



2015-16
RENEWAL SCHOOL
COMPREHENSIVE EDUCATIONAL PLAN
(RSCEP)

DBN: (i.e. 01M001):

10X438

School Name:

FORDHAM LEADERSHIP ACADEMY FOR BUSINESS AND TECHNOLOGY

Principal:

IORELLA CABREIOS

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Section 1: School Information Page

School Information

Fordham Leadership Academy for
Business and Technology 10X438

School Name: _____ School Number (DBN): _____
9-12

Grades Served: _____

School Address: _____
500 East Fordham Road, Bronx, NY 10458

Phone Number: _____ 718-733-5024 Fax: _____ 718-295-3674

School Contact Person: _____ Email Address: _____

Principal: _____
Donna Anglin

UFT Chapter Leader: _____
Irma Kelly

Parents' Association President: _____
Philip Tisi

SLT Chairperson: _____

Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Obelvi Pavia

Student Representative(s): _____
Lillian Garcia

CBO Representative: _____

District Information

District: 10 Superintendent: Michael Alcoff

Superintendent's Office Address: _____
2 Metrotech, Brooklyn, NY 11201
malcoff@schools.nyc.gov

Superintendent's Email Address: _____

Phone Number: 718-9353074 Fax: 718-9353948

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz

Director's Office Address: _____
One Fordham Plaza, Bronx, NY 10458

JRuiz2@schools.nyc.gov

Director's Email Address:

7188287776

Phone Number:

Fax:

Section 2: Executive Summary and Organizing Principles

The Objective

The intent of this Renewal School Comprehensive Educational Plan (RSCEP) is to continue to frame a three-year process for each Renewal school and design a comprehensive plan that outlines a strategic path to a paradigm shift in each school at every level. The motivation driving this work is our commitment to providing every child with a school that meets their academic and social-emotional needs. Closely accompanying this imperative is our belief that every school can be renewed and foster a community based culture of learning. The job of the district is to use our position to provide the systemic vision, strategies, and resources to facilitate school renewal through a collaborative effort including all stakeholders.

The core values held as essential for the success of the School Renewal Program:

- A “learning stance” must be held by all community members (district leaders, school leaders, school staff, community-based partners, students and families). The work should be approached with humility and integrity. We must all be willing learners.
- A “theory of action” must guide the work to ensure clarity and coherence.
- Authentic teams that collaborate in the spirit of trust, within and across the various levels of the school community, are prerequisites for successful school renewal
- Schools will be places of robust engagement, anchored in positive youth development, ensuring that the school environment is welcoming and empowering for students, families and community members.
- Strong professional development/learning is a fundamental part of our work.
- The school renewal implementation must be simultaneously dynamic and responsive as well as sustained over the three year period of renewal.

The organizing Theory of Action that guides the [School Renewal Program](#) strategy:

By using the Six Elements of the Framework for Great schools as our improvement structure, we seek to align instructional coaching and leadership development with structural supports in order to build staff capacity. Using schools instructional foci, school leaders and staff will implement changes in curriculum, instruction, school culture and structures so that there are sustainable improvements in student outcomes and school culture.

The arc of the School Renewal Program strategy:

In order to attain high levels of achievement for all students in Renewal schools we must build capacity to increase student achievement through the adoption of new attitudes and behaviors, research based strategies that improve teacher practice, coupled with the use of clear data driven supports for building students’ skills in the content areas and increasing student engagement. We are particularly prioritizing reading and writing across the curricula. The use of student learning data will drive instruction through strong teacher teams; onsite, job embedded professional learning and problem solving, and accountability at all levels of the system: central, district and school - for results. Renewal schools are provided with intensive training, leadership and pedagogical coaching, and structural supports, monitoring of implementation and ongoing feedback and revisions as needed. Further, each Renewal school will become a Community School and strategically partner with community based organizations (CBO) to integrate social services and expanded learning time into the fabric of the school to help them better serve the needs of students. These schools will stand as centers of opportunities where families can get the supports they need to make sure students come to school ready and able to learn.

Structure of the Renewal School Comprehensive Educational Plan (RSCEP)

The Renewal School Comprehensive Educational Plan (RSCEP) will serve as the organizing and overarching document for each Renewal school and will be directly aligned and developed around the elements of the [Framework for Great Schools](#), including the following:

- Establishing an overarching summative vision aligned with elements of the Framework for Great Schools and documenting key areas of celebration and renewal through analysis of assessments and by envisioning what the desired outcome for each school will be at the end of the School Renewal process.

- Setting interim assessment benchmarks that create the path for improvement by focusing on desired outcomes and goals. In this way, the plan will be mapped to the overarching summative vision. In addition to the five discrete goals formed around the elements of the Framework for Great Schools, each school will create an action plan.
- Transformation into a community school in order to increase student and family access to physical and mental health services and other social-emotional supports made available in or near the school.
- Expanded learning opportunities for all students, including additional instruction provided during afterschool and/or summer programming provided in collaboration with community partners.
- Intensive professional development for all staff to ensure effective implementation of curriculum and instruction aligned to the Common Core State Standards (CCSS) and to support staff in effectively responding to the differentiated academic and social-emotional needs of all students.
- Additional, focused strategies to increase parent and family engagement.

The RSCEP will also enable Renewal Schools that were designated as “Out of Time” Priority Schools during the 2014-15 school year to respond to additional state-mandated requirements, including: providing students access to Career and Technical Education (CTE) program offerings at schools in Good Standing beginning in the 2015-16 school year; and, mandatory professional development for school leadership and staff.

Information on the Framework for Great Schools and the DTSDE

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 RSCEP 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 Renewal School Comprehensive Educational Plan (RSCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.

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 and Renewal Committees are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five (5) goals and action plans in response to the first five (5) 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.

| 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. |

Accountability Tools 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 informed by the New York State Education Department’s (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the American Institute of Research (AIR) Needs Assessment, the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

NYSED’s Six DTSDE Tenets

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Education Plans also will use the tool.

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

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

NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of

impacting student achievement. The 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 RSCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional SLT exists in every Renewal school and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the American Institute of Research (AIR) needs assessment, the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Create a summative vision for the elements of the Framework for Great Schools.
- **Step 5:** Revisit the school's current goals, and 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 have identified, and will let your school community know when you have reached your goal.
- **Step 6:** 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 7:** Update the school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 8:** Complete the Expanded Learning Time (ELT), Community School, Career and Technical Education Program (CTE), and Professional Development Plan sections.
- **Step 9:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust practices 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 3: School Leadership Team (SLT) Signature Page

Directions: All SLT members are expected to sign this page to confirm their participation in the development of this Renewal School Comprehensive Educational Plan (RSCEP). SLT members' signatures indicates that they have been consulted with and given the opportunity to provide feedback on the plan and the plan's alignment with the school-based budget to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Expanded Learning Time, Community School initiative, 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.

On the chart below:

1. List the names of each SLT member in the second column.
2. In the first column, indicate using an "X" if the person is an SLT member.
3. In the third column, record the position and constituent group represented such as staff, parent, student, Community Based Organization (CBO), or other contributor. Core mandatory SLT members are indicated by an asterisk*.
4. 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 RSCEP, not approval.
5. 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.

| Check if SLT | Name | Position and Constituent Group Represented | Signature (Blue Ink) |
|--------------|-------------------|---|----------------------|
| ✓ | Fiorella Cabrejos | *Principal or Designee | |
| ✓ | Novelette Foote | *UFT Chapter Leader or Designee | |
| ✓ | Irma Kelly | *PA/PTA President or Designated Co-President | |
| ✓ | Marie Reyes | DC 37 Representative (staff), if applicable | |
| ✓ | Obelvi Pavia | Title I Parent Representative (or Parent Advisory Council Chairperson) | |
| | Lillian Garcia | Community School Director (staff) | |
| | Ruby Soto | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> | |
| | Ibrahim Sankanou | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> | |

| Check if SLT | Name | Position and Constituent Group Represented | Signature (Blue Ink) |
|--------------|----------------|--|----------------------|
| | Melody Crooks | Assistant Principal | |
| | Philip Tisi | CSA Representative | |
| | Judy Clemetson | Special Education Teacher | |
| | | | |
| | | Staff/Parent/Other Contributor | |
| | | | |
| | Pelaez Esther | Staff/Parent/Other Contributor | |
| | Rivera Wendy | Staff/Parent/Other Contributor | |
| | Cadena Amando | Staff/Parent/Other Contributor | |
| | Vega Maria | Staff/Parent/Other Contributor | |
| | | Staff/Parent/Other Contributor | |
| | | Staff/Parent/Other Contributor | |

Section 4: Renewal School Narrative

In a brief narrative, describe the current state of the Renewal school addressing the following:

1. Provide 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. What are the school's beliefs about student learning?
3. Identify any special student populations that the school has and what their specific needs are.
4. Describe the elements of the Framework for Great Schools in which the school made the most progress over the past year, and which elements remain most challenging. Be sure to include the historical progress the school has made with establishing family and community partner engagement.
5. List strong partnerships that currently exist with CBOs and or indicate whether this has been a challenge.
6. Summarize the Expanded Learning Time (ELT) opportunities that have been offered to your students this year.

Our Community captures the enthusiasm and energy of students by providing College and Career Learning in fields such as Journalism, Drama, Creative Writing, Advanced Placement classes, JROTC and College Now. Our students are immersed in applications of theories learned in the classroom through experiential learning opportunities via trips as well as internships with Capital One Bank (paid and onsite), St. Barnabas Hospital, New York Botanical Gardens, and Bronx Community College. The opportunities for students to engage in internships is a constant pursue of our school in partnership with our CBO. Some Seniors are placed in a college portfolio class that meets daily to develop goals for their College and Career plans. Our partnership with Fordham University provides additional resources to assist students in exploring their College/Career preferences. Let's Get Ready prepares our students for SAT exams and supports their College searches by visiting colleges in the Tri-State area and assisting students in writing their college essays and creating a personal resume. We have also developed a partnership with College Summit to support our goal of creating a college going culture.

This year we have created cohort teams (U, T, S, R) based on students' expected graduation year. Each cohort team is comprised of an Assistant Principal, dedicated team of teachers in each content area, guidance counselor and school aide. The cohort teams meet weekly to discuss student progress as well as engage in WITsi inquiry work. All teachers receive targeted instructional support in content specific meetings by our instructional Renewal coaches (OSR). At WITsi meetings teachers engage in inquiry on the writing strategies and student proficiency of such. These meetings are led mostly by teachers trained in WITsi inquiry work.

Mission Statement:

At Fordham Leadership Academy, we cater to the whole child by our unwavering commitment to develop future leaders that are prepared for the challenges of the 21st century via academic excellence and character development.

Statistics:

| | |
|----------------------------|-------------------|
| Grades: 9-12 | Ethnic Make-up: |
| Enrollment: 420 | Hispanic: 68% |
| Attendance: 82.7% | Black: 28% |
| | White: 1% |
| Male Students – 62% | IEP Students: 24% |
| Female Students – 38% | ELL Students: 18% |
| Title 1 – Free lunch 85.3% | |

Collaborations :

School Renewal

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

- Targeted Professional Development on the Inquiry Cycle, WITsi and cabinet level instructional inquiry.

· Workshops and targeted feedback to support MOSL and Advance

· Teacher Coaching

· Administrative Support

- Unpacking of curriculum

Lehman College:

- College Now classes--at Lehman College Campus for college credits.

Bronx Community College:

- College Now Program – students can receive college credits for classes taken at TREC building
 - College Now Program-students can receive college credits for classes taken at the Bronx Community College campus.

Fordham University:

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

School Renewal Support

- WTSI Training, Content Area Coaching (Math, Science , ELA, ESL)
- HSRI Director: Through our work with HSRI Director, Coaches and Network Staff, we developed a school wide instructional focus, definition of rigor and chose our school word, "Tenacity," which is prominently featured throughout our school building.
- Teachers have received intensive training on creating and implementing "struggle lessons" in which all students are actively engaged. We are moving forward creating student-centered rather than teacher-centered classrooms.
- Administrators have been working closely to norm and review observations, ensuring that all administrators are on the "same page" in providing actionable feedback to teachers.

School Strengths:

We maintain a culture of mutual trust and positive attitude that support the academic and personal growth of students and adults.

· Social emotional needs of our students are addressed through a robust social emotional team comprised of guidance counselors, social workers, youth advisors, MSW interns, Youth Development counselors (partnership with The Leadership Program) and a full time SAPIS.

· Introduction of three new high level courses--AP English Language, AP Environmental Science, Chemistry, support our new culture of high expectations.

- Transcripts and student records are maintained with due diligence. Counselors meet with individual students on a regular basis to review their progress, grades and attendance. The IGP (Individualized Graduation Plan) is a document used by guidance counselors to provide students and families with guided, detailed and comprehensive view of a child's progress toward graduation.
- Culture of high expectations--new attendance and academic expectations (inclusive of a new grading policy) have been introduced and meticulously monitored by our cohort teams and support staff.
- A new instructional focus (theory of action) geared toward the pursuit of intellectual learning and metacognition also provides teachers a pathway for rigorous instruction. :

If we create tasks that provide opportunities for students to engage in a productive struggle

and make their thinking visible in writing and discussion, we will increase student achievement.

- Our school is a community school which provides students with expanded learning (all instructional).
- Leadership development via classroom instruction (partnership with Global Kids) and Young Men Leadership and Young Women (partnership with The Leadership Program) mentoring programs.
- School Spirit Fridays! This is how our school is pushing a culture around high expectations, ownership and pride in school as well as a sense of community. Every Friday, students and staff are expected and encouraged to wear their school pride apparel provided at assemblies in the beginning of the school year. In addition, "students of the week" are referred by teachers and receive special prizes for attendance, academics, character and improvement.

