2018-19
RENEWAL SCHOOL
COMPREHENSIVE EDUCATIONAL PLAN
(RSCEP)

DBN: (i.e. 01M001): 10X438
School Name: FORDHAM LEADERSHIP ACADEMY FOR BUSINESS AND TECHNOLOGY
Principal: FIORELLA CABREJOS
Renewal School Comprehensive Educational Plan (RSCEP) Outline

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## Section 1: School Information Page

### School Information

**School Name:** Fordham Leadership Academy  
**School Number (DBN):** 10X438

**BEDS Code:**  
**Grades Served:**  
**School Address:** 500 East Fordham Road, Bronx, NY 10458

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

**School Contact Person:** Fiorella Cabrejo  
**Email Address:** fcabrej2@schools.nyc.gov

**Community School CBO:** CSS

**Principal:** Fiorella Cabrejo

**Community School Director:** Shilpa Reddy

**UFT Chapter Leader:** Jared Yapkowitz

**Parents’ Association President:** Michael McClune

**SLT Chairperson:** Philip Tisi

**Title I Parent Representative (or Parent Advisory Council Chairperson):**
- Belgica Espinal

**Student Representative(s):** Rohie Badjie

### District Information

**Geographical District:** 10  
**Superintendent:** Caron Staple  
**Superintendent’s Office Address:** 1 Fordham Plaza Bronx NY 10458

**Superintendent’s Email Address:**  
**Phone Number:** 718-7415834  
**Fax:** 718-7415834

### Field Support Center (FSC)
Bronx

FSC: 
Executive Director: Jose Ruiz

Executive Director’s Office Address: One Fordham Plaza, Bronx, NY 10458

JRuiz2@schools.nyc.gov

Executive Director’s Email Address: 7188287776 7188287766

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.

School Receivership
In April 2015, state lawmakers and Governor Andrew Cuomo created section 211-f of the State Education Law, which established the School Receivership program as a new intervention strategy to turn around struggling schools. This new law, and Commissioner’s regulation 100.19, requires that “Persistently Struggling Schools,” defined as Priority Schools that have been in the most severe accountability status since the 2006-07 school year, be given an initial one or two-year period under a “Superintendent Receiver”. These schools were placed in receivership under the New York City Schools Chancellor. Each school must make demonstrable improvement on specific benchmarks or it will be placed under an independent receiver. Under the Chancellor’s Receivership Plan, the School Renewal Program is NYCDOE’s
core strategy for turning around struggling schools. Renewal Schools have already begun implementing significant interventions and are receiving additional resources and support to accelerate student performance and help close achievement gaps reflected in this RSCEP.

**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, New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, and Strong Schools, Strong Communities, including the following:

- Demonstrable Improvement Benchmarks: Demonstrable improvement benchmarks located in the 2018-19 RSCEP, in the Data and Accountability Snapshot page. Receivership benchmarks have been closely aligned with the Renewal benchmarks so that schools will have one coherent set of improvement benchmarks to meet. All Receivership Benchmarks are a subset of Renewal Benchmarks. While the targets for these overlapping benchmarks are not always identical, the Receivership Benchmark targets are always equal to or lower than the Renewal Benchmarks targets. That means that any school that meets its Renewal Benchmarks targets have by definition also met its Receivership Benchmarks targets. For additional information on Receivership demonstrable improvement benchmarks go here.
- 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 2018-19 school year; and, mandatory professional development for school leadership and staff.

