, extension of testing time, teacher collaboration on instruction and monitoring of ELL students progress continue. Additionally, Former ELLs receive 90 minutes a week of integrated ESL for 2 years after testing out.

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

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

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12

months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

At FHSA, a student who has undergone the ELL identification process managed by the trained ESL coordinator by the ELL coordinator may go through the re-identification process as long as it is within 45 school days of enrollment, a request is made by a student's parent or guardian; a student's teacher; or a student of 18 years or older. Once the request is made, the re-identification process is completed within 10 school calendar days of receipt of written notice; however, if the CSE must be consulted, the process must be completed within 20 school calendar days. Like the ELL identification process, the re-identification is also managed by the ELL coordinator. After a review and recommendation is made by the ELL coordinator, the school principal determines whether to change the ELL status or not. Written notification of the decision in the parent's preferred language is then sent to the parent or guardian and the student if he/she is 18 years of age or older. No further action is taken if the recommendation is to not change the ELL status. Upon receipt of signed notification acknowledging the principal's recommendation to change the ELL status from the parent or guardian or student, the relevant documents and recommendation are sent to the superintendent (or designee) for review and final decision. Written notification of the decision is sent to the principal, the parent/guardian and/or student in the preferred language within 10 school days of receipt of documentation from the principal. If the decision is to not change the ELL status, no further action is taken, However, if the decision is to change the ELL status, the student's program is modified accordingly. All notifications and relevant documents are kept in the student's cumulative folder.

Between 6 and 12 months from the date of the superintendent's notification to the principal, parent, guardian, and/or student, the principal reviews the re-identification process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal then consults with the ELL coordinator, the student, and the parent. If the principal, based on the recommendations of the ELL coordinator and consultation with qualified staff personnel and with the parent/guardian believes the students may have been adversely affected by the determination, the principal provides additional support services to the student as defined in CR Part 154-2.3(j) and is able to reverse the determination within this same 6-to-12 month period. If a reversal of ELL status is made by the principal, the superintendent or superintendent's designee is notified. All final decision notification documents are sent in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.