Accomplishments :

- Decreased the caseload of Guidance Counselors so that more students are supported individually with academics and College and Career Readiness. Guidance Counselors loop with grade level caseload to encourage stability and awareness of each student.
- College or Career choices.
- The climate of the school has improved significantly with the addition of one full time dean and a SAPIS worker as well as the development of our Youth Office, a change from the label of "Dean's Office" so that it's a place that fosters intervention and support for students rather than one that sends a punitive message.
 - Chronically Absent Students are provided Mentor Support. Although our Attendance rates still do not meet the Chancellor's Citywide expectation of 90% we are continuously striving to meet expectations.
 - Through the support of School Renewal Initiative, we are beginning to see shifts in teacher practice and mindset.
- We have made progress in moving from teacher-centered to student-centered classrooms
- New Professional Learning Schedule by content area which meets weekly (consecutive periods) and is supported by Renewal Instructional coaches and APs

- Professional Development on rigorous instruction

- Success mentoring for students across cohorts.

Challenges :

- While our instructional focus provides the platform for a clear expectation of instruction we continue to see gaps across the school on meeting the instructional focus on a daily basis. However, every observation by administrators references the alignment of all lessons with our instructional focus and support is targeted to achieve this end.
 - Attendance, especially during holidays or in the latter part of the day continues to pose a challenge for our school and thus continuation with our Attendance Initiative (mentoring and targeted monitoring) to meet City-wide expectations must continue. In addition, incentives are provided to students via use of trips and movie tickets to promote sustained attendance as this impacts student achievement.

DTSDE Tenet(s) :

- The tenet which we have shown the most growth is **Tenet Six – Family and Community Engagement** .
- The school received Highly Effective for this statement of practice. The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading
- To increased student success.
- The school creates a culture of partnership where families, community members, and school staff work together to share in the responsibility for student academic progress and the social emotional growth and well-being.
- The tenet which we need to focus on is **Tenet Three – Curriculum Development & Support.**
- Teachers need to ensure that Unit and lesson plans are aligned appropriately to CCLS and introduce complex tasks
 - Tasks that stimulate higher order thinking and build deep conceptual understanding and knowledge around specific content.
- We will continue to work on strengthening the rigor of our learning tasks and to ensure multiple entry points for diverse learners.
- We will focus on Strong Family/Community Ties with the support of our Community School Partner, Fordham University, who will provide us with extensive Mental Health Support for students and support our attendance efforts.

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

- Expanded learning opportunities for all students, including additional instruction provided during after-school and/or summer programming provided in collaboration with community partners
- Transformation into a community school in order to increase student and family access to physical and mental health services and other social-emotional supports made available in or near the school

- Intensive professional development for all staff to ensure effective implementation of curriculum and instruction aligned to the Common Core State Standards (CCSS) and to support staff in effectively responding to the differentiated academic and social-emotional needs of all students
- Additional, focused strategies to increase parent and family engagement

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

Section 5: Needs Assessment, Summative Vision, 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. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

| | | |
|--|---|--------------------|
| <p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment, and other relevant qualitative and quantitative data. | | |
| Tenet 3 Statement of Practice (SOP) Addressed | | HEDI Rating |
| 3.2 | The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students. | D |
| 3.3 | Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs. | D |
| 3.4 | The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities. | D |
| 3.5 | Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning. | D |
| <p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. | | |
| <p>Our HEDI ratings were determined from a review of multiple data sources including the IIT Report, HSRI needs Assessment and AIR Report. According to the 2013 IIT report, teachers had not ensured that all units and lesson plans appropriately supported the CCLS curriculum. According to the needs assessment conducted by HSRI in the Fall 2014, “curricula and academic tasks do not typically emphasize rigorous habits or higher-order skills. Academic tasks do not reflect planning to provide students access to the task and cognitively engage a diversity of learners.” According to the AIR Co-Interpretation conducted with various stakeholders, the key findings highlighted that curriculum is an area of need. Key findings indicated that curriculum expectations are inconsistent and that not enough time is spent on what CCLS focuses on in depth. Additionally, assessment of student learning is inconsistent throughout content areas.</p> <p>During our first year in the HS Renewal Process, in collaboration with our HSRI Team, we have focused on professional development on Rigorous Instruction. We are planning to strengthen our efforts in this area to ensure that more teachers are consistently planning and implementing rigorous instruction in a dependable manner. Although implementation has improved greatly, there are still areas of inconsistency. Many teachers participated in WITsi workshops this year and in addition, six other teachers were able to participate in The Writing Revolution Workshop Series. This is in an effort to help strengthen and ensure that lessons include multiple entry points for all diverse learners, are aligned to the CCLS and encourage our students to demonstrate “Tenacity” through positive struggle. More</p> | | |

teachers have begun to use technology in their daily lessons. We want to ensure that all teachers utilize technology and the Arts so we have supplied a laptop cart for each classroom. We also recognize that formative assessments need to be more consistent across all classrooms.

Part 2 – Summative Vision for Rigorous Instruction

In a narrative, outline the Renewal school’s vision for this element, upon completion of the Renewal Program. Consider the following questions:

1. What curricula will be implemented? How will it be scaffolded for all students? What academic programs (CTE, AP, etc.) will be implemented? How will the instructional shifts be evident?
2. What rigorous learning experiences will students engage in through Expanded Learning Time?
3. What will the pedagogical practice look like? What will the mode of instruction be? What will classes look like?
4. How do the teachers use multiple entry points to ensure the success of every child?
5. How will consistency be supported across school faculty and community educators and across a longer learning day?
6. What will the assessments be? How will the data be collected and used? Who will analyze it and see that next steps are taken pedagogically and with regard to curricular revisions?
7. What percentage of students do you expect will show measurable growth in ELA and Math by year 2? (Elementary and Middle Schools)
8. What percentage of students do you expect will be at college readiness in English and Math by year two? (High Schools)
9. What graduation rate do you aspire to achieve by year two? (High Schools)

Teachers will receive Professional Development in 2015-2016, began with a focus on unpacking the new curricula across content areas and alignment of lessons to our school’s instructional focus. Overtime, it became evident that our focus needed to be shifted toward 1E in the Danielson framework as our gaps were found primarily in the design of coherent instruction which then impacts all other components. The premise of every professional learning session is to ensure that lessons impact student achievement and foster a culture of high expectations for learning of students and of teachers and administrators. At Fordham Leadership Academy, teachers will utilize EngageNY units for Math and ELA and New Visions for Science and Social Studies that are aligned to CCLS for grades 9-12.

Teacher teams will engage in inquiry to look at student work in order to make data-driven decisions for differentiating tasks, curriculum and instruction. Formative and summative assessments will include NYC Performance Assessments and EngageNY mid-unit, end of unit and Performance-Based Assessments. In grades 9-11, we will use WITsi sentence tasks during the course of lessons to formatively assess student progress in skills and content for the purpose of improving tasks and instruction. Teachers and teacher teams will analyze the results of these formative and summative assessments in order to make the necessary curriculum modifications to improve achievement for all students. In order to achieve this goal, strategic programming and use of resources was necessary in order to create a master schedule that was based on increasing instructional capacity in teachers and academic needs of students. Most content area teachers are provided with 10 professional learning periods per week vs. the traditional 5 periods per week for horizontal grade level planning/inquiry and vertical content specific planning. In order to achieve this type of professional learning schedule, students were programmed into blocks and additional teachers were hired to meet the instructional needs of all students.

Through our collaboration with Fordham University as our CBO, we will offer a full range of academic programs such as ELT (internships) and Saturday Academy. Fordham University will provide a preparation course for the SATs called “Let’s Get Ready” for our students. Fordham, as our CBO, will work with our students by providing support for our college going culture, social emotional support, and cohort progress monitoring support. In addition, our CBO will provide psychological services with graduate students who are supervised by Fordham University Faculty.

We have also introduced Advanced Placement courses (English Language and Environmental Science), high level Science (Chemistry) and currently developing a plan for Scientific Research in partnership with SUNY Albany and the NYCDOE. We have moved away from teacher-centered classroom instruction to classrooms in which students “struggle” and take part in the content of the lesson to arrive at their own evidence-based conclusions. The school’s new instructional focus

is "if we create tasks that provide opportunities for students to engage in a productive struggle and make their thinking visible in writing and discussion, we will increase student achievement".

In addition, we secured College Now courses at Lehman College for 10 of our students.

By June 2017, our four-year graduation rate will be a minimum of 60.3%, an increase of 19.9% over our 2013-2014 baseline, and our college readiness index will be at least 8.7%, an increase of 5% over our 2013-2014 baseline.

Part 3 – 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 consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016, 85% of teachers will implement rigorous Common Core aligned lessons and tasks in all content areas as evidenced by:

- 80 % of teachers will earn a rating of Effective or higher on Danielson 1e
- 80 % of students will complete 4 CCLS aligned performance based assessments in ELA and Math and 2 CCLS aligned tasks in Science and Social Studies.

The impact on student achievement will be:

- a six percent (6%) increase in the four-year graduation rate
- a two percent (2%) increase in the four-year college readiness index

Part 4 – 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? (include school, educational consultants and/or CBO staff)</p> |
|---|---|--|--|
| <p>Teachers in grades 9-12 will adapt and implement 2 EngageNY modules comprised of 3 units each in ELA and Math. In addition, Social Studies and Science teachers will adapt and implement units from New Visions curriculum.</p> | <p>Students</p> | <p>September 2015- June 2016</p> | <p>Teachers</p> |
| <p>School leaders, in collaboration with SRI coaches and teachers, will provide professional development in rigorous instruction with a focus on formative assessment strategies and multiple entry points for diverse learners.</p> <ul style="list-style-type: none"> • PD provided by school leaders will be aligned through collaboration with the SRI team. • SRI Supports: <ul style="list-style-type: none"> o EngageNY PD for Math and ELA teacher leads offered seven times throughout 2015-2016 o PD for Hochman writing strategies and Strategic Inquiry: bootcamp sessions in September 2015 for 10th grade teachers and 9th grade teachers who did not attend in 2014-2015. PD will continue three times throughout the year with all 9th and 10th grade teachers. o Ongoing weekly coaching visits for content area teachers to support implementation of rigorous instruction/curriculum and support teachers and school leaders in planning school wide PD. | <p>Teachers</p> | <p>September 2015- June 2016</p> | <p>SRI Coaches</p> |
| <p>9th and 10th grade teacher teams will engage in strategic inquiry to analyze student work and assessment data, and make all necessary curriculum revisions.</p> <p>11th and 12th grade teams will engage in Strategic Inquiry to identify and address Regents skill gaps and make all necessary curriculum revisions.</p> | <p>Teachers</p> | <p>September 2015- June 2016</p> | <p>Teachers, SRI coaches</p> |

| | | | |
|--|----------|---------------------------|---|
| <p>Model classrooms will be developed to support teacher growth and will act as labs where colleagues can come to watch pedagogical, content planning and behavior management best practices. These classrooms will be taught by both Peer Collaborative and Model teachers who will receive compensation in the form of either an annual salary boost and/or an extra planning period. These roles will also provide additional opportunities for teachers to assume leadership roles to grow professionally, and share their instructional practices with peers, while remaining in the classroom.</p> <ul style="list-style-type: none"> • Model Teachers use their classrooms to serve as a laboratory and resource to support the professional growth of colleagues. Working closely with other teacher leaders, the Model Teacher is a resource to other teachers by demonstrating effective teaching strategies. This position will also be responsible for serving on the professional development committee. <p>Professional Learning Committee comprised of teachers in the core content areas meet weekly with the leadership of the school to devise targeted professional development to address the instructional needs as evidenced by Advance observations.</p> | Teachers | September 2015- June 2016 | Principal, Assistant Principal, Model teacher(s), Peer Collaborative Teacher, SRI Coaches |
|--|----------|---------------------------|---|

Part 5 – Budget and Resource Alignment

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|--|-----------------|---|-------------|--|------------|---|------------------|--|--------------------------|--|-------|
| <p>Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> | | | | | | | | | | | |
| <p>Scheduling of teacher programs to optimize inquiry and co-planning.</p> <p>CBO partnership with Fordham</p> | | | | | | | | | | | |
| <p>Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p> | | | | | | | | | | | |
| X | Tax Levy | X | Title I SWP | | Title I TA | | P/F Set-aside | | 21 st Century | | C4E |
| X | Title I 1003(a) | X | Title III | | PTA Funded | X | SIG or SIF Grant | | School Success Grant | | Other |

Part 6 – Progress Monitoring

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| <p>Part 6a. 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.</p> |
| <p>Weekly cabinet-level inquiry around teacher practice aligned to sub-skills of Danielson components 1a, 1e, 3b, 3c, and 3d. Our cabinet inquiry focus is on 1E based on the patterns across teacher gaps in this component.</p> <p>Schools leaders will conduct frequent cycles of classroom observations and analysis of student work and data, and monitor teacher progress using Advance Data reports.</p> |

By February 2016, we will review Regents data, individual student Credit Accumulation and Scholarship Reports to ensure that progress is being made towards our June 2016 goal for Student Progress/Performance and for graduation rate.

Part 6b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Summative Vision, 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. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

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| <p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. | | |
| Tenet 5 Statement of Practice (SOP) Addressed | | HEDI Rating |
| 5.2 | The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success. | H |
| 5.3 | The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students. | E |
| 5.4 | All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision. | E |
| 5.5 | The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs. | E |
| <p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. | | |
| <p>Fordham Leadership Academy for Business and Technology has made significant progress in this area as has been reflected in our ratings in the School Quality Report, DTSDE and AIR Reports, receiving ratings of Effective or Highly Effective.</p> <p>To this end we have selected Fordham University for our Community School Partner who will strengthen our efforts and commitment to our supportive environment. Services from Fordham include mental health services, with school psychologists social workers “Lunch and Learn” with medical students from the Albert Einstein School of Medicine, Regents Prep Academy, “Let’s Get Ready” SAT prep classes and numerous opportunities. With their support, we will continue to address our graduation rate, credit accumulation and attendance concerns</p> | | |

Part 2 – Summative Vision for Supportive Environment

In a narrative, outline the Renewal Committee’s vision for this element, upon completion of the Renewal Program. Consider the following questions:

- How would you want school stakeholders to describe the school?
- What do the CBO partnerships look like? How do they sustain and support the social and emotional growth and health of your students?