**Equity and Excellence for All: Diversity in New York City Public Schools**

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

**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 has established programs to strengthen ties between schools and communities, and is giving teachers and students supports 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 School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint for continuous improvement that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

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

In accordance with the requirements of Chancellor’s Regulations A-655, all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, Trust, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

### The Six Elements of the Framework for Great Schools

<table>
<thead>
<tr>
<th>Element</th>
<th>Description</th>
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<tbody>
<tr>
<td>Rigorous Instruction</td>
<td>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.</td>
</tr>
<tr>
<td>Supportive Environment</td>
<td>The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
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<tr>
<td>Collaborative Teachers</td>
<td>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.</td>
</tr>
<tr>
<td>Effective School Leadership</td>
<td>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.</td>
</tr>
<tr>
<td>Strong Family-Community Ties</td>
<td>School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td>Trust</td>
<td>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.</td>
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</table>

Accountability Tools and the Framework for Great Schools

2017-18 RSCEP-ON
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 NYCDOE’s Quality Review Rubric, School Quality Guide and other quantitative and qualitative data tools.

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 called the 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 current Priority and Focus Schools and Focus Districts must use the tool; districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational 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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 2017-18 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 the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the RSCEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the RSCEP. For additional guidance
on establishing a Title I Parent Committee click here.

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:** In Part 1A of the Needs Assessment indicate the Statement of Practice (SOP) from the DTSDE Tenets that will be addressed in the action plan. Schools that received an Integrated Intervention Team (IIT) School Review should use the recommendations from the review to select their SOPs. Schools that did not undergo an IIT review should select SOPs informed by the major findings/recommendations from your most recent Quality Review (QR) or Central-led Review (CLR), 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: Community Engagement Team and 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 and Family Engagement Policy 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)](https://www.nycdoe.gov) 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.

<table>
<thead>
<tr>
<th>Check if SLT</th>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
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</thead>
<tbody>
<tr>
<td>✓</td>
<td>Fiorella Cabrejo</td>
<td>*Principal or Designee</td>
<td></td>
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<tr>
<td>✓</td>
<td>Meryandre Luna</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
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<tr>
<td>✓</td>
<td>Michael McClune</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>✓</td>
<td>Yokatti Garcia</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>✓</td>
<td>Esther Pelaz</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
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<tr>
<td></td>
<td>Shilpa Reddy</td>
<td>Community School Director (staff)</td>
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<tr>
<td>✓</td>
<td>Gregory Kavalier</td>
<td>Student Representative <em>(optional for elementary and middle schools; a minimum of two members required for high schools)</em></td>
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<tr>
<td>✓</td>
<td>Rohie Badjie</td>
<td>Student Representative <em>(optional for elementary and middle schools; a minimum of two members required for high schools)</em></td>
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### Community Engagement Team (CET) Signature Page

**Directions:** Please fill out this form and indicate members of your Community Engagement Team. On the chart below:

1. List the names of each Community Engagement Team member in the first column.
2. Record the position and constituent group represented in the second column.
3. Community Engagement Team members should review this document and sign in the right-hand column in **blue ink**. If a Community Engagement Team 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 signature page.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
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<tbody>
<tr>
<td>Fiorella Cabrejo</td>
<td>Principal</td>
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<td>Jared Yapkowitz</td>
<td>Teacher/UFT Chapter Leader</td>
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<td>Name</td>
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<td>na</td>
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<td>Philip Tisi</td>
<td>Assistant Principal</td>
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<tr>
<td>ShilpaReddy</td>
<td>Community School Director</td>
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<tr>
<td>Michael Mclune</td>
<td>Parent/PA President</td>
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<td>Antonio Lopez</td>
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<td>Roberto Pavia</td>
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<tr>
<td>Maria Vargas</td>
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### 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 your school’s approach to family engagement and progress made with establishing families as partners in furthering student achievement.
5. Describe how your school is leveraging community school partnerships to support progress in elements of the Framework for Great Schools and indicate where this has been a challenge.
6. Summarize the Expanded Learning Time (ELT) opportunities that have been offered to your students this year.