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

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

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

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

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

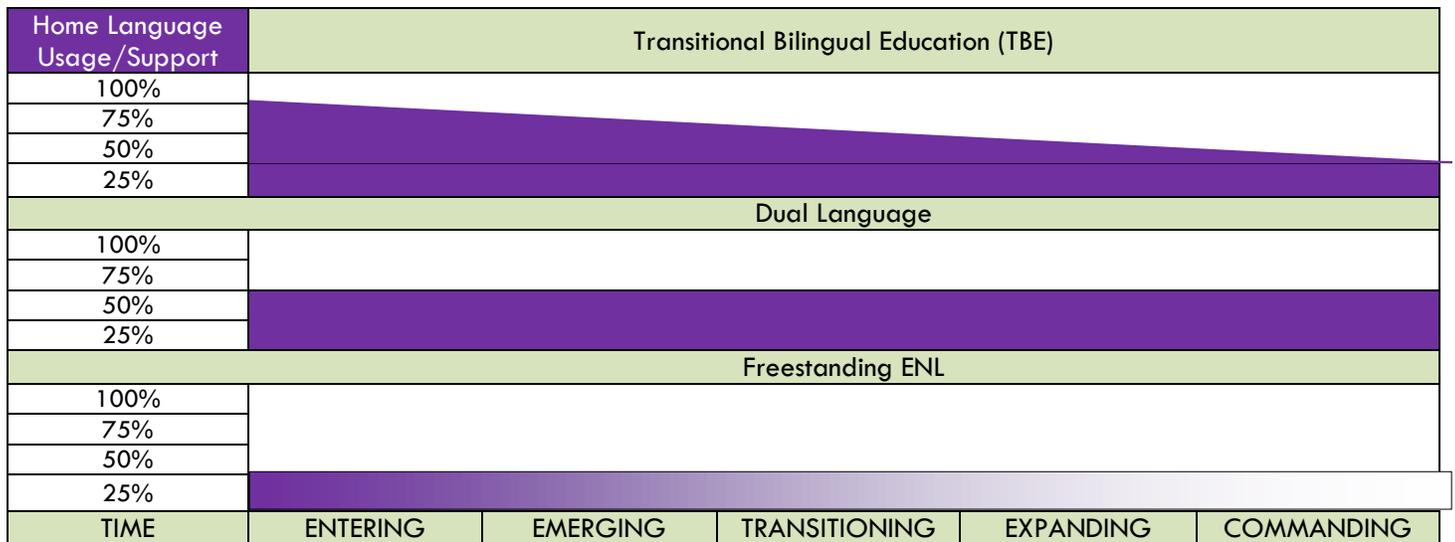


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Targeted intervention programs for ELLs in ELA, Math, Global Studies, Science, & other subject matter are provided through after school programs and Saturday programs (PROJECT SOAR). They are designed to achieve the following:
- Literacy Development across the content areas (All teachers are reading teachers-not just content instructors)
 - Use of technology, visual, auditory, and tangible realia/materials regarding the delivery of instruction
 - Strong native language support for beginning students who have recently arrived to the country
 - Peer tutoring Program
 - Lunch & Learn Program
 - Components of the workshop model are used in all core subject classes
- All interventions are offered in English with strong native language support. Both ELL teachers work closely with content area teachers to provide best teaching practices and strategies for our English as a Second Language students.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Results of the spring 2015 NYSESLAT administration reveals that the effectiveness of Fordham High School for the Arts' current program is meeting the needs of our ELLs in both content and language development as all students who took the assessment accomplished gains/improvement in test scores on three of the modalities tested with deficiencies in the writing section of the NYSESLAT. At the beginning of the school year, teachers receive a memo listing all current and former ELL's at Fordham High School for the Arts. During inquiry team meetings teachers review school created mid-terms and final exams aligned to the CCLS to identify patterns and trends of our ELL students. Inquiry team meetings are conducted at least twice a month, following the administration of a school level assessment, teachers engage in a professional conversation with administration regarding ELL student progress.
12. What new programs or improvements will be considered for the upcoming school year?
- Programs that will continue to be implemented will include Achieve 3000, a software program which is used to determine the reading levels of students, then generates differentiated activities at the students level with the goal of advancing the reading and comprehension skills. The program was recently modified to further incorporate a more specific design for differentiation in instruction. Eduware, another software program, engenders participation from students, building confidence while at the same time supporting development of their reading and speaking skills. We believe that enhanced usage of these programs with our ELL population will continue to yield positive results on the NYSESLAT. We also provide ELLs with additional support through the use of the co-teaching models in content areas other than ELA.
13. What programs/services for ELLs will be discontinued and why?
- At the moment we have not discontinued any programs, rather we revise and revamp the use of current programs.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are afforded equal access to all school programs. ELL students are invited to participate in all PSAL activities, student government, National Honor Society, etc. Throughout the regular school day ELL receive service as per the CR Part 154. They participate in the stand alone and integrated ENL program and in most cases receive above and beyond the minimum service hours requirements. Entering, Emerging, and Transitioning students receive an average of 375 minutes weekly, while Expanding and Commanding students receive a minimum of 180 minutes each for ESL and ELA respectively. ELLs are encouraged to attend to tutoring, enrichment, athletic and general school activities. All communications, flyers, notifications to parents/students are distributed in English and in students' native language. We also conduct parental outreach through K-12 Alerts (automatic phone call system), which is also done in the students native language.
 - ELLs receive after school and supplemental services through Title III funding. Tutoring sessions have been set up for ELLs in their senior year who are deficient in one or more NYS Regents examination. Scheduled classes include Global history, United States history and ELA as these ELL students prepare for the January and June Regents Examinations. Each class/course lasts for 11 weeks and are held 2 times per week for three hours after school and on Saturdays. Project SOAR as it is called is designed as a credit intervention program as well as a Regents preparatory course. The ESL instructor provides support for the ELL student as she works collaboratively with the social studies and ELA teacher.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
- Instructional materials include: list of texts include -Visions, edge, Side-by-Side, Classics (No Fear Shakespeare), adapted readers, computer programs such as iLearnNYC, Castle Learning Online, Eduware and Achieve 3000. Bilingual texts, dictionaries and glossaries are also available for ELL students.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
- Native language support is provided in all content area classrooms. Resources include: bilingual glossaries, bilingual classroom, libraries, bilingual texts, audio/visual materials, translations.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

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

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

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

19. What language electives are offered to ELLs?

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

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Fordham High School for the Arts does not have a Dual Language Program. Therefore, answers to this above questions are not applicable at this time.