3. How is student voice and leadership supported?
4. What social-emotional learning framework will your school adopt (RULER, PBIS, etc.)?
5. How should the school be more proactive in promoting improved students social-emotional skills? How should counseling happen?
6. How will your school team measure social-emotional development?
7. How would teachers, community partners, and school leaders use data to respond to student social and emotional needs?
8. Indicate how your attendance and chronic absenteeism rates will improve?

At Fordham Leadership Academy, we cater to the whole child by our unwavering commitment to develop future leaders that are prepared for the challenges of the 21st century via academic excellence and character development.

Stakeholders will describe the school as a place where students are challenged with rigorous and differentiated instructional tasks, where students and families are given support both academically and socially/emotionally, and a place where teachers and staff are safe to engage in professional conversations necessary to effectively and positively impact student achievement.

Through our Fordham University Community Schools partnership, we will provide students, teachers and their families with a full menu of supports in social emotional services and expanded academics such as mental health services with school psychologists, social emotional support by medical students from Einstein, “Let’s Get Ready” SAT prep classes).

In addition to our three guidance counselors assigned to specific cohorts, the fourth guidance counselor will provide college advisory services for students in grades 9-12. Our community school partner, Fordham University, will also be providing mental health providers including a full time social worker and bilingual school psychology interns who will work with individuals or small groups of students. Students will be referred by teachers, administrators or family members seeking support during challenging times. Mental health providers will keep logs and anecdotal notes to record their work with students and/or families. Meetings will be conducted with teachers, administrators and Community School Partners to discuss the progress and changes the students have made

Needs assessments, questionnaires and self-reflections will be utilized as a means to respond to student social-emotional growth concerns and needs. Student attendance will continue to be closely monitored by guidance counselors and community mental health staff. Data will be reviewed at team meetings and cases will be reviewed individually.

Student voice will be supported through leadership opportunities and trainings and via our new student council body of representatives. The student council meets weekly led by our COSA (Coordinator of Student Activities) and the principal is invited to join the meeting on a monthly basis.

Currently, our attendance rate is at 82.8% and we anticipate a 1% increase by 2016 – 2017.

Our four year college readiness index will increase by 8.7% for 2016-2017.

Our graduation rate will increase by 19.9% by 2016-2017.

Part 3 – 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 consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016 the targeted chronically absent students including SWD's, ELLs, SIFE and STH will improve their attendance rate as evidenced by a 6% increase in the overall school wide attendance rate.

Part 4 – 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). • Engage families and expand their understanding of a supportive environment 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? (include school, educational consultants and/or CBO staff)</p> |
|---|--|--|--|
| <p>Identify chronically absent students and create a database with biographical information scholarship and attendance information.</p> | <p>Target group, chronically absent students (20 or more days)</p> | <p>Timeline 9/2015 – June 2016</p> | <p>Administrators, Community School Partner, Social Worker, Attendance Teacher, Guidance Counselor</p> |
| <p>Collaborative meetings with CBO Partner</p> | <p>Chronically absent students – 20 days or more</p> | <p>To begin June 2015 – ongoing through June 2016</p> | <p>Community School Staff, Attendance teacher, Guidance Counselor, Teachers, Social Worker</p> |
| <p>Provide professional development for support staff (including Guidance counselor, Social Workers, Psychologist, teachers. Topics include strategies of support and data collections</p> | <p>Teachers, Guidance Counselors, Social Workers, Administrators</p> | <p>Sept. 2015 – June 2016</p> | <p>Administrative Staff, Community School Staff, Attendance Teachers</p> |
| <p>Collaborative Meetings with CBO to determine programs and activities for support</p> | <p>Target Group Chronically absent students</p> | <p>September 2015-June 2016</p> | <p>Administrative Staff, School support staff, Community School Staff</p> |

Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Common planning time, school and community school personnel
 Incentives

Part 5b. 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 | X | P/F Set-aside | | 21 st Century | | C4E |
| | Title I 1003(a) | | Title III | | PTA Funded | | SIG or SIF Grant | | School Success Grant | | Other |

Part 6 – Progress Monitoring

Part 6a. 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.

By February 2016, we will conduct a review of attendance data and modify efforts and strategies if needed.

Part 6b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Summative Vision, 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. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

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|---|--|--------------------|
| <p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. | | |
| Tenet 4 Statement of Practice (SOP) Addressed | | HEDI Rating |
| 4.2 | School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs. | D |
| 4.3 | Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students. | D |
| 4.4 | Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students. | D |
| 4.5 | Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring). | D |
| <p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p>• Across classroom, teaching practices are beginning to reflect a set of beliefs about how students learn best that is informed by the Danielson Framework and the Instructional shifts.</p> <p>• As part of our High School Renewal Initiative (HSRI) plan we have adopted an instructional emphasis that focuses on rigorous instruction for all students. Although the majority of our teachers have been working diligently to ensure that daily tasks are rigorous, include multiple entry points for diverse learners, feature higher order questions, and provide opportunities for students to cite evidence for their responses, these practices are not consistent in all classrooms.</p> <p>• These trends have been noted in our Quality Review, American Institute for Research (AIR) report and formal and informal observations</p> <p>• We will continue our focus on fostering collaboration amongst teachers to strengthen their efforts in creating and implementing rigorous learning tasks for all students</p> | | |

Part 2 – Summative Vision for Collaborative Teachers

In a narrative, outline the Renewal Committee’s vision for this element, upon completion of the Renewal Program. Questions to consider:

- How is the school organized to promote teacher collaboration?

2. What teaching and learning look like? What underlying principles would influence the creation units and lesson plans? Do teachers work on units and lessons in teams?
3. How are teachers providing opportunities for to deepen learning for higher achieving students?
4. What system do teachers use to ensure that every child is safe in their class?
5. What data should teachers review regularly to ensure they plan for individual student needs? Should the teachers review student work collaboratively in teams?
6. How do you intend to use community educators / partners to support a collaborative teaching approach?

The school is organized to promote teachers collaboration in the following ways: common planning time for grade level teachers (cohorts) subject area teachers and after school professional development. We have worked diligently this year to strengthen our teacher teams and formalize our protocol for looking at student work and analyzing data to make any necessary modifications to instruction.

Through the HSRI, selected teachers from our Ninth Grade Academy have attended WTSI and Metamorphosis trainings and have been instrumental in turn-keying information to their colleagues. HSRI has assigned instructional coaches in ELA, Mathematics, Science and ESL. Coaches have worked with individual teachers and teacher teams.

The majority of teaching and learning in FLABT includes tasks that are rigorous, have multiple entry points and actively engage students. We have created an instructional focus, in which our students are encouraged to “struggle” with learning tasks, including citing evidence for their responses. We have introduced the Socratic Seminar methodology where a few of our teachers have started to use the strategy in their classrooms.

We utilize units from EngageNY and modify instruction based on analysis of student work and formative and summative assessment data. This work is done in teacher teams, under the supervision of school administrators. Instruction may be modified to ensure that there are entry points for diverse learners, and to make sure students are mastering skills.

We continue to work with teachers through professional development on providing both higher achieving students and struggling students with ample opportunities to actively learn and deepen their understanding of lesson content.

We developed a formalized system of formative assessment, which we use in all classrooms, either KWL, and exit slip or 1, 2, 3. In this way, a majority of teachers are gathering data a daily basis. We have encouraged our teachers to move away from a teacher-centered environment to a student-centered one. The underlying philosophy is that when students are actively engaged and on task, and the teacher is facilitating discussion, then all students will feel safe and willing to share their ideas in a student-centered environment.

Our teams meet by grade and subject area to review student work and analyze data. These reviews lead to discussions of and modifications to daily instructional tasks.

Our Community School partner (Fordham University), will support our efforts in strengthening our collaborative team approach by providing support through leadership training and professional development in content area instruction.

Part 3 – 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 consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016, 85% of all teachers will demonstrate teacher practices that promote high levels of student achievement in CCLS aligned rigorous tasks as measured by the Danielson Framework 3b, 3c, 3d, in ratings of both formal and informal observations.

Part 4 – 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? (include school, educational consultants and/or CBO staff)</p> |
|--|--|--|--|
| <p>Review definition of rigor, instructional focus and HSRI Rigor Checklist with all school stakeholders</p> | <p>All school stakeholders including Community School Partner (Fordham University)</p> | <p>September 2015 – June 2016</p> | <p>School Leadership HSRI Coaches</p> |
| <p>Model classrooms will be developed to support teacher growth and will act as labs where colleagues can come to watch pedagogical, content planning and behavior management best practices. These classrooms will be taught by both Peer Collaborative and Model teachers who will receive compensation in the form of either an annual salary boost and/or an extra planning period. These roles will also provide additional opportunities for teachers to assume leadership roles to grow professionally, and share their instructional practices with peers, while remaining in the classroom.</p> <ul style="list-style-type: none"> • Model Teachers use their classrooms to serve as a laboratory and resource to support the professional growth of colleagues. Working closely with other teacher leaders, the Model Teacher is a resource to other teachers by demonstrating effective teaching strategies. This position will also be responsible for serving on the professional development committee. <p>Peer Collaborative Teachers support their colleagues through coaching and inter-visitations to improve instructional and student learning aligned to the <u>Danielson Framework for Teaching</u> and the teachers in this position will also be responsible for serving on the professional development committee.</p> | <p>Teachers</p> | <p>September 2015-June 2016</p> | <p>Principal, Assistant Principal, Model teacher(s), Peer Collaborative Teacher, SRI Coaches</p> |

| | | | |
|--|-------------------------|----------------------------|---|
| Continue to provide Professional Development in (WITSI, Metamorphosis, EngageNY, Atlas Rubicon, Essential Questions, Analyzing Student Work, Lesson Planning, Lesson Objectives, Formative Assessments, coaching on planning rigorous tasks using DOK 3.4 for framing questions, multiple entry points for diverse learners. | All Teachers | September 2015 – June 2016 | School Leadership HSRI Coaches, Teacher Leaders |
| Leadership and Community School Partner will conduct meetings with all school stakeholders to share school vision and instructional focus | All school stakeholders | September 2015 | Leadership Fordham University |

Part 5 – Budget and Resource Alignment

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|---|-----------------|---|-------------|--|------------|--|------------------|--|--------------------------|--|-------|
| Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc. | | | | | | | | | | | |
| WITSI, EngageNY, Atlas Rubicon, HSRI Staff | | | | | | | | | | | |
| Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal. | | | | | | | | | | | |
| X | Tax Levy | | Title I SWP | | Title I TA | | P/F Set-aside | | 21 st Century | | C4E |
| | Title I 1003(a) | X | Title III | | PTA Funded | | SIG or SIF Grant | | School Success Grant | | Other |

Part 6 – Progress Monitoring

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|---|--|--|--|--|--|--|--|--|--|--|--|
| Part 6a. 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. | | | | | | | | | | | |
| By February 2016, school leaders will review observations and Advance data to determine progress in Domain 3. | | | | | | | | | | | |
| Part 6b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable. | | | | | | | | | | | |

Section 5: Needs Assessment, Summative Vision, 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. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

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|--|---|--------------------|
| <p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. | | |
| Tenet 2 Statement of Practice (SOP) Addressed | | HEDI Rating |
| 2.2 | The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (RSCEP). | E |
| 2.3 | Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources. | E |
| 2.4 | The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback. | E |
| 2.5 | Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the RSCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health). | E |
| <p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. | | |
| <ul style="list-style-type: none"> School leaders have consistently shared RSCEP goals which have grown out of last year's SCEP goals and HSRI action plan. Professional Development session continue to provide support to achieve goals with a focus on rigorous tasks, student-centered classrooms and critical thinking activities. Leaders make strategic decision that have supported teacher collaboration professional development and student achievement Leaders have worked diligently to collaborate and norm teacher observations and meet regularly to discuss teacher practice and progress. We will continue to work on increasing the consistency of teacher practices. Through our Community School Partnership with Fordham University, we will strengthen our efforts in Family Engagement and Community Ties. | | |

Part 2 – Summative Vision for Effective School Leadership

In a narrative, outline the Renewal Committee’s vision for this element, upon completion of the Renewal Program. Consider the following questions:

1. How will school leader articulate a shared vision and mission to the entire school community? How will the Principal ensure the CBO partnership is strong? How will the CBO partners collaborate with school staff to ensure that students’ academic and social-emotional needs are being met?
2. What kind of evidence based systems would a school leader put in place to ensure that the school and individuals continues to improve? What kind of supports? Who would he/she collaborate with? What would those collaborations look like?
3. How would the leader organize student and teacher programs to ensure students’ needs are met? Fiscal capital?
4. What approach would the school leader have to conducting observations? How would he/she ensure that teachers are provided accurate, timely, and actionable feedback coupled with the support to implement the feedback?
5. How will the school support a shared accountability? What systems will be developed to share academic, behavior, Social Emotional Learning (SEL), and attendance data with partners so that strategies can be created and assessed to support growth?
6. What and how will the leader delegate to assistant principals and the community school director?

The School Leaders will articulate the shared mission and vision in many different manners, through faculty meetings, parent meetings, student town halls, SLT Meetings and collaborative meetings with Community School Partner, Fordham University and community linkage organizations, including but not limited to Fordham University, Albert Einstein School of Medicine, Fordham University School of Psychology, Center for Educational Partnerships, Junior Achievement and As our Community School Partner, Fordham University has committed a full time Community School Director, who will be able to interface with School leaders on a daily basis, ensuring that the initiatives and linkages are working seamlessly to support students, teachers and families. An after school extended time director will also be placed in the school to ensure that these programs are providing support with the linkages in place. An instructional specialist will also be placed to model and provide professional development for teachers. Fordham has also secured a mental health grant for trauma and stress, that will provide the school with a full-time school psychologist, supervised by Dr. D’Onofio, Graduate School of Psychology Professor at Fordham University. Psychology Interns will also be assigned to the school. Undergraduate students from Fordham will serve as tutors in Science, Math and ELA. Additionally, there will be Lunch and Learn sessions with Mentors from Albert Einstein in the Mentors in Medicine Program. Fordham University Staff will all report to Dr. Anita Batisti, Associate Dean of the Center for Educational Partnerships.

Meetings will be conducted with school leaders, will regularly meet with Community School Staff, and school support staff to review programs’ (including academic and mental health) success and make any necessary modifications.