### Introduction

Fordham Leadership Academy is located on the Roosevelt Campus in the Fordham Road section in the Bronx, NY. Our diverse student body (400 students) is comprised of 70% Hispanic, 25% Black, 3% White, and 2% Asian students. Our percentage of students in Special Education is 25% and those students who receive English as a New Language services make up 17% of our total population, which means that almost half of our students have special needs. As a Renewal school, now in our fourth year, we have been recipients of targeted support to improve the quality of instruction, attendance rate, and strengthen parent and community ties. This process enables us to build a community of active intellectual learners who will graduate to become leaders in their communities, careers, and promote responsible leadership values. 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. Our students will experience a leadership curricula across all grade levels which will enable them to develop core leadership values over the course of their four years in high school.

### Developing Leaders

As members of the Fordham Leadership community, our students will develop four key leadership qualities we believe are essential to become successful leaders. These core leadership values are: Responsibility (9th), Problem-Solving (10th), Communication (11th), Community Impact (12th). Each year, students within each cohort will select from a menu of options, a "leadership commitment", by which they will demonstrate the FLA core values. Upon completion of their leadership commitment hours, students will earn a leadership badge and accrue community service hours. Community service hours earned via leadership commitments will be documented in students' permanent records.

In addition, students will experience other leadership opportunities. Our incoming 9th graders will receive peer mentoring via Peer Group Connection (PGC), a program whereby trained upperclassmen become mentors to the freshmen (supervised by trained faculty) on a weekly basis during push-in outreach sessions in the advisory class. In grades 9-12, students receive advisory twice per week with the support of the Guidance team, comprised of counselors, social worker, and SAPIs. Some 11th and 12th graders who choose to become peer mentors and are selected are trained under the Peer Group Connection leadership curriculum. During this course, students are trained to become peer leaders (mentors) to incoming freshman. All 11th and 12th grade students will also be programmed for College Portfolio, a class that provides them with support from our College Advisor to build a college portfolio,
guidance through the application process and financial aid, and support with decision making about their future career options.

College and Career Opportunities

At Fordham Leadership Academy, students enjoy varying opportunities for college and career readiness exposure via exciting common core aligned electives, Advanced Placement courses, College Now courses, College Portfolio class, College trips, internships and Summer Youth opportunities. The Expanded Learning Time (ELT) model is an added opportunity for students to receive enrichment support such as SAT Prep and Coding. The opportunities for students to engage in internships is a constant pursue at FLA and it is a main goal in our with our lead CBO, Center for Supportive Schools (CSS). The College Portfolio class is a unique opportunity for our 11th and 12th grade students to receive targeted daily coaching on the college application process. The focus is different at each grade level to personalize the support to meet the needs at each grade level. The College Portfolio class is provided by our partner, NYU College Advising Corp. Our Community School model continues to strengthen our college and career opportunities by organizing events such as retreats, Career Day, College Fairs, and resume/career workshops to encourage students to build real-life skills and explore their options post high school.

Knowing Our Students

We have created cohort teams (X, W, V, U) to personalize the support for students and families. Each cohort team is comprised of an Assistant Principal, dedicated team of teachers in each content area, guidance counselor, grade advisor and school aide. The cohort teams meet weekly to discuss student progress including attendance and other factors that may hinder student progress and to plan for activities that nurture and motivate students to remain on pace with their goals.

Leadership Academy has a robust social emotional team comprised of guidance counselors, social workers, youth advisors and mentors who provide academic and social emotional development in alignment with our school's core values and mission statement.

After triangulating multiple data sources including Advance observations, inquiry data, NYCDOE Learning Environment Survey, Student focus groups, and Quality Review feedback, a major initiative at FLA for the 2018-2019 school year is Conferencing. Across content areas and grade levels, teachers will meet with students in small group and individual settings on a monthly basis to discuss goals, progress toward benchmarks for both academic and social goals, and provide actionable feedback and next steps. Whether formative or summative, teachers will share data with students that is up-to-date, and that results in high leverage feedback. A structure for conferencing has been created (spring and summer of 2018) to outline expectations and goals during conferences with students, including the pre-planning required to have meaningful conversations with students in support of greater student outcomes.