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

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

All school personnel including Assistant Principal, secretaries, guidance counselors, office staff, are trained in ELL identification and ELL instructional strategies in order to fully identify and support our ELLs at beginning and throughout the school year on Thursdays when students have an early release through the school's SBO. Prior to the start of the school year, the entire pedagogical staff at Fordham High School for the Arts engaged an intensive weeklong professional development from August 31, 2015 to September 4, 2015. Professional Development Topics included the following:

- Use of Universal Design for Learning (UDL) strategies
- Depth of Knowledge (DOK)
- Developing Learner Active Technology Infused (LATI) classrooms
- Understanding by Design (UbD)

Teachers also engage in Professional Development on the 1st and 3rd Thursday of each month that focus on the following topics:

- School's instructional focus (Discussion and Questioning Techniques)
- Strategies to engage ELL students in discussion (use of sentence starters, sentence stems, access to pre-planned questions in advance of the lesson)
- Close Reading Strategies/Methods to Support ELLs
- Using Visual Diagrams in Mathematics to support ELL instruction
- Hochman Writing Method

The topics discussed during the aforementioned professional development workshops will continue to be addressed on the Chancellor's Conference Days:

- November 3, 2015
- February 1, 2016
- June 9, 2016

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

Teachers of ELLs receive an extensive weeklong training a week before school starts that is facilitated by consultants hired within the NYCDOE that addresses the following instructional topics:

- Use of Universal Design for Learning (UDL) strategies
- Depth of Knowledge (DOK)
- Developing Learner Active Technology Infused (LATI) classrooms
- Understanding by Design (UbD)
- School's instructional focus (Discussion and Questioning Techniques)
- Strategies to engage ELL students in discussion (use of sentence starters, sentence stems, access to pre-planned questions in advance of the lesson)
- Close Reading Strategies/Methods to Support ELLs
- Using Visual Diagrams in Mathematics to support ELL instruction
- Hochman Writing Method

In addition, teachers receive ongoing professional development and participate in workshops sponsored by the DOE via OELL and school throughout the academic year. Content teachers meet with the ESL teacher and Coordinator on a weekly basis to ensure that curricula is aligned to CCLS during Common Planning Meetings and after-school on Thursdays.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

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

4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

Teachers and Administrators at Fordham High School for the Arts participate in weekly professional development workshops to specifically address the needs of ELL. These workshops include a focus on best practices for co-teaching strategies and integrating language and content instruction for ELL's. Such workshops include but not limited to HESS cognitive rigor matrix, Depth of Knowledge, Close reading, parallel teaching and Use of technology to support ELL instruction. All powerpoint presentation, agendas, minutes and attendance documents are kept in the principal office.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?
Parents are invited once a semester to meet with members of the LPT team to reviews student data and provide parents with updates on students' progress towards goals. Additionally, parents are provided resources and methods to assist them in supporting their son/daughter's language acquisition. In addition to parent teacher conferences initial parent orientations and quarterly progress meetings via family night, the LPT team meets with both parents and ELL students to discuss goals of the students academic program, the students language development progress, the students English language proficiency assessment results, and language development needs in all content areas as well as the performance arts. The school ensures that a qualified interpreter/ translator in the language or mode of communication, the parent or guardian best understands, is provided at all meetings. All attendance documentation are maintained in the ELL coordinator office.
2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.
Records for annual individual meetings with ELL parents as well as outreach to ensure ELL needs are acomodated, are secured in the ELL coordinators office. Additionally, outreach to parents via phone calls and in person meetings to discuss ELL student progress are recorded via ilog in ATS.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
Our school strives to raise parent awareness of services available to students and families within the community as well as to increase parent involvement in all school related operations. In addition to the ongoing New ELL-Parent Orientation, we conduct ELL parent orientation meetings twice a school year and schedule parent-teacher conferences as well as informational meetings for parents throughout the school year.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
In the past, the school has partnered with GEAR-UP a community based organization. While this no longer occurs ELL parents and students continue to participate in our Arts Dinner theatres in Drama, Instrumental, Vocal, Visual Arts and Dance. All students including the ELL population are given the opportunity to showcase their talents. Parents are invited to share in these events. Language barriers are removed once the curtain is raised and all students including ELLs are able to shine in these occasion without fear. ELL parents too embrace this cultural extravaganza as they participate in set-up, food provision and also act as hosts.
5. How do you evaluate the needs of the parents?
Review of the school's Learning Environment Survey, conversations held with parents during Parent-Teacher Conferences, their involvement on the School Leadership Team, and Parents' Association, provides the forum for parents to express their overall concerns about their child's academic progress and the additional support/training they need to assist their students in graduating from high school timely.
6. How do your parental involvement activities address the needs of the parents?
A series of parent workshops have been established in collaboration with the Parents' Association and parents complete surveys as we attempt to conduct a needs of assessments and noted parental concerns. All workshops and school activities are centered around parents' needs (as gathered from the surveys) and the goal of increasing parent participation. Parent language classes have been created as a result of this. All communications (calls, letters, flyers) with parents are conducted in English as well as in the parents' home language.