School guidance staff will also meet regularly with community school program to ensure that social emotional needs are met.

School leaders will regularly review scholarship reports and attendance data. They will meet with teachers, guidance and psychologist to review progress and or address additional needs of students and the school.

School leaders will continue to organize student programs to ensure that there is appropriate time allotted for extended day program and any time necessary for meetings with support staff.

Teachers’ programs will be scheduled to ensure time for teacher teams, professional development sessions, and any other meetings they may need to attend. Funds will be allocated as needed to support students/families and staff.

School leaders will continue to utilize the Danielson Framework observation protocol. Leaders will continue the practice of meeting together to norm and review all observations. Actionable feedback and next steps will be discussed to ensure that leaders are all providing feedback in “one voice” and that next steps are planned and delineated in a sequential, organized manner, with appropriate support to affect teacher progress.

School leaders and Community partner will develop a shared accountability method to ensure that there is consistent communication and review of data (school report, attendance data, teacher and support staff feedback) that will provide information to determine progress of students.

School Leader will delegate instructional supervision to Assistant Principals with observation, supervision of teacher teams and professional development. Assistant Principals will be an integral part of Community School Partnership and will participate in collaborative meetings.

The Community School Director will collaborate with school leaders on a daily basis to ensure that linkages and programs are working and supporting students academically and social-emotionally.

Part 3 – 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 consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016, school leaders will consistently communicate high expectation resulting in 30% of all teachers moving from developing to effective in Danielson Domains 3 (b,c)

Part 4 – 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. | 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? (include school, educational consultants and/or CBO staff) |
|--|--|---|---|
| School leaders have designed a schedule of targeted and frequent observations using the Danielson Framework for Teacher and HSRI formative observation. The area of focus will be 3c. Team meetings to norm observations and work | Teachers | September 2015 – June 2016 | Leaders, SRI Director |

| | | | |
|---|---------------------|----------------------------|---|
| collaboratively to deepen quality of feedback and next steps. | | | |
| Administrative Cabinet meets monthly to assess that feedback and next steps for teachers are being followed sequentially by all leaders. This procedure strengthens the norming of observation feedback and ratings and drives the work of school leaders in the area of teacher practice. Information is shared with HSRI Director | | September 2015 – June 2016 | Leaders, SRI Director |
| With the support of our CSP, we will identify and support students/families with critical issues trauma, stress attendance, which will impact student achievement | Students / Families | September 2015 – June 2016 | Teachers ,Leaders, Support Staff CSP Staff (Director ELT, Instructional Specialist), HRSI Staff |
| Extended Learning Time will be structured into the school day to provide additional instructional time for students | Students | September 2015 – June 2016 | Leaders, Teachers, CSP Staff |

Part 5 – Budget and Resource Alignment

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|---|------------------------|--|--------------------|--|-------------------|--|-------------------------|--|--------------------------------|--|--------------|
| Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc. | | | | | | | | | | | |
| | | | | | | | | | | | |
| Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal. | | | | | | | | | | | |
| | Tax Levy | | Title I SWP | | Title I TA | | P/F Set-aside | | 21st Century | | C4E |
| | Title I 1003(a) | | Title III | | PTA Funded | | SIG or SIF Grant | | School Success Grant | | Other |

Part 6 – Progress Monitoring

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| Part 6a. 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. By February 2016, School Leaders and CSP Staff will review data for teacher practice and student progress |
| Part 6b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable. |

Section 5: Needs Assessment, Summative Vision, 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. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

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|---|--|--------------------|
| <p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. | | |
| Tenet 6 Statement of Practice (SOP) Addressed | | HEDI Rating |
| 6.2 | The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement. | E |
| 6.3 | The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning. | E |
| 6.4 | The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success. | E |
| 6.5 | The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children. | E |
| <p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. | | |
| <ul style="list-style-type: none"> As reflected in our AIR and DTSDE Report, school leaders communicated high expectations for student academic achievement. Our school environment remains a welcoming place with an “open door” policy, in which student and parents feel a sense of mutual trust and support. We are looking forward to our partner ship with Fordham University as our Community School Partner. Our goal is to strengthen our efforts in increasing parent involvement and providing many and varied resources for students and their families through partnerships and linkages with Fordham University and their community partners. | | |

Part 2 – Summative Vision for Strong Family and Community Ties

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| <p>In a narrative, outline the Renewal school’s vision for this element, upon completion of the Renewal Program. Questions to consider:</p> <ol style="list-style-type: none"> Within the Community School model, how will families be welcomed into the school and made a part of the school community? What support will school safety officers and all staff be given to help create a welcoming environment? How does the school provide support to families so that they understand and can take an active role in what their child is learning? |
|---|

3. How would the school engage the community and families? How would they ensure that teachers are able to learn from families about the children being taught?
4. How do families partner with the school and CBO to support student success? Will there be dedicated space for families?
5. What adult education offerings can your school community provide to families?
6. How would families be able to access and understand student data and progress?

Families will continue to be welcomed into school by all stakeholders within the school community. Families will be invited to school orientations where they will have an opportunity to meet and talk with school leaders, parent leader, community school partners, guidance and support staff and safety officers. As has been our practice, we will continue to provide translation where necessary. All stakeholders will communicate our high expectations to our students. We will conduct a series of meetings for our families to explain our new Community School Partnership with Fordham University and all of the resources and programs that Fordham will be providing that will enrich and support the lives of our students and families.

We will continue to assign guidance counselors to all students. All families are informed as to who the guidance counselor is and how they reach them. Collaborative meetings will be conducted by school leaders, teacher and community school partnerships to introduce families to the newly formed partnerships and linkages which will provide support to students and their families, both academically and socially-emotionally

There will be ongoing training and classes for families providing them with information regarding their child's academic/social emotional growth. As delineated in the Community School description, the addition of a full time on site Community School Director, After School Director and Instructional Specialist will give families additional people to contact and share their concerns with.

A bilingual psychologist and social workers will also provide support to families through the Community School Partnership.

Teachers will continue to contact and meet with families to share and gather information about students. Guidance staff, Community School Staff, School Leaders and teachers will collaborate to ensure that families are receiving support and the necessary resources

We will continue to use our guidance suite to meet with parents/families. Community School staff will be housed in the suite as well, as this will afford further collaboration.

School and Community School Staff will do parent outreach and provide many avenues for support. For example, in a partnership with IBM, Fordham University students will be trained on using the Watson Computer System. They will be able to rapidly search and connect families with community resources that will provide support during challenging times.

In collaboration with school leaders and support staff, our community school partner will survey families to gather information of support and services parents may need. Examples of adult education offering may include GED classes, ESL classes, and computer classes; however we will plan additional offerings after surveying families.

School leaders and Community School partner staff will conduct meetings for families to share information on student achievement data. Individual meetings will also be conducted so that families can access and understand their child's progress and any concerns that may impact their achievement goals.

Part 3 – 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 consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART –

Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016, all families will have access to the resources and support of the Community School, and as a result there will be an increase in parent engagement, as measured by participation data in meetings and adult offerings.

Part 4 – 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? (include school, educational consultants and/or CBO staff)</p> |
|--|---|--|--|
| <p>School leaders, parent leaders and CSP will conduct Parent orientation Meetings</p> | <p>Parents / Families</p> | <p>September 2015 – June 2016</p> | <p>School leaders; CSP Staff, Parent Coordinator, Parent Association Leaders</p> |
| <p>Family surveys will be distributed (translations as needed) to gather information on family support and resources to be planned</p> | <p>Parents / Families</p> | <p>September 2015</p> | <p>School leaders; CSP Staff</p> |
| <p>School leaders and CSP staff will meet with families regarding student data and expectations</p> | <p>Parents / Families</p> | <p>September 2015</p> | <p>School leaders; CSP Staff</p> |
| <p>Coordination and implementation of Community School Partner linkages and program</p> | <p>Students/ Families</p> | <p>September 2015 – June 2016</p> | <p>School leaders; CSP Staff</p> |

Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

| | | | | | | | | | | | |
|--|-----------------|--|-------------|--|------------|--|------------------|--|--------------------------|--|-------|
| | Tax Levy | | Title I SWP | | Title I TA | | P/F Set-aside | | 21 st Century | | C4E |
| | Title I 1003(a) | | Title III | | PTA Funded | | SIG or SIF Grant | | School Success Grant | | Other |

Part 6 – Progress Monitoring

Part 6a. 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.

Part 6b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Expanded Learning Time (ELT) Program Description

Directions: Expanded Learning Time (ELT) activities are directly aligned to the elements of the Framework for Great Schools, Rigorous Instruction, Supportive Environments, and Strong Family and Community Ties. ELT provides enriching educational experiences that happen outside of the traditional school day and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth. Summer learning, afterschool programming, and extended-day ELT models, when well-implemented, play a critical role in supporting students in all grades and ensuring that they graduate from high school, college and career ready. SED requires that Priority schools offer a minimum of 200 additional student contact hours as Expanded Learning Time in addition to the current mandated length of 900 hours of instruction per year (25 hours per week) in grades K-6 and 990 hours of instruction per year (27.5 hours per week) in grades 7-12. Effective ELT models will blend school staff with community partners, and will provide a balanced curriculum that can include ELA, math, STEM, arts, physical activity, and leadership development. Complete the sections on this page to demonstrate how the school will meet these requirements.

Part 1 – ELT Program Goal(s)

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| Describe the summative goal(s) of the ELT program for the 2015-2016 school year. Be sure to construct the goal to be SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> ealistic, and <u>T</u> ime-bound. |
| By June 2016 students who are participating in ELT programs will show an increase in attendance and subject area pass rates by a minimum of 10%. |
| This will be evidenced by: |
| <ul style="list-style-type: none"> • Teachers and students will participation in activities such as “Lunch and Learn” with medical students from the Albert Einstein School of Medicine, Regents Prep Academy, “Let’s Get Ready” SAT prep classes and numerous opportunities for additional credit accumulation. • Teachers will utilize technology programs such as Achieve 3000, Naviance, Castle Learning, Reading Horizons, Atlas Rubicon and Plato to provide additional academic support for our population of diverse learners (ELLs, SWDs and under-credited) by meeting them at their levels and raising expectations and abilities. |
| The impact on student achievement will be: |

Part 2 – ELT Program Type

| | | | | |
|---|--|-----------|---|------------|
| Is the ELT program voluntary or compulsory? | | Voluntary | X | Compulsory |
| If the ELT program is voluntary, indicate how you will actively encourage the participation of all students, with the goal of serving at least 50% of students. | | | | |
| | | | | |

Part 3 – ELT Program Description

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|---|
| Target Population: The ELT program for a Renewal School will be offered to all students in the school. |
| Describe how the school will meet the following SED requirements for an ELT program: How will the school integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging? How will CBO staff and the school’s teachers be integrated to provide a seamless learning day? |
| <ul style="list-style-type: none"> • Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation. |

- Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.
- What new content areas and opportunities will be offered to students?
- Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.
- Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.
- How will community educators receive professional development? Are there plans to provide joint PD to school faculty and community partner staff?
- How will outreach be made to families?

Fordham's Center for Educational Partnerships provides at-risk students with extended learning time (ELT) support aligned with the State's Common Core Learning Standards (CCLS). Two years ago, the Center launched a Saturday Tutoring Academy in tandem with the United Federation of Teachers (UFT). That program serves students enrolled at UFT Charter Schools in Brooklyn's East New York section. Through that initiative, 24 graduate and undergraduate students render tutoring in reading and math to primary grade pupils in addition to Regents Chemistry and Physics tutoring to high school youth.

The program's expanded learning and enrichment activities will be used to further FLA's college and career readiness objectives. The Education Specialist and Expanded Learning Director will supervise Regents Prep Classes offered as part of the CSP Saturday Academy. FLA students will use Baron's NYS Regents Prep Online Portal to prepare for exams in areas to include Algebra, Trigonometry, Earth Science, Physics, U.S. History and Government and Geometry. The CSP will purchase teacher and classroom subscriptions to the Baron's service in order to facilitate this activity. Baron's portal subscriptions will be purchased to help students prepare for ACT, PSAT and SAT exams. Each year, the Expanded Learning Director and Education Specialist will provide group and one-to-one academic advisement services to a total of 60 college-bound FLA students. This activity will include helping students access online college tours and assisting them in securing financial aid.

Other expanded learning and enrichment activities will prepare FLA students for the world-of-work. The Expanded Learning Director and Educational Specialist will conduct job search, resume writing and job interview skills for adolescents. Through role-playing exercises, FLA students will also learn how to comport themselves when at the workplace. Additionally, 90.9% of the Academy's students are eligible for free or reduced-price lunch; many of these youth would benefit from after-school and summer jobs. Accordingly, the CSP will attempt after-school and/or summer job placement for FLA students who maintain at least a "B" average and 95% daily school attendance. These staff will also network with DYCD-funded Summer Youth and In-School Youth Program (SYEP and ISYP) providers to secure subsidized job opportunities for FLA students who meet the CSP's qualifying criteria.

Junior Achievement of New York (JANY) will be retained as a CSP-sub-contractor and bring a number of their critically-acclaimed programs into the FLA. For example, JANY's Personal Finance Program introduces 9th and 10th grade students to the importance of making wise financial decisions. JANY's Business Ethics Program, targeting 11th and 12th graders, fosters student ethical decision-making as these youth prepare to enter the workforce and take part in the global marketplace. JANY's University Program uses corporate volunteers to guide students through 90-minute workshops on college exploration, budgeting and decision-making while building a personalized college action plan.

Some students will be interested in starting their own businesses. JANY's Company Program allows high school juniors and seniors to explore personal opportunities and responsibilities within a student-led company. In JANY's New York Business Plan Competition, 11th and 12th graders will work in small teams to create a business plan for a product or service. Several rounds of competition will be held to determine the top teams. JANY's programs offer professional development to school and/or program staff who support these activities.