Extended Learning Time

Community School, FLA has an Expanded Learning Time (ELT) model providing our students with five additional instructional hours per week, allowing them to earn additional credits and preparation for college and career. For the past few years, our ELT expectations were met daily by adding one hour of instruction per day. Beginning with the 2018 – 2019 school year, instructional time under ELT will be divided as follows:

- 45 min. class daily (period 1)
- 45 min. class on Wednesdays (period 10)
• 30 min. class on Thursdays (period 10)

Expanded Learning time courses are credit bearing and were created with student voice and interest in mind. Students in grades 10 - 12 select their ELT course or option in the spring during academic planning with the guidance of their academic counselor.

Working with the Framework for Great Schools in Mind

Our school has made great strides in the components under the Framework for Great Schools as evidenced by Advance observations, Quality Review ratings and Learning Environment Surveys. To continue with achieving growth in these areas we will expand on the number of teacher leadership positions, refine our professional learning plan to align to the needs resulting from inquiry and Regents data, and increase pathways for student and parent leadership.

Supportive Environment

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 Partnership with Children) and a full time Substance Abuse Prevention Intervention Specialist (SAPIS). Our open-door policy has made it possible for students to visit any adult including teachers and administrators to voice their concerns or to simply find guidance and support, given feedback and share new ideas. As a small school we pride ourselves in knowing that every student has at least one adult that they can confide in, and we know our students well. In addition, a culture for learning and of high expectations is prevalent across classrooms where the use of Common Core curriculum, norms for discussion and making student thinking visible, writing and daily positive expectations of behavior amongst students and teachers are consistent. The school's grading policy supports these goals by including a component on Leadership for 30% of the grade, aligned to a rubric of behavioral and academic expectations and FLA's core values.

Collaborative Teachers

As a Renewal school, one of our main goals is to create an atmosphere of collaboration and build a culture where teachers routinely engage in professional learning with their colleagues. Our teachers meet weekly by content area (100 min. after school on Mondays) in dedicated blocks of professional learning by the support of lead teachers, Principal and Assistant Principals. This model of professional work was made possible by strategic programming and an SBO that promoted the need for co-planning during the day (5 days per week) in addition to the professional learning time after school, placing at the forefront of our work the need to strengthen and support our teachers’ pedagogical needs to increase student outcomes. Our professional learning has yielded positive incremental gains in varying areas of instruction and our student progress monitoring has enabled us to maintain and even improve our attendance and scholarship benchmarks.

Strong Family and Community Ties

Our school has built strong partnerships with several community based organizations to support the reach to families and students’ connections to their community. Ramapo, The Leadership Program, and Center for Supportive Schools are crucial in our pursuit to nurture our students’ innate leadership skills. Our partners provide our students with small group instruction, mentoring, leadership development, and individual counseling. Our parents also receive monthly workshops and training opportunities by our partners and outside agencies. English as a Second Language
classes for parents are also offered after school to support our parents with language acquisition and enable them to become more actively engaged in their children’s education. Parent Association meetings have reached record number of participants averaging 30+ parents at each monthly meeting.

**Rigorous Instruction**

In our pursuit to provide students with academic excellence our school has adopted Engage NY for ELA and Mathematics curricula, as well as the New Visions for Social Studies and Science curricula. Teachers have received extensive support from school leadership and from our Renewal coaches, to unpack the curriculum and adapt it to fulfill our students’ varying academic levels and equally provide access to the content and skills for all. Our new instructional focus provides a clear expectation for teachers to follow during the planning of lessons (*productive struggle and making thinking visible in writing and discussion*). Teacher practice is gradually showing positive trends toward meeting effective expectations as evidenced by Advance observations. Students are experiencing lessons that are more student centered, where they are intellectually engaged vs. simply on-task, and they are pushed to make their thinking visible both in writing and discussion.