D. Additional Information

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

ELLs students are also in receipt of additional academic intervention support services in ELA and Mathematics (both Algebra Common Core and Geometry) via the Blue Engine program wherein students receive instruction in a general education classroom with a lead teacher and three teaching assistants.

Part VI: LAP Assurances

School Name: FHSA

School DBN: 10x437

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Iris Blige	Principal		10/30/15
Michael Johnson, Jr.	Assistant Principal		10/30/15
Not Applicable	Parent Coordinator		
Anna Howard	ENL/Bilingual Teacher		
Marisol Vega	Parent		
Nicholas Verrillo / SPED	Teacher/Subject Area		
Atif Khalil / History	Teacher/Subject Area		
	Coach		
	Coach		
Pauline Appleton	School Counselor		
Elaine Lindsey	Superintendent		
Mark Weisman	Borough Field Support Center Staff Member _____		
	Other _____		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **10x437**

School Name: **Fordham High School for the Arts**

Superintendent: **Elaine Lindsey**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learn DOE.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

The data and methodology used to assess the schools written translation is derived from its parents whose home language is other than English retrieved from the RHLA ATS Report. This information is reviewed and confirmed during student intake and parent orientation meetings. Communication with all parents are conducted in a language that is based on the parents' answers as per their completion of the home language survey or as indicated as the parent's most comfortable expression. Whether the communication to parents is written or oral, school personnel are available to translate school based information in the parent's preferred language. In addition, the school reaches out to the translation unit to provide parents with necessary translated documents. Each year, school staff track parent language preferences based on language written on the student's Blue Card and Parent Language Choice forms. Additionally, the school collects data on the parents preferred language via RAPL and UPPG screens in ATS for both ELL's and Non-ELL's.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

The preferred languages for both written and oral communication include 12 Spanish and 1 Chinese.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

1. Parent/Student Welcome Back Letter
2. School Testing Calendar & all related testing documents
3. Parent Association Letters
4. School Leadership Team Letters
5. Parent-Teacher Conference Announcements
6. In-house School Event Letters
7. After-School Program Information
8. Letters from School Administration

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

1. Parent Orientation
2. Parent-Teacher Conferences (Twice a year)
3. Curriculum Night (fall and spring)
4. College Night (Two per cohort)
5. Informal Interactions via telephone conferences conducted by Attendance Teacher, Guidance Counselor, and College & Career Advisor (At least two calls made per semester)
6. Access - VR (4 timer per year = 1 time per cohort)
7. IEP Meetings

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

School personnel at Fordham High School for the Arts provide all written translated services. The translation of all school based materials, information, and mailing correspondence are translated and disbursed to the student on the day of admission such as the completion or persual of safety, health, and disciplinary matters. In alignment with state's policy, within 10 days of admission, parents are notified as to whether their son/daughter will receive academic assistance services such as ESL. Every attempt is

made by the school to ensure that all parents are provided the opportunity to respond expeditiously as possible to current and future matters. In addition, Phone Master will be programmed to translate all communication in the native language.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

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

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

At the beginning of each semester, the Language Proficiency Team (LPT), will review policies and procedures with staff members to ensure that they are aware of how to use translation services and the over-the-phone interpretation service. LPT members are imbued with the responsibility of watching and/or attending training sessions to remain current with updated policies and procedures concerning English Language Learners (ELLs).

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

Within 30 days of a student's enrollment, the primary language will be determined. If such language is not English and the parent requires language assistance in order to communicate effectively with the Department of Education and the staff at Fordham High School for the Arts, every attempt is made for the parent to be able to communicate

effectively. The school will maintain an appropriate and current record of the primary language of each parent. Such information is maintained in ATS and on the students emergency card. The school provides translation and interpretation services to all parents. Parents may choose to rely on an adult friend/companion or relative for language and interpretation services. Students and other children (minors under the age of 18) may not serve as interpreters. Fordham High School for the Arts safety plan contains procedures for ensuring that parents in need of language access are not prevented from reaching the school's administrative offices solely due to language barriers. The school will utilize all notification documents via the translation and interpretation unit intranet site.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

The school will ask parents to complete surveys translated in the parent's preferred language during Parent-Teacher Conferences, Parent Association Meetings, and Title III Meetings to gather feedback on the quality and availability of services provided to their son/daughter enrolled at the school. Additionally, the school will develop a focus group of parents inclusive of all cultures and languages represented in our school to gather feedback and best practices on support services provided to ELL and Non-ELL students.