Fordham Leadership Academy students will also explore career options in the health professions. Mentoring in Medicine, Inc., another CSP subcontractor will bring their Science Pathfinders Program into the FLA. Offered during the after-school hours and as a "Lunch-and-Learn" activity, this component engages students in health and science through hands-on activities. MIM's program features a bio-inspired S.T.E.M. curriculum along with a capstone

student-produced health and science fair. Each 12-week session features one or two organ systems that serve as the basis for learning. The Science Pathfinders Program includes technology, dissections, health/science professional classroom visits, community service credit and "save a life" skills including CPR instruction; the latter lessons are conducted by a MIM-certified pre-health college, medical or graduate student.

Part 4 – ELT Program Implementation and Oversight

Part 4a. Who will implement the ELT program? Who will oversee the program?

1. Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including school-based staff and any high-quality community partners that will be involved.
2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.
3. Explain how you will evaluate the program to assess impact on student achievement.

The CSP's Expanded Learning Director and Educational Specialist will take an active role in this portion of the project review process. These staff will meet with FLA teachers on a weekly basis to determine if student performance has improved for youth who participate in ELT activities. The report card grades and standardized test scores of these youth will also be reviewed by project staff.

Part 4b. Timeline for implementation and completion, including start and end dates.

ELT Programs will begin in September 2015 and run through June 2016

Part 5 – ELT Budget and Resource Alignment

Part 5a. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.

Supervisors, teachers, and CBO will be necessary to implement ELT.. Teachers will adjust personal schedules to either come in earlier than their session requires or stay later than their session requires. Laptops, instructional materials and software programs will be utilized by teachers and students.

Part 5b. Indicate using an "X" the fund source(s) that will be utilized to support the ELT Program.

Note: If the program is funded by 21st Century Community Center Learning Funds, it must be offered in conjunction with a high quality, high capacity community partner.

| | | | | | | | | | | | |
|--|--------------------------------|--|------------------|--|--------------------|--|-------------------------|--|-----------------------------|--|--------------|
| | 21st Century | | Tax Levy | | Title I SWP | | Title I TA | | P/F Set-aside | | C4E |
| | Title I 1003(a) | | Title III | | PTA Funded | | SIG or SIF Grant | | School Success Grant | | Other |

Part 6 – ELT Progress Monitoring

Part 6a. 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.

Staff will meet with FLA teachers on a weekly basis to determine if student performance has improved for youth who participate in ELT activities.

Part 6b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 7: Community School Description

Directions: The Community School program is directly aligned to the Framework for Great Schools element – Strong Family and Community Ties.

Part 1 – The Community School Program Goal(s)

Indicate the summative goal(s) of the Community School program for the 2015-16 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

The goal of the Community School Program in Fordham Leadership is to provide students with new learning, mental health and enrichment opportunities made possible because of the expanded school schedule.

As evidenced by:

- Students in grade 9-12 will participate in a variety of business/ finance related Junior Achievement programs
- Providing a full time social worker to address the needs of students at risk
- All students will have access to Regents Prep (STEM) tutoring

The impact on student achievement will be:

- By the end of the 2015-16 school year, the school will meet the benchmark of 83.8% in attendance.

Part 2 – Community School Program Description

Part 2a. Identify the target population(s) to be served by the Community School program and the scope of the services provided.

The proposed CSP will operate from the Fordham Leadership Academy for Business & Technology (FLA), a grade 9-12 school located at 500 East Fordham Road, Bronx N.Y. 10458. The FLA operates under the administrative auspices of Community School District (CSD) 10. The school has a current enrollment of 420 students and its Principal is Ms. MaryAnn Tucker.

Based upon Fordham's seven year history of providing embedded, on-site support to the Fordham Leadership Academy, through the PSO Network, the University is imminently qualified and well-positioned to serve as a lead organization on the proposed Community Schools Program to be operated on that campus. The University is extremely familiar with FLA, its students, parents, students, faculty and surrounding community. This "insider's perspective" on Fordham Leadership Academy will help to expedite the front-end, three-and-a-half month planning period and will be of great benefit over the duration of the entire CSP contract

The Community School program at FL will provide additional time to the school day (zero period, lunch, after school and /or Saturdays) and have the students participate in one or more of the activities/initiatives offered by our subcontractors which include:

- Mentoring in Medicine: prepares low-income students and underrepresented minorities to pursue healthcare related careers; as well as Regents Sequence and coursework enrichment through a Lunch and Learn series provided by medical students from the Albert Einstein School of Medicine.
- New York Botanical Garden: offers a variety of projects to encourage and assist in the planting of native plants in gardens and other public areas and to support public school gardens;

- Art Horizons: makes performing, visual, literary and media arts and artistic expression, equitable and accessible to a diverse population;
- Footprintz Basketball: is an intense program that combines sport specific skill development with basketball related strength and conditioning techniques;
- Dance Brazil: offers a unique fusion of Afro-Brazilian movement, contemporary dance and Capoeira (the traditional dance\martial arts form that originated in Africa and evolved in colonial Brazil as a means of fighting enslavement);
- Junior Achievement: prepares young people to succeed in a global economy.
- Tutoring will be provided by Fordham Undergraduate STEM students. All activities will be coordinated with existing after school programs.

These programs will be supervised by the Community School Director and the Educational Specialist and Extended Day Coordinator. This team will work in conjunction with the school's professional development committee to widen the scope of the PD plan to include faculty and community partner staff.

The Parent Coordinator will be instrumental in creating a sound system to outreach the parents.

Part 2b. Describe how the school will meet the NYCDOE requirements for a Community School in the School Renewal program.

1. Renewal Schools are expected to pair with a community-based partner organization (CBO) and together with members of the School Leadership Team, hire a Community School Director. The Director will lead implementation of the needs and asset assessment, and other critically important coordinating activities. Indicate how you will leverage this aspect of the work.
2. Renewal Schools are expected to personalize the needs of all students, through strategic programming and services, as determined by the needs and asset assessment, and must also offer Expanded Learning Time (ELT) and mental health programming. Indicate how you will implement this work, and describe other programming you anticipate to be in place to strengthen this initiative.
3. Renewal Schools are expected to emerge as Partnership Schools, which are places where parents and families feel welcome, attend parent-teacher conferences, participate in the conversation and decision-making around the renewal of their schools, and have many opportunities to advocate for their children. Monthly Forums engaging families and community stakeholders will be a critical part of this parent engagement strategy. Describe how you will implement this aspect of the work.
4. Renewal School Principals are expected to meet on a weekly basis with their Community School Director, select Assistant Principals, key staff, and other CBOs, to analyze trends in data and case manage individual students. Data tools and training will be available for schools to use. Indicate how you will implement this aspect of the work.

Fordham University's Graduate School of Education (GSE) has been selected as the lead organization in the proposed Community Schools Program (CSP). For the past 95 years, Fordham's GSE has prepared teachers, principals and other educational practitioners for leadership in scholarship and service to the individual. The Center for Educational Partnerships (part of Fordham's GSE) will manage the CSP's day-to-day operation. Created in 2006, the Center has administered a comprehensive array of funded programs embedded in scores of PK-12 schools across New York City and outlying Metropolitan areas. Through these programs, the Center has built upon the GSE's 40-year track record of providing technical assistance and professional development in school leadership, ELL education, special education, mental health services, science, technology, math and literacy to thousands of public and private school students, parents, teachers, administrators and other key community constituents.

Particularly significant among the Center's accomplishments is its current sponsorship of a Partnership Support Organization (PSO) Network (CFN 551) funded by the NYC Department of Education (DOE). The PSO has since 2007 been responsible for the management of 35 PK-12 schools serving over 19,000 students on a daily basis. The services

provided (either directly or through community linkages) by Fordham's PSO have substantially improved teaching and learning outcomes in some of the City's most challenging elementary and secondary schools. As evidence, the four year graduation rate for high schools in the Fordham PSO Network (at 66.4%) surpasses the NYC average of 61.0%.

Additionally, several high schools in the PSO Network either met or exceeded DOE College and Career Readiness standards as documented in the most recent (2014-2015) School Quality Guides.

Fordham's GSE has over the years operated a host of programs serving high-need student populations. For example, the Center currently sponsors a NYC Regional Bilingual and ESL Resource Network (R-BERN) which offers support to DOE schools with large populations of English language learners (ELLs). In operation since, 2011, the R-BERN is the linear successor to the NYC Bilingual and ESL Technical Assistance Center (BETAC) that Fordham operated in the Bronx from 2006-2011. Over that same period of time, the GSE sponsored another BETAC serving the Lower Hudson Valley region. From 2007-2012, Fordham also operated a NYS & NYC Bilingual School Psychology Support Center which served as an information clearinghouse for aspiring school psychologists and those actively serving in the system.

The University currently sponsors an In-School, Traumatic Stress Intervention Project, called "Fordham C.A.R.E.S.," which will be used to support FLA students; this grant-funded effort uses doctoral students who are mental health professionals. Universal interventions will focus particular outreach efforts on students, parents, caregivers and other community adults. "Fordham C.A.R.E.S.," through a separate federal grant will provide mental health services focusing on trauma to groups of students throughout the school year.

Fordham's GSE has over the last seven years provided a broad range of youth development services benefitting hundreds of elementary and secondary students. For example, over the last two years, the GSE (in partnership with Fordham's School of Social Work and AT&T) sponsored a Mentoring Latina Girls Project designed to place young women on sustained paths to academic and vocational success. Also, to build capacity among school leaders, Fordham will in March 2015 facilitate an informational conference, titled "Gang Intelligence," which will discuss steps schools can take to prevent gang-related violence. The PSO has hosted several such events over the last eight years.

The CSP Director will meet with the school leadership and key staff to ensure continued alignment of the services being provided.

Planned mental health interventions will be closely coordinated with the FLA's School Renewal Plan and CSEP. Fordham University will work closely with the DOE, DOHMH, school administrators, faculty and other service providers on the campus in the joint delivery of all the mental health components, i.e., individually targeted, selective and universal interventions. In addition to addressing the school community's mental health and social work needs, the CSP will also provide a social and emotional development learning (SEDL) component aligned with State Education Department guidelines. Including parents and caregivers where necessary, these activities will provide adolescents with the various supports they need to develop into well adjusted, purposeful and productive members of society. These supports (delivered directly or by referral) will include: individual, family and group counseling; clinical social work interventions, in addition to stress management and life skills workshops. Fordham University is confident that these activities will help to resolve some of the personal, familial and domestic issues which have contributed to FLA's high student absentee rate.

The planned universal interventions will be particularly important since mental illness is often treated as a "hidden shame" in minority communities. Those afflicted are frequently ostracized or stigmatized. In response, Fordham plans to use internal and external resources to increase mental health awareness across the school community.

This component will be supported by social work interns and mental health professionals retained by Fordham, in addition to a broad consortium of community partners. These groups will include St. Barnabas, Puerto Rican Family Institute (PRFI) and St. Rita's Immigration Services. The CSP will also offer services to support the physical health of FLA's students and their families. To that end, Fordham has already forged linkages with the Bronx Health Link (TBHL), a coalition of local health care providers. Once each semester, the CSP will sponsor an Adolescent Health and

Wellness Fair at the FLA. Families without medical insurance will be informed about free and/or low-cost medical coverage, e.g., Medicaid in addition to New York State's Child and Family Health Plus programs. In order to expand the mental health component over time, Fordham will seek funding from other sources to include HRSA and SAMHSA. Through another Fordham grant from IBM Fordham students will be providing "211 Social Services Referral" using the Watson app.

Part 3 – Community School Program Implementation and Oversight

Part 3a. Who will implement the Community School program? Who will oversee the program?

4. Indicate the key personnel that will be responsible for implementing and overseeing the Community School program, including school-based staff and any high-quality community partners that will be involved.
5. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured with the Community Based Organization (CBO).
6. Explain how you will evaluate the program to assess impact on student achievement.

Fordham's Center for Educational Partnerships will work closely with the DOE and all other key stakeholders in the joint collection, compilation and analysis of CSP-related data. This activity shall be jointly managed by the Community Schools Coordinator and the Center's Data Analysis Program Associate. The collection of program-related data will begin with the CSP Implementation and Planning Phase. During that period, the CSC will carefully document the creation of the Community School Team (CST). The anecdotal information compiled during this Phase could be used (upon request from the DOE) to create a "Primer" which could benefit future CSP lead organizations. Minutes from each CST meeting shall be placed in a Binder for subsequent review. At the end of each contract period, these minutes will be analyzed to determine the impact this group had on the program's day-to-day operations. Based upon these analyses, Fordham University will consider strategies for improving the CST's efficacy. Recommendations yielded by this process will be presented at the second semi-annual CSP retreat culminating each contract period.

Parents and caregivers are second only to FLA students with respect to the important role they will play in the CSP. To that end, adult utilization of program services and level of involvement in the host school will be closely tracked by CSP staff. Registration forms and attendance sheets will be maintained for each activity, e.g., workshops, chaperoning college tours and other volunteer activity, etc., for which parents and caregivers choose to enroll. Fordham University will look very closely at the periodic customer satisfaction surveys administered by the program. The input yielded by these documents will be used to drive the CSP's quality assurance and continuous program improvement activities. Anecdotal feedback provided by the FLA's Parent Association and Parent Coordinator will also figure prominently in the project evaluation process. Student participation in all expanded learning and enrichment activities will be reviewed, on a bi-weekly basis, to track utilization of these services. The CSP's Expanded Learning Director and Educational Specialist will take an active role in this portion of the project review process. These staff will meet with FLA teachers on a weekly basis to determine if student performance has improved for youth who participate in ELT activities. The report card grades and Regents grades and credit accumulation of these students will also be reviewed by project staff.

With respect to the CSP's mental health services, aggregate metrics for program utilization, e.g., number of new intakes, individual and group counseling sessions, client referrals, etc., will be compiled for evaluation purposes. Releasing and analyzing this data in aggregate form will protect client privacy around the mental health services they have received. The effectiveness of this component will also be measured by the number of OORS incidents reported by FLA over the course of each academic year.