While there are still inconsistencies in instructional practices by teachers across our school, our cabinet inquiry (focused on 1E and later on 3C) has enabled us to move teacher practice (target group of teachers) by harnessing on specific subskills in particular components. This shift in practice required a shift in mindset, becoming a part of our growing pains in our school community during the first round of observations at the start of year 2 of Renewal. Assistant Principals and the Principal will continue to conduct weekly observations (evaluative and non-evaluative) and engage in professional conversation with teachers to monitor teacher practice and provide targeted support. Renewal instructional coaches meet weekly with the administrative team led by the principal to establish the agenda for professional learning, delineate next steps and identify areas of challenge in need of further exploration. Instructional coaches and the administrative team will also conduct joint observations to align the school’s instructional vision with focused support for each individual teacher.

**Trust**

At our school teachers, administrators and staff work toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across our school community, there is respect for each others perspectives and contributions to the common goal of improving the quality of education provided to children. School staff, parents, students and administrators value each other and there is an open relationship between administrators, including the principal and staff to share concerns and ideas to further improve our community and yield higher student outcomes. Teacher leadership is promoted via the creation and promotion of teacher involvement in committees such as the Professional Learning Committee and the New Teacher professional series, and invites teachers to apply to become Peer Collaborative and Model Teachers to build capacity within our school and sustain the professional growth gained thus far in the hand of teachers. In addition, in order to provide a platform of access for teachers and staff to communicate effectively, the administrative team led by the principal conducts monthly faculty meetings, town hall meetings for staff (as needed), and shares expectations, updates and seeks support from staff via weekly emails to specific individuals or all staff as applicable.
### School Demographics and Accountability Snapshot for 10X438

#### School Configuration (2018-19)
- **Grade Configuration**: 09,10,11,12
- **Total Enrollment (2017-18)**: 342
- **SIG Recipient (Y/N)**: Yes

#### English Language Learner Programs (2018-19)
- **Transitional Bilingual**
  - N/A
- **Dual Language**
  - N/A
- **Self-Contained English as a Second Language**
  - N/A

#### Special Education Programs/Number of Students (2015-16)
- **# Special Classes (ELA)**: 77
- **# SETSS (ELA)**: 68
- **# Integrated Collaborative Teaching (ELA)**: 68
- **# Special Classes (Math)**: 76
- **# SETSS (Math)**: 66
- **# Integrated Collaborative Teaching (Math)**: 66

#### Types and Number of Special Classes (2018-19)
- **# Visual Arts**: 21
- **# Music**: 20
- **# Drama**: 17
- **# CTE**: N/A

#### School Composition (2017-18)
- **% Title I Population**: 54.0%
- **% Attainment Rate**: 91.0%
- **% Free Lunch**: 83.3%
- **% Reduced Lunch**: 0.9%
- **% Limited English Proficient**: 21.6%
- **% Students with Disabilities**: 23.8%

#### Racial/Ethnic Origin (2017-18)
- **% American Indian or Alaska Native**: 0.6%
- **% Black or African American**: 25.7%
- **% Hispanic or Latino**: 64.4%
- **% Asian or Native Hawaiian/Pacific Islander**: 2.9%
- **% White**: 2.0%
- **% Multi-Racial**: 0.9%

#### Years Principal Assigned to School (2018-19)
- **3**

#### % of Teachers with No Valid Teaching Certificate (2018-19)
- **3%**

#### Average Teacher Absences (2018-19)
- **17%**

#### # of Assistant Principals (2016-17)
- **6**

#### Overall NYSED Accountability Status (2018-19)
- **Reward**: No
- **In Good Standing**: No
- **Focus District**: Yes
- **Focus School Identified by a Focus District**: No
- **Priority School**: Yes
- **Focus Subgroups**: N/A

#### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

##### Elementary/Middle School

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>N/A</td>
<td>Black or African American</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>N/A</td>
<td>Asian or Native Hawaiian/Other Pacific Islander</td>
</tr>
<tr>
<td>White</td>
<td>N/A</td>
<td>Multi-Racial</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>N/A</td>
<td>Limited English Proficient</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>N/A</td>
<td>ALL STUDENTS</td>
</tr>
</tbody>
</table>

##### High School

<table>
<thead>
<tr>
<th>Met Adequate Yearly Progress (AYP) in ELA (2016-17)</th>
<th>Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)</th>
<th>Met Adequate Yearly Progress (AYP) in Graduation (2016-17)</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>N/A</td>
<td>Black or African American</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>N/A</td>
<td>Asian or Native Hawaiian/Other Pacific Islander</td>
</tr>
<tr>
<td>White</td>
<td>N/A</td>
<td>Multi-Racial</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>N/A</td>
<td>Limited English Proficient</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>N/A</td>
<td>ALL STUDENTS</td>
</tr>
</tbody>
</table>

2017-18 RSCEP-ON
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

Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 3 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>X</td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:
1. Summarize your school’s strengths relative to this element of the Framework for Great Schools and the SOPs selected above.
2. Summarize your school’s needs relative to this element of the Framework for Great Schools and the SOPs selected above.
3. Identify the priority need(s) that will be addressed in the goal and action plan for this section.
4. What data trends and sources were analyzed, e.g. NYSED School Report Card, NYC School Quality Guide, Central-led Review, Quality Review and/or Integrated Intervention Team (IIT) Review?

2017-2018 IIT Recommendation:

*Teacher leaders, coaches, and school leaders should train and support teachers on integrating in their lesson plans a minimum of two checks for understanding, scaffolds for students who have not achieved mastery and extensions for students who have mastered their standards-based work. These groupings of students, based on who has and has not achieved mastery of skills and content, should be flexible.*

Strengths: School leadership will continue to support the implementation and refinement of Common Core curricula across the content areas. Our ELA and Mathematics departments have begun the use of EngageNY modules as the common curricula all teachers are using. Additionally, Social Studies and Science have also implemented the use of the New Visions, Common Core aligned curricula in their content areas as well. To ensure that teachers receive proper coaching and support from coaches, administrators and model teachers, teacher programs have been structured to allow for daily co-planning by teacher teams to plan and modify lessons aligned to the school’s instructional needs and expectations. This allows for increased teacher collaboration around curriculum and an added opportunity for increased coaching support.
Needs: While teachers have worked to implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning, we have to refine our systems for student reflection, tracking of, and ownership of learning. With the support of coaching and teacher feedback, we will work to create tasks and reflection protocols that increase opportunities for students to reflect on their work, to be supported by our new monthly conferencing structure. Student facing rubrics will be used in this process. This reflection will allow for increased student-teacher collaboration with a focus on student created, ‘Next Steps’, increased student ownership of their own learning.

Several Data sources will be used during this process: IIT Review, Central-led review, Quality Review results, NYSED school report card, NYC School Quality guide, and the NYC School survey.

Part 2 – Summative Vision for Rigorous Instruction

What is your school’s instructional focus? What is your vision for promoting the instructional focus consistently across classrooms?

Our ELA and Mathematics departments will continue to refine the use of EngageNY modules as the common curricula all teachers are using. Additionally, Social Studies and Science departments have also implemented the use of the New Visions, Common Core aligned curricula in their content areas as well. To ensure that teachers receive proper coaching and support from ORS coaches, APs and model teachers, teacher programs have been structured to allow for one day a week where all teachers in specific content area have several common preps. This allows for increased teacher collaboration around curriculum and increased coaching support.

The vision for the implementation of our curricula and the learning experiences for our students is manifested in our Instructional Focus, If teachers set up daily conditions for learning that engage students in productive struggle via rigorous tasks with appropriate scaffolds, then students will become college and career ready."