The supportive resources that Fordham University brings into the Academy will be carefully analyzed. For example, quantitative data will be maintained on: 1) total hours of asset building activities conducted by the CSC; 2) workshops and other trainings offered; 3) asset building hours performed by the CSC; 4) new partners brought into the CSP consortium; and, 5) material donations and volunteer hours secured by the program. The total dollar amount of matching grants and contracts secured to support the CSP will also be documented. It is important to note that Fordham plans to utilize data collection strategies that have proven successful on CSPs across the nation. These approaches are: 1) the Community School Evaluation Toolkit created by the Coalition for Community Schools and, 2)

the "Effective Data Collection and Sharing" guidelines articulated in "Scaling the Community Schools Strategy in New York City."

Fordham is providing the following key personnel: Full-time Director – on site; full-time Mental Health service provider; part-time Education Specialist and part-time Extended Day Coordinator, all of whom are school based. The Director reports to Dr. Anita Vazquez Batisti, Fordham Graduate School of Education, Associate Dean and Director of the Center for Educational Partnerships

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

The Community Schools Coordinator (CSC) will manage the program's day-to-day operation. This full-time employee will be permanently stationed at Fordham Leadership Academy and will have his/her own office in the building. One of the main roles of the CSC will be to serve as a liaison between all key stakeholders in the school community (e.g., students, parents, teachers, principal and external partners), Fordham University and the Department of Education. In their managerial capacity, this employee will assemble and preside over the Community Schools Team (CST) sub-committee of FLA's School Leadership Team (SLT). Fordham University expects that the CSC will also be a sitting member of the building's SLT as well and attend all meetings held by that group. Dual membership in those two bodies is essential since it will provide the CSC with a complete, up-to-the-moment understanding of the FLA's needs and current status. The CSC will be expected to have regular (as in daily) dialogue with all constituents in the building. To ensure that the needs of all families are met, the CSC will work closely with the FLA's Parent Coordinator and Parent Association. To ensure that young people play an active role in the program's policy-making activities, the FLA's Student Government Association (SGA) will be asked to expand their scope of activities to encompass the CSP.

Fordham University firmly believes that the process of asset building (i.e., a methodology for sustainable development of communities based on their strengths and potential) plays a crucial role in reforming multi-problem schools. In the operation of current school-based programs such as its PSO Network and R-BERN, Fordham staff is deployed in the capacity of in-house resource specialists responsible for developing the strategies needed to improve teaching and learning in some of NYC's most challenging schools. In a similar fashion, the CSC will be responsible for identifying and leveraging resources (both inside and outside of the target neighborhood) which meet the needs of the entire school community. The full resources of Fordham's GSE will be utilized, in an in-kind fashion, to achieve that objective. For example, in the operation of its UFT Saturday Academy, the Center for Educational Partnerships has gained considerable experience in recruiting, training and supervising highly- qualified tutors capable of working with students in danger of academic failure; this expertise will be shared with the CSC and his/her staff. Over the years Fordham's PSO has been successful in marshaling and coalescing the talents and expertise of various school community constituents (including parents) to meet outstanding needs in CFN 551 schools. The Center's expertise in that regard, as channeled through the Associate Dean/CEO, will be used to support the CSC.

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

Community School Programs will begin in May 15, 2015 and run through June 2017. The following is an initial timeline which we will continue to develop throughout the summer.

| DATE(S) | DESCRIPTION OF TASK OR ACTIVITY | STAFF RESPONSIBLE | END RESULT |
|----------|---|---|--|
| 05/15/15 | Staff from the Center for Educational Partnerships and the Community Schools Program (CSP) review the approved contract, in addition to the planning and assessment timeline. Specific tasks are assigned to CSP staff. | <ul style="list-style-type: none"> • Associate Dean/CEO • Community Schools Coordinator | All activities leading to program implementation commence. |

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| 05/18/15 - 05/19/15 | CSP staff meet with the Principal, School Leadership Team (SLT) and other key stakeholders to discuss School Renewal Plan. INITIAL MEETING WITH THE SCHOOL RENEWAL TEAM. | <ul style="list-style-type: none"> • Associate Dean/CEO • Community Schools Coordinator | Second intensive CSP planning phase begins. |
| 05/19/15 - 05/27/15 | Recruitment of the Community Schools Team (CST). The CST's membership is finalized. Orientation and training for CST members commences. | <ul style="list-style-type: none"> • Associate Dean/CEO • Community Schools Coordinator | DOE-mandated stakeholder team is identified and assembled. |
| 05/19/15 - 08/31/15 | Needs assessment and asset building activities commence. CSP staff hold a pair of strategic planning events with Teachers, Parent Coordinator, Parent Association, Community Planning Board members and other neighborhood constituents. | <ul style="list-style-type: none"> • Community Schools Coordinator • Expanded Learning Director • Education Specialist | A survey of school and neighborhood assets is conducted. The assets are then catalogued for future use. |
| 05/20/15 - 05/29/15 | Engagement of the program's sub-contractors and linked organizations begin. These partners are oriented to the CSP. The process of completely integrating these groups into the host school begins. | <ul style="list-style-type: none"> • Community Schools Coordinator • Expanded Learning Director • Education Specialist | The program ensures that all planned services are seamlessly embedded into the host school. |
| 05/25/15 - 06/05/15 | Media outreach and public engagement activities begin. A formal press release announcing the program is sent out. | <ul style="list-style-type: none"> • Community Schools Coordinator | The program's promotional activities begin. |
| 05/26/15 - 06/05/15 | A cohort of 50 soon-to-graduate eighth graders are recruited from local feeder (middle) schools. These students will participate in the High School Articulation Program to be offered in June and July of 2015. | <ul style="list-style-type: none"> • Expanded Learning Director • Education Specialist | Preparation for the CSP's first program component. |
| 5/15/15 - 6/30/15 | Select Director Review budget and finalize | <ul style="list-style-type: none"> • Fordham - GSE | Program staff and budget will be in place. |
| 06/01/15 - 07/31/15 | The mental health needs of the host school and surrounding community are assessed. Preliminary service plans are prepared. These needs are re-assessed and service plans are refined over the duration of this contract. | <ul style="list-style-type: none"> • Fordham-GSE • DOE • DOHMH | Service infrastructure is developed for the CSP's mental health interventions. |
| 06/02/15 - 06/30/15 | Systems for internal and external online communication are put into place. These include a Fordham University Community Schools Program website, a listserv for internal e-mail correspondence, Facebook, Twitter and Pinterest Pages in addition to teleconferencing technology. | <ul style="list-style-type: none"> • Community Schools Coordinator | Online systems are created to ensure that stakeholders are able to communicate with each other and the general public. |

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| | | <ul style="list-style-type: none"> • IT Consultants (TBA) | |
| 06/22/15 - 07/03/15 | High School Articulation Program offered to 50 incoming ninth graders who will attend Fordham Leadership Academy in the fall of 2015. | <ul style="list-style-type: none"> • Education Specialist • Fordham Consultants (TBA) | Students are prepared for entry into high school. |
| 06/02/15 - 06/30/15 | Systems for internal and external online communication are put into place. These include a Fordham University Community Schools Program website, a listserv for internal e-mail correspondence, Facebook, Twitter and Pinterest Pages in addition to teleconferencing technology. | <ul style="list-style-type: none"> • Community Schools Coordinator • IT Consultants (TBA) | Online systems are created to ensure that stakeholders are able to communicate with each other and the general public. |
| 6/18/15 | Renewal School CEP due | <ul style="list-style-type: none"> • Fordham GSE • Community Schools Coordinator • School Administration and Team | Completion of first draft of RSCEP-O |
| 06/22/15 - 07/03/15 | High School Articulation Program offered to 50 incoming ninth graders who will attend Fordham Leadership Academy in the fall of 2015. | <ul style="list-style-type: none"> • Education Specialist • Fordham Consultants (TBA) | Students are prepared for entry into high school. |
| 6/25/15 – 6/30/15 | Review Regents results and select tutors for the summer program | <ul style="list-style-type: none"> • Community Schools Coordinator | Students will receive additional assistance in their preparations for passing the Regents in August |
| 7/6/15 – 8/14/15 | Summer tutoring for Regents (Global and ELA) | <ul style="list-style-type: none"> • Community Schools Coordinator | Students will be provided with additional assistance for passing the Regents |
| 07/07/15 - 08/31/15 | Formal training for all CSP sub-contractors and linked organizations. | <ul style="list-style-type: none"> • Community Schools Coordinator • Expanded Learning Director • Education Specialist | Key stakeholders are prepared to deliver services which “wrap around” the entire school community. |
| 08/03/15 - 08/31/15 | Recruitment and training of the program’s Community Advisory Board. | <ul style="list-style-type: none"> • Community Schools Coordinator | Key oversight and policy-making groups are assembled. |
| 08/03/15 - 08/31/15 | Strategic planning meetings to ensure alignment between the CSP and Fordham Leadership Academy curriculum and comprehensive education plan (CEP). Meetings between | <ul style="list-style-type: none"> • Associate Dean/CEO | The CSP offers extended learning time and other academic supports that |

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| | Fordham University (GSE) and the Principal to discuss this school's professional development needs as they relate to teachers and other educational practitioners in the building. | <ul style="list-style-type: none"> • Community Schools Coordinator • Education Specialist • School Leadership Team | augment the host school's curricula. |
| 08/03/15 - 08/31/15 | Strategic planning for the CSP Inaugural Town Hall takes place. | <ul style="list-style-type: none"> • Associate Dean/CEO • Community Schools Coordinator | Preparation for October 1, 2015 event. |
| 08/03/15 - 08/31/15 | Resource development activities designed to generate additional monetary and nonmonetary resources for the CSP. Continues over the lifetime of this contract. | <ul style="list-style-type: none"> • Associate Dean/CEO • Community Schools Coordinator | Annual fund-raising and resource development goals will be met. |
| 9/8/15 – 9/30/15 | Survey parents for areas of interest | <ul style="list-style-type: none"> • Community Schools Coordinator • Parent Coordinator | Review of plan for services to parents based on Survey results |
| 9/15/15 | C.A.R.E.S. Program begins | <ul style="list-style-type: none"> • Community School Coordinator • Mental Health | Counseling services start |
| 9/15 – 6/16 | Monthly meetings with School Leadership Teams | <ul style="list-style-type: none"> • Community Schools Coordinator | Relationship develop between the CSP and the School Community |

Section 8: Academic Intervention Services (AIS)
(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

| Type of Academic Intervention Service (AIS) | Criteria for determining AIS services | Type of Program or strategy (e.g. repeated readings, interactive writings, etc.) | Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.) | When the service is provided (e.g. during the school day, before or after school, etc.) |
|--|---|---|---|--|
| English Language Arts (ELA) | Review of credit accumulation on student transcript, report cards, Attendance rates | Computer Programs which focus on additional Academic support, Regents Prep and Credit Recovery: <ul style="list-style-type: none"> • Regents Prep.org • Castle Learning • Reading Horizons • Achieve 3000 • PLATO • Teacher led classes in Regents Prep content | <ul style="list-style-type: none"> • Direct small group instructions for Credit Recovery • Regents Preparation Classes • One-to-one AIS Tutoring • Tutoring during Extended Learning Time | <ul style="list-style-type: none"> • Monday & Wednesday-After School Program (3:15-6:30) • Saturday Academy (9:00-1:00) including Fordham University Tutors • Summer school (July – August 8:00-3:00 Mon.-Thurs.) |
| Mathematics | Review of credit accumulation on student transcript, report cards, Attendance rates | Computer Programs which focus on additional Academic support, Regents Prep and Credit Recovery: <ul style="list-style-type: none"> • Regents Prep.org • Castle Learning • Reading Horizons • Achieve 3000 • PLATO | <ul style="list-style-type: none"> • Direct small group instructions for Credit Recovery • Regents Preparation Classes • One-to-one AIS Tutoring • Tutoring during Extended Learning Time | <ul style="list-style-type: none"> • Monday & Wednesday-After School Program (3:15-6:30) • Saturday Academy (9:00-1:00) including Fordham University Tutors • Summer school (July – August 8:00-3:00 Mon.-Thurs.) |

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

| | | | | |
|--|--|---|--|--|
| | | <ul style="list-style-type: none">• CSP Partners: Fordham University Psychology Interns• School Psychologists• Social Workers | | |
|--|--|---|--|--|

Section 9: Career and Technical Education (CTE) Programs
(NYSED Requirement for "Out of Time" Priority High Schools)

Directions: In this section, provide a description of the Career and Technical Education (CTE) program offerings **at schools in Good Standing** that students in this school will have access to beginning in the 2015-16 school year.

"The school is developing a partnership with District 79 Coop Tech programs to provide Career and Technical Education opportunities for students"

Section 10: Professional Development Plan
(NYSED Requirement for "Out of Time" Priority Schools)

Directions: In this section, provide a description of the mandatory professional development that will be provided to school leadership and staff beginning in September 2015.

Professional Development will include sessions on Danielson's Frameworks with focus on lesson planning, rigorous instruction, student engagement and questioning and discussion strategies.

We will continue our professional development from the SRI Office on WITSI.

All teachers will receive additional training on creating rigorous tasks and student-centered environments

Our CSP will provide training on their role and collaboration with staff, students and families. Linkages and community partnerships will be discussed and implemented.