Teachers received Professional Development in 2018-2019, beginning 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. As part of the unpacking process, teachers will collaborate to deepen their understanding of content knowledge and understanding of standards. This will allow for the exploration of how the standards can be taught to meet the needs of our varied student population. This work will carry over to the 2018-2019 school year as teachers will continue to utilize and refine EngageNY units for Math and ELA and New Visions for Science and Social Studies to meet the needs of our student population.

In the area of the Arts our teachers are working to collaborate with the content area teachers to promote interdisciplinary curricula and units. (See section 6 regarding the Arts). To begin the work of developing a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula, our 9th grade Social Studies teacher and arts teacher, attended a professional development focusing on creating interdisciplinary tasks. Over the summer, additional teachers and coaches met with the arts teacher to review curriculum and target lessons that can foster interdisciplinary studies.

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 9-10, we will use WITs 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.

Through our collaboration with our Community School Partner, we will offer a full range of academic programs such as ELT (internships) and Saturday Academy. Additionally, our College Advisor, will work with our students by providing support for our college going culture, social emotional support, and cohort progress monitoring support.

We have also introduced Advanced Placement courses (English Language and Environmental Science), AP US History, AP European History, and AP Spanish Language and high level Science (Chemistry) and Scientific Research in partnership with SUNY Albany and the NYCDOE. In addition, for the fall of 2018 semester, we intend to continue with securing College Now courses at Lehman College and to increase our partnership with Monroe College. Our vision for college and career readiness in the 2018-19 school year is to have at least 60% of our student body enrolled in one or more college level courses whether on-site with our College Now partner schools.

Incoming 9th graders will receive Leadership Advisory 101, a joint effort by our faculty and our CBO partner Center for Supportive Schools. The curriculum covers decision making, peer pressure, conflict resolution and goal setting. This will be a part of our peer mentoring model, Peer Group Connection (PGC), a program whereby trained upperclassmen will become mentors to the freshmen (supervised by trained faculty) on a weekly basis during push-in outreach sessions in the advisory class. Our 10th and 11th graders will receive advisory leadership 102, a joint effort by our guidance team and our partner The Leadership Program and PWC covering a curriculum that focuses on building civic awareness, community engagement, and exposure to local issues and Human Rights causes. This course will provide students with hands on experience via trips and interaction with varying community organization and local officials. Some 11th graders who choose to become peer mentors and are selected will be exposed to the Peer Group Connection curriculum by which they will be trained to become peer leaders (mentors) to incoming freshman. This is also an option for our 12th graders. Our 12th graders will receive college advisory 300, a joint effort between our CBO, guidance team and our partner NYU Advising Corps. All 11th and 12th grade students will also be programmed for College Portfolio, a class that provides them with support from our College Advisor to build their college portfolio, guidance through the application process and financial aid, and support with decision making about their future.

We will continue to work on providing teachers with support to move their practice from teacher-centered instruction to student centered; one by which students engage in a productive struggle and take an active role in their learning as they arrive to their own evidence-based conclusions. To make this evident in all classrooms the school's Instructional Focus for the 2018-2019 school year will be,

If teachers use formative and summative data in order to create daily conditions for learning that engage students in productive struggle via daily rigorous tasks with appropriate scaffolds, then they will become college and career ready.

It is important to highlight that the school’s instructional focus and professional learning plan has been refined over the summer months to include pathways to increase student ownership of their learning.

A high leverage focus for our school must support student ownership of learning. To serve this purpose, we will adjust our curriculum pacing to provide specific and time-bound opportunities each semester for students to self assess against content- and-skill aligned rubrics (student facing) as well as their progress in each individual course toward meeting graduation requirements.

By June 2019, our NYSED four-year graduation rate will meet or exceed 88%.
What is your vision for the implementation of CCLS-aligned curricula that meets the needs of your diverse learners, personally, academically, and culturally?