Sessions and meetings will begin in September 2015

Section 11: 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. |
|---|
| <ul style="list-style-type: none">• BEDS Survey indicates that teachers in place are 100% highly qualified• When new teachers need to be hired, Administrators attend Teacher Fairs/New Teacher Finder/Teaching Fellows and assess during Interviewing Process• All teachers are assigned to teach in license certified subject area and provided with a "Teacher Buddy/Mentor" for new hire support• Professional development is provided by HSRI Staff and CSP Staff |

2b. High Quality and Ongoing Professional Development

| Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS). |
|--|
| <ul style="list-style-type: none">• Professional Development is built around Teacher Needs Survey and Administration Criteria.• All PD includes Teachers, Principal, Assistant Principals and Paraprofessionals responsible for daily instruction.• Professional Development Workshops include: WITsi, Metamorphosis, Learning Objectives, Essential Questions, CCLS Alignment with Content Area, Inquiry Work, RTI, Achieve 3000, Reading Horizons and Close Reading. |

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (RSCEP) 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 | 484,517.00 | | |
| Title I School Improvement 1003(a) | Federal | | | |
| Title I Priority and Focus School Improvement Funds | Federal | | | |

| | | | | |
|----------------------|---------|--------------|--|--|
| Title II, Part A | Federal | 0 | | |
| Title III, Part A | Federal | 11,200.00 | | |
| Title III, Immigrant | Federal | 0 | | |
| Tax Levy (FSF) | Local | 3,332,715.00 | | |

¹**Explanation/Background:**

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a):** To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/RSCEP.
- **Title I Priority and Focus School Improvement Funding:** To 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.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 12: 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 RSCEP 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) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[School name]**, 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. **[School name]** will support parents and families of Title I students by:

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The

school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

The school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC) Template

[School name] , 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 State Standards to enable participating children to meet the State's Standards and Assessments by:

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

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

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

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

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

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

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

| Part B: Direct Instruction Supplemental Program Information |
|--|
| The direct instruction component of the program will consist of (check all that apply): |
| <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy |
| Total # of ELLs to be served: 77 |
| Grades to be served by this program (check all that apply): |
| <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 |
| Total # of teachers in this program: 5 |
| # of certified ESL/Bilingual teachers: <u>2</u> |
| # of content area teachers: 3 |

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

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

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

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

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

All teachers are certified (5)

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

Ms. Auxiladora Centeno (Math)

Ms. Danielle Ryals (Global & US History)

Dr. Rodriguez (Science)

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

Grade 9 - 11 students

Grade 10 - 2 students

Grade 12 - 3 students

The After school and Saturday Program for ELLs will focus on supporting the at-risk students in Math, Social Studies, Science and ELA. A target group of 16 students will receive intensive instruction by highly qualified ESL and Content Area Teachers two days of after school support on Mondays and Wednesdays from 3:30 to 6:30. The ESL Teacher will "push in" and provide collaborative support as indicated in the chart above.

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

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

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

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

Additional materials for this program are:

Cambridge University Press:

Part B: Direct Instruction Supplemental Program Information

Discovering Fiction,
Writers at Work, "Sentences to Paragraphs," "The Paragraph," "Short Compositions," "The Essay,"
Fascinating Stories from the Content Areas.

Part C: Professional Development

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

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

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

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

- Designing Effective Literacy Instruction for Long Term ELL's
(Fordham University)
(December 12, 2014)
- WITsi Workshop
(High School Renewal Initiative -
Three separate workshops on Sentences/Paragraphs/Essays)
(December 16, 2014, March 24, 2015, May 6, 2015)
- Designing Effective Literacy Instruction for SIFE
(Fordham University)
January 16, 2015
- Writing Process
(Fordham PSO)
March 18, 2015
- Getting Ready for the NYSESLAT
(Fordham PSO)
March 31, 2015

Part D: Parental Engagement Activities

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

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

Part D: Parental Engagement Activities

- how parents will be notified of these activities

Begin description here:

Parents become most comfortable with their native language (translation always provided) and become more involved in their child's education as they find the school environment less intimidating.

Parents are informed of child's progress through Guidance Counselors, phone calls, letters and conferences as needed. All communication is done in their native language.

Parent Association meets once per month for approximately 2 hours. Parental Workshops are given by outside agencies as well as in-house staff. Parent Coordinator will provide additional information regarding meetings and activities which PA participants are interested in.

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

Here is a listing of workshops scheduled:

- Resources for Domestic Abuse
(Sanctuary for Families - Roseanne Conform)
(Monday, November 24, 2014)
- Pupil Path Workshop
(Datacation - Edward Santana/Teacher and AnaMaria Guzman/Parent Coordinator)
(Monday, December 15, 2014)
- Are all signs of abuse visible?
(Sanctuary for Families)
(Monday, January 12, 2015)
- English classes for parents
(Thursdays, beginning January 8, 2015 through May 28, 2015)
- Immigration and Citizenship
(Monday, March 9, 2015)
- Health Care
(American Lung Association)
(Monday, February 9, 2015)
- Substance Abuse
(Daytop Village)
(April 13, 2015)

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$11200

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

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 438 |
| School Name Fordham Leadership Academy for Business | | |

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 Fiorella Cabrejos | Assistant Principal Philip Tisi |
| Coach type here | Coach type here |
| ENL (English as a New Language)/Bilingual Teacher | School Counselor Catalina Cruz |
| Teacher/Subject Area Doug Hudgins/ENL | Parent Irma Kelly |
| Teacher/Subject Area Sandra Allen-Martinez | Parent Coordinator Ana Maria Guzman |
| Related-Service Provider Melanie Figueroa | Borough Field Support Center Staff Member type here |
| Superintendent Michael Alcoff | Other (Name and Title) Wellansky, Mark |

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 | 3 | Number of certified bilingual teachers not 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 not 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) | 400 | Total number of ELLs | 62 | ELLs as share of total student population (%) | 0.00% |
|--|------------|----------------------|-----------|---|--------------|

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 type="checkbox"/> | No <input checked="" type="checkbox"/> | If yes, indicate language(s): |
| Dual language program (DL) | Yes <input type="checkbox"/> | No <input checked="" 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 | 62 | Newcomers (ELLs receiving service 0-3 years) | 21 | ELL Students with Disabilities | 14 |
| SIFE | 10 | Developing ELLs (ELLs receiving service 4-6 years) | 21 | Long-Term (ELLs receiving service 7 or more years) | 20 |

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 | 21 | 3 | 4 | 21 | 3 | 5 | 20 | 4 | 5 | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Number of ELLs who have an alternate placement paraprofessional: _____

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: _____ |

| 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 | | | | | | | | | | 26 | 14 | 7 | 14 | 0 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | | | | | | | 0 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | 1 | | | 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) | | | | | | | | | | | | | | 0 |
| Commanding (Proficient) | | | | | | | | | | | | | | 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 <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA | | | | | | | | | | | | | | |
| GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS | | | | | | | | | | | | | | |
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
| Total | | | | | | | | | | 7 | 4 | 4 | 10 | 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 | | | | | | | | | | 1 | 1 | 1 | 1 | 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 | 16 | 0 | 2 | 0 |
| Integrated Algebra/CC Algebra | 13 | 5 | 1 | 0 |
| Geometry/CC Algebra | | | | |
| Algebra 2/Trigonometry | | | | |
| Math _____ | | | | |
| Chemistry | | | | |
| Earth Science | | | | |
| Living Environment | 23 | 0 | 6 | 0 |
| Physics | | | | |

| 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 | 16 | 8 | 3 | 1 |
| Geography | | | | |
| US History and Government | 11 | 5 | 4 | 1 |
| LOTE | | | | |
| Government | | | | |
| Other _____ | | | | |
| Other _____ | | | | |
| NYSAA ELA | | | | |
| NYSAA Mathematics | | | | |
| NYSAA Social Studies | | | | |
| NYSAA Science | | | | |

| 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) | | | | | | | | |
| Chinese Reading Test | | | | | | | | |

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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.
Our school uses the achieve 3000 program to assess early literacy skills of our ELLs. Achieve 3000 contains a level set assessment that measures the student's lexile reading levels. From the data obtained, we can analyze whether a student is below reading level or on reading level. Collecting and analyzing this data helps our school's instructional plan by assisting in identifying areas of poor Page 55 performance and allowed us to focus on the effective reading strategies that would support individual students into reaching more advanced literacy levels.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
The proficiency levels data from both the NYSITELL and the NYSESLAT revealed that our students need assistance in reading and writing. Across all grade levels there is not one student who has tested proficient in reading/writing. Social language falls within the advanced/proficient levels except that there is a need to support all students in academic language acquisition which has low scores. The 9th and 10th grade students are far more motivated than our long term ELL students who exhibit a lack motivation with proficiency.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
The patterns across the NYSESLAT Modalities have identified the areas in need of immediate attention and instructional decisions are being made frequently in order to support effective instruction. Our teachers are creating and incorporating differentiated lessons into their daily routines so that they may provide individualized support to students in language acquisition. These strategies will result in higher NYSESLAT scores. Our AMAO showed that we have met 70% AMAO 1 and 10% in AMAO 2. This means that we must continue to provide rigorous language acquisition support in classroom instruction in order to assist our students in reaching proficiency levels rapidly.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - 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?

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

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

- b- School leadership and ESL teachers provided Internal Periodic Assessments that measure the various components of language acquisition. The data collected from the results of the assessments are analyzed for individual students and class sections in order to provide differentiated instruction.
- c- From the periodic assessments we are learning that students are having difficulties in reading comprehension. To support them, we are placing an emphasis in vocabulary building, the use of cognates and drills that incorporate reading activities that build skills in analyzing a reading passage and interpret its components. The activity culminates with the answering of a diverse number of questions that test for comprehension

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

Paste response to question here:

6. How do you make sure that a student's new language development is considered in instructional decisions?
A student's second language development is incorporated into content areas instruction and supported with the presence of an ESL teacher in the classroom to ensure that content is understood. Additional support is provided through the use of selected materials at the student's reading and writing levels. Data used to determine instructional decisions is Achieve 3000 (lexile levels) and Reading Horizons. Castle Learning is used to support instruction with Regents Prep. All teachers utilize Vocabulary building and also use graphic organizers. All subject area teachers utilize visual and audio aids as needed to enhance their understanding of materials being taught. English/Spanish dictionaries are also provided for all students.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?
 - How are EPs performing on State and other assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
The success of the program for ELLs was evaluated using the results of the NYSESLAT which confirmed the improvement of most students within the same level and the transition to the next higher level. This allowed the school to meet AMAO 1 significantly over the base line.

Part IV: ELL Identification Process

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

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.
- The home language identification survey is given to every new registrant to the school. Once it is determined that the household is non-English speaking, the student and the parent is interviewed which is conducted in both English and the Native language if it is Spanish. There are also times when classroom teachers detect deficiencies and make recommendations. The HLIS is conducted by certified ESL teacher Mr. Doug Hudgins and Parent Coordinator/Community Liaison Mrs. Melanie Figueroa, consisting also of a verbal interview and formal initial assessment. The NYSITELL is obtained from the network and administered within 8 days of student's entry into the school. This is conducted by our certified ENL teacher (Mr. Doug Hudgins) and based on the score if the student's warrant it then they will receive ENL services. These students are then given the NYSESLAT exam in May of each year and based on their scores are deemed Entering, Emerging, Transitioning, Expanding and Commanding (will continue to receive ENL services - 90 minutes per week for two years). This will determine the number of minutes of ENL instruction the student receives each week. The list of ELL students is obtained from RLAT in ATS and the proctors consist of Mr. Doug Hudgins and Ms. Xiomara Pescador both certified ENL teachers in reading, writing, speaking and listening.

The parents of ESL students are given an orientation in August, before the commencement of the new school year. The two certified ESL teachers Mr. Doug Hudgins and Ms. Xiomara Pescador provide information on the different programs for ESL students. They are

told to make the choice that is most appropriate for their child. The parents have ten days in which to make their selection. Whenever necessary we make home visits to ensure that parents have the required information to return in a timely fashion. Our parent coordinator/community liaison Mrs. Melanie Figueroa also informs the parents about their choice. We have an overwhelming selection of Freestanding English as a Second Language and if the need arises where the other programs are selected we will provide these additional programs. As the school year moves forward new students and parents are provided the same information and choices on an individual basis as they register.

The students are given the letters to bring home and also letters are mailed to ensure receipt. All forms are required to be returned two days before the deadline and if not then home visits are made. Mr. Hudgins the ESL teacher disseminates the entitlement letters, Parent Survey and Program Selection forms and collects them. They are then given to Ms. Yokatti Garcia who places them in a binder in the file cabinet in the guidance suite.

Currently, under Renewal status, we are not taking over the counter students. This includes

Because our ELL population is so small, we only offer Stand-alone and Integrated ENL classes. We continue with the parent surveys, program selection and Entitlement letters for new students throughout the school year.

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).

Upon registration and during the course of the parent interview, should there be a possibility that a student may be SIFE, we administer the SIFE Oral Interview Questionnaire to determine if further testing is needed to provide services for SIFE students. This process will occur within 30 days of student admission.

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).

Upon the arrival of the student information portfolio from the previous school, previous IEPs and NYSESLAT test results are scrutinized in order to learn the student's background. Individual students and their parents are invited to attend scheduled meetings to learn about specific cultural and home practices so as to use them effectively as part of the action plan to support new language acquisition. These meetings will continue throughout the year and logs will be maintained to assess improvement. The Language Proficiency Team (LPT) is comprised of ENL Coordinator, Xiomara Pescador, Special Education Coordinator, Judy Clemetson, Melanie Figueroa, Social Workers, Catalina Cruz, Guidance Counselor, and Melody Crooks, Assistant Principal Administration. The timeline to accept or reject LPT recommendation is within 20 days. The timeline for placement is within 24 hours. Due to our status as a Renewal School, we are not taking over the counter students.

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.

We have a system in place where our ELL Coordinator will review the NYSITELL and NYSESLAT results that determine student eligibility. She will have the responsibility of informing the parents in writing as to their student's eligibility status. This will be completed within five school days after the NYSITELL is scanned and the score is determined. All students receive entitlement letters based on their eligibility according to the RLAT report in ATS.

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).

Parents will be informed in person and in letters sent home of their right to appeal ELL status within the 45 days of enrollment. They will also be informed of protocol in which the superintendent renders the final decision. A copy of letter will be kept by the ELL Coordinator in the Student ELL file.

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 are invited to attend a Parent Orientation session where the three program choices (bi-lingual, stand alone, and transitional bi-lingual) are explained and reviewed. They also receive the opportunity to view the video explaining the programs at this time. The assistance of the Parent Coordinator is used to assure that all parents receive the notification and multiple opportunities to attend orientations as needed. The default program for parents that do not return the survey is bilingual. Currently, we do not have any over the counter students due to our renewal out of time status.

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 are given the Parent Surveys and Program Selection forms at the time of the Orientation Session(s) and encouraged to complete them in the school before they leave. If they take the forms with them, the ELL Coordinator and Parent Coordinator follow-

up with the parents to assure that they return the forms in a timely manner. Logs of phone calls and notices will be kept by the ELL Coordinator.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. Logs of phone calls and notices will be kept by the ELL Coordinator. Our coordinator keeps records of all Parent Survey and Program Selection forms. Currently, we do not have any over the counter students due to our renewal out of time status.
9. Describe how your school ensures that placement parent notification letters are distributed. Placement notification letters will be mailed and a copy will be kept by the ELL Coordinator in the Student ELL file.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). The ELL coordinator keeps copies of all student documents relating to their ELL status in addition to having the originals in the students' Cumulative Record file. The ELL coordinator will have easy access to provide letters, tests results and status of all ELL students in the school.
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.
Procedures to administer the NYSESLAT are carefully planned and organized. The writing, reading and listening parts of the exam are taken in the ENL classroom during the student's regular scheduled class. They are administered by both ESL teachers; Mr. Hudgins and Ms. Pescador, ample time is given for all students to complete their exams. Students are pulled out of their classes for the speaking section of the test. Students are tested and scored individually by a non-ENL teacher, ENL teachers are present in the room but do not score any of the students. ATS reports (RLAT) are used to determine eligibility. NYSESLAT is administered yearly.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Parents will be sent letters home, and a copy will be kept by the ELL Coordinator in the Student ELL file.
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, the parents' predominant choice is Freestanding ENL. This is the program that we offer as it fulfills the needs of our parents and students. Therefore our program offered is aligned with our parent's request. If a parent requests a program which is not offered and we do not have numbers to support such a program we can suggest alternate placements with the support of the Office of Student Enrollment. Prior to registration, parents are aware that we are a Freestanding ENL Program as numbers currently dictate.

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.
a. Freestanding program are for entering students needing the required minutes of instruction. Additional minutes are met via integrated setting in Global History and Mathematics.
b. The models utilized are self-contained, integrated (co-teaching) and stand alone.
c. Homogeneous (proficiency level is the same in one class regardless of grade level). :
 - b. TBE program. *If applicable.*
Not Applicable
 - c. DL program. *If applicable.*
Not Applicable
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)?

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

3. Describe how 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.

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

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

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

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

Formal and Informal assessment used in integrated and stand alone classes via daily formative and summative assessments by ENL licensed area teachers aligned to the progressions for ENL.:

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

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

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

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

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

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

7. 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.

Paste response to questions here:

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?

Paste response to question here:

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?

Paste response to question here:

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.

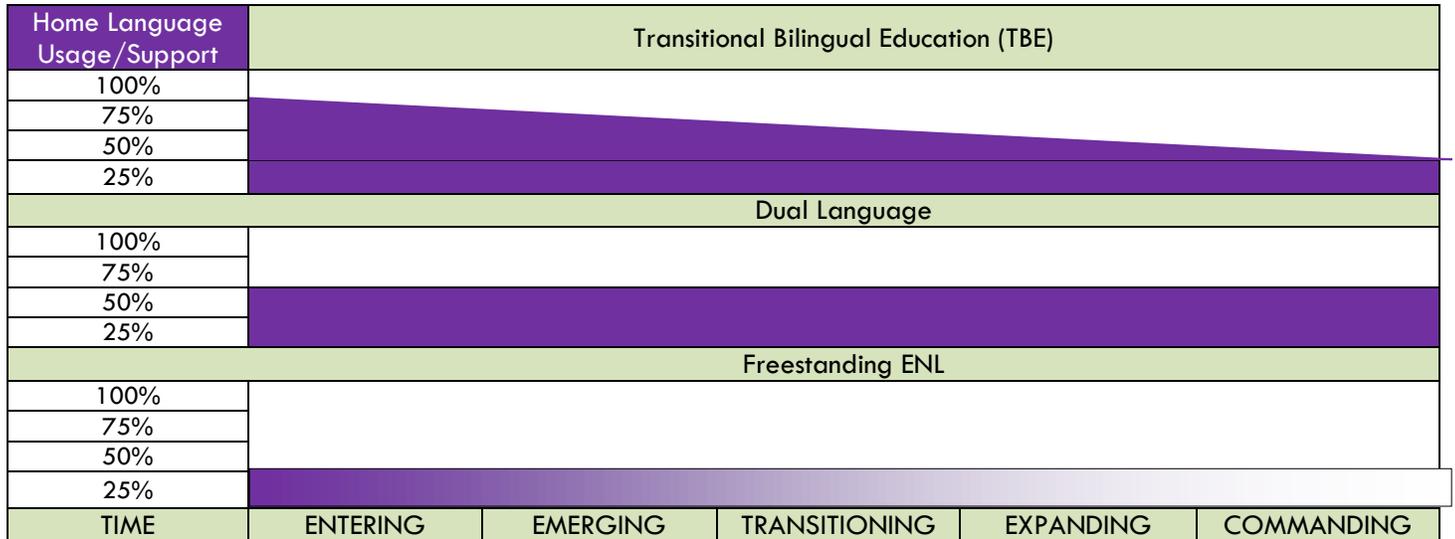


*Note “other approved services” does not apply to New York City at this time.

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. All our classes are taught in English. In ELA students use read alouds, think alouds and story boards. In math and science they use manipulatives. In all of the content areas journals are utilized along with graphic organizers, charts and games. The ELL students who are lagging in either credits and/ or regents exams based on data from Datacatation and ARIS are assigned review classes during the day and afterschool and Saturdays.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Our success can be measured by the high scores our students achieved in the AMAO results All teachers are aware of the students in their classes as Official class designation determines the students instructional needs (ELL-SWD's/SWD's etc).
12. What new programs or improvements will be considered for the upcoming school year?
We are considering Rosetta Stone in English. Achieve 3000 Program has taken on new elements which we are implementing with our students
13. What programs/services for ELLs will be discontinued and why?
None
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 assigned all the regular clases once we have fulfilled the mandated ENL requirements. We have Saturday Academy and PM school where our ELLs participate in credit recovery, regents prep and clubs. The ELLs are invited by Mr. Doug Hudgins, Ms. Xiomara Pescador both certified teachers, grade advisors, guidance counselors and Ms. Anna Maria Guzman, Parent Coordinator/ Community Liaison. The funding is Title III-LEP.
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.
Ells are assigned computer classes such as a Computer Application, Discovery. They have access to glossaries in their native language. The computer programs such as Discovery Education are interactive and hands-on. They also have access to Achieve3000, it is a reading and writing program that walks students through comprehension steps, it is also a hands-on program. They have promethean boards and bright link boards that also have interactive software. :
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Native language support is provided by glossaries and using cognates in the native language.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Based on our students needs the services support corresponds to the ELLs proficiency level. The support has nothing to do with the age level but the proficiency levels. The Entering are assigned 540 minutes per week, Emerging 360 minutes, Transitioning are assigned 180 minutes per week, Expanding are assigned 180 minutes per week, and Commanding are assigned 90 minutes per week. Each level contains students with various ages but the same ability.
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 ELLs are invited to an orientation and provided with the services offered on the campus such as academic support and community services such as the health center.
19. What language electives are offered to ELLs?
Spanish is the only language elective offered to our ELLs.
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)?

Paste response to question here:

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.)
Professional development for ESL personal
NYS Bronx BETAC; Support and Training in the BESIS Data Collection; NYC Dept. of Education, “ Step up to High School Science for ELLs”; NYS Bronx BETAC- “NYSESLAT- Administration and Scoring”; Fordham University-“ Content Area (science, social studies and math) Symposium Teaching Content Area for High School Success”; Fordham University “ NCLB Symposium and Principals’ Institute; English Language Learners- “Education for the Future; Getting Results Now for Secondary English Language Learners (Best Practices)”Office of ELL-“Demystifying ELL Data”.
2. 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?
Professional development offered to teachers in supporting ELLs as they engage in the common core learning standards
On Chancellors’ PD days all staff members, principal, assistant principals, guidance counselors, social worker, psychologist, parent coordinator/ community liaison, paraprofessionals receive Jose P. training on recognizing and implementing strategies for ELLs. Teachers have also gone to Q-Tel and SYOP model training.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
We are currently assessing reading programs for our low level readers. Rosetta Stone has also been acquired. The guidance counselors receive Jose P. training to identify ELLs and learn strategies to work with them.
4. 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.
Training is provided to the teachers with strategies to use in the regular classroom to service the needs of ELL students to utilize strategies such as graphic organizers, t-charts, visual scaffolding, interactive read alouds, etc. Once the hours of the training is completed, a certificate is issued. Professional Development given in-house are placed in a PD Binder with sign-in and agendas. ENL teachers will receive 50% of professional development provided in-house, through CBOs and Office of ENL.

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?

Individual annual meetings are scheduled at the beginning of the school year for the parent of each ENL student to come in and discuss specific information of the program and services the school provides. The natural language development process and how we will align students as they make progress. The various kinds of language proficiency assessments will be discussed and how other formative assessments are incorporated in order to measure language development and acquisition in all content areas. During each of these meetings, parents are provide with a fluent interpretator and/or translator in order to conduct an effective discussion. All questions and comments are addressed to ensure full understanding of the information discussed at the meeting. Parents are also asked to volunteer any information that they may believe is relevant in order to assist further the language acquisition process of their child. This may be related to cultural practices that may be aligned as a cognate to the building of everyday use vocabulary. ENL coordinator will keep all logs of meetings.

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.

All Records of meetings, phone calls, letters and outreach will be kept by ENL Coordinator.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. All parents are sent an invitation letter and contacted by phone to invite them to meet ELL Support Team and to receive information of the program conducted in the school. Ample time allocations are made so that there is time for both parties to share information on the child. Based on this discussion and the previous information obtained from the child's portfolio, an action plan is proposed. Each parent is fully knowledgeable of the services that will be provided to their child at the school and they are asked to also support their child in language acquisition by following some effective strategies of exposure to English language learning at home. During the course of the school year, each parent is invited to be updated on the progress made by their child. Parents are made aware of any modifications made to the action plan according to frequent assessments made by the teacher and the team.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? The school has enlisted expert members within it's staff to provide workshops to parents such as Financial Aid, Nutrition, Bullying, Child Abuse, Talking to Teens, English Classes and Computer Classes. Several agencies provide support to parents such as legal advice by the Assistant District Attorney, New York Life Insurance processing free of charge Tax Payer ID Numbers, dental services, mammography services and assistance in obtaining health coverage.

5. How do you evaluate the needs of the parents?

The individual needs of parents are evaluated through conversations and meetings when they visit the school. At this time we ask parents to let us know about the support that they would like to receive from the school and even ideas on how we can accomplish them.

6. How do your parental involvement activities address the needs of the parents?

Parental involvement activities allow parents to share their experiences as they raise and interact with their children. Many parents relate to each other and provide suggestions on how to address some teen issues. The English classes allow parents to learn English along with their child and be able to support their child at home as they complete homework assignments. Tax ID services has allowed several students to find jobs and have an additional income for the family. The workshops on nutrition along with the health services are helping maintain the entire family in good health.

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.

Paste response here:

Part VI: LAP Assurances

| School Name: _ | | School DBN: _ | |
|---|---|---------------|-----------------|
| 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) |
| | Principal | | 1/1/01 |
| | Assistant Principal | | 1/1/01 |
| | Parent Coordinator | | 1/1/01 |
| | ENL/Bilingual Teacher | | 1/1/01 |
| | Parent | | 1/1/01 |
| | Teacher/Subject Area | | 1/1/01 |
| | Teacher/Subject Area | | 1/1/01 |
| | Coach | | 1/1/01 |
| | Coach | | 1/1/01 |
| | School Counselor | | 1/1/01 |
| | Superintendent | | 1/1/01 |
| | Borough Field Support Center Staff Member _____ | | 1/1/01 |
| | Other _____ | | 1/1/01 |
| | Other _____ | | 1/1/01 |
| | Other _____ | | 1/1/01 |

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **10x438**

School Name: **Fordham Leadership Academy**

Superintendent: **Michael Alcott**

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.learnedoe.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.

When a student is enrolled into our school whether through List Notice or Over the Counter, the Home Language Survey is administered by our ENL Coordinator, Ms. Pescador. Our current data indicates that our parents are predominantly English and/or Spanish speaking and so all correspondence, letters, flyers, conversations and messages are given in both Spanish and English. Whenever we have meetings we provide translation by our Parent Liaison and occasionally from the Translation Unit of the Department of Education.

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 Home Language Survey data suggests that our parents speak English and/or Spanish. The findings were reported to the entire school community at the start of the school year in September at both Parent Association and School Leadership Team meetings. There were letters backpacked home written in both English and Spanish.

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.)

The school will translate all correspondence, letters, policies, invitations, calendars and flyers in Spanish as this is the language other than English that most parents speak based on our needs assessment. The Parent Coordinator, Ms. Guzman and Liaison, Melanie Figueroa and a science teacher Dr. Teresita Rodriguez provides written translation in Spanish for our parents.

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.

Whenever we have meetings or send messages to the parents our Parent Coordinator Ms. Guzman and social worker Melanie Figueroa provides the interpretation in Spanish as indicated by our needs assessment. In anticipation of a large number of parents the Translation Unit of the Department of Education is contacted to provide additional support.

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.

All DOE official translated documents are printed from the DOE's site and immediately added the school's letterhead. Any documents created by the school are always translated in Spanish by our Parent Coordinator. Immediately, items are backpacked or mailed within 2 business days. Typically, any updates to policies by the school are also sent to parents via our automated systems of calls both in English and in Spanish.

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.

We will utilize our staff as described in part B. Our parent coordinator, social worker, and science teacher, all fluent in Spanish will provide the translation needed for varying documents and for needed immediate translation for parents and students.

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.)

We have provided teachers and staff with the list of teachers who are speakers of multiple languages. In addition, all teachers have received the link and number to the DOE's official number for the Translation and Interpretation unit for immediate assistance.

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

The school has provided a visual map of parents' bill of rights in the main office and a guide to language access available as well in varying parts of the building. All offices also use a self-created map of key words for communicating with parents of Spanish speaking background and those of the low incident languages.

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)

Every month, our PA meeting conducts surveys to gather feedback from parents on the quality and availability of services. Our school invites all parents to attend our PA meetings and attendance does not go below 30 families to date.