Across all classrooms teachers will implement CCLS aligned curricula. Curricula will be unpacked with teachers and modifications will be required to meet the needs of all learners, including students with IEPs and ELLs. We are taking into consideration our students' cultural backgrounds and thus have created special electives in which Latino and immigrant cultural experiences will be explored since the majority of our population are predominantly from these two groups.

What is your vision for diverse program offerings that allow students to develop skills, habits, and behaviors to be career and college ready? How are instructional shifts embedded in this vision?

In addition to exciting electives that explore diverse cultures, we also will offer a variety of courses that will tap into our students' diverse interests. Some examples of these courses are in Mythology, Chess, Theatre, College Now and AP courses.

What do you envision the delivery of instruction to look like so that all students are set up for success?

Our classrooms are student-centered and our instructional vision is evident in the quality of the task. Academic discourse (with the use of protocols) is part of the experience of learning and students are developing their literacy skills consistently—writing, reading.

How do you envision teachers using multiple entry points to ensure the success of every child?

The use of data (formative and summative) is used to modify curriculum, create unit plans, and lessons that take into consideration our diverse population of learners. Scaffolds will be created and a progression plan identified and executed over the course of the year to support students' growth and create an expectation for independence in learning in our students.

What is your vision for the use of a comprehensive assessment strategy (diagnostic, formative, benchmark, and summative) to drive curricular, instructional, and organizational decisions that impact student outcomes?

We will utilize baselines and mid year assessments to monitor the progress of our students. Our Regents data (January, June and August) currently supports our programming, instructional, and PD decisions.

Please indicate below the specific assessments that you are implementing and their purpose for each grade.

<table>
<thead>
<tr>
<th>Assessment Name</th>
<th>Assessment Type (diagnostic, formative, benchmark, summative)</th>
<th>Grades Implemented</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regents ELA</td>
<td>benchmark</td>
<td>9-12</td>
<td>establish individual goals for students</td>
</tr>
<tr>
<td>Writing</td>
<td>benchmark</td>
<td>9-12</td>
<td>establish individual goals for students</td>
</tr>
<tr>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

Part 3 – Annual Goal

2017-18 RSCEP-ON
Indicate your school’s 2018-19 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. Meeting your SMART goal should directly impact meeting at least one of your Renewal Benchmarks and/or Demonstrable Improvement Benchmarks.

### Rigorous Instruction

**Goal**—By June 2019, in order to strengthen student engagement, targeted professional development will be offered on Domain 3 (assessment, engagement, discussion) from the Danielson Framework, resulting in a 5% increase in the percentage of students achieving a passing score on the English language Arts Common Core Regents exams (a shift from 68% SY’ 2017-18 to 73% SY’ 2018-19).

| Please answer the following Question as it relates to meeting your Rigorous Instruction Annual Goal: |
| Which Renewal benchmarks do you expect will improve by meeting your Rigorous Instruction Annual Goal? |
| List of Renewal Benchmarks expected to continue to improve |
| Graduation rate and credit accumulation benchmarks will improve compared to the prior year. |
| Progress toward graduation years 2 and 3. |
| College readiness for the graduating class of 2018 will improve compared to the prior year. |
### Part 4 – Action Plan

**Key Initiatives:** Concisely indicate the key initiatives (up to five) that your school will implement to achieve the identified goal for this Framework for Great Schools element.

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Which Benchmark(s) indicated above does this initiative target?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
<th>How will you assess the interim progress of the initiative? (ex. decrease in serious incidents, increase in students participating Big Sibs program)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer Professional Learning Opportunities for curriculum and unit planning, Data Wise training, and conference structure development, new teacher training</td>
<td>Teachers, Teacher Leaders and Administrators</td>
<td>Effective pedagogy and Inquiry</td>
<td>July and August 2018</td>
<td>School Leaders, Teacher Leaders</td>
</tr>
<tr>
<td>Teachers in grades 9-12 will adapt and continue to implement EngageNY curriculum with ELA teachers and will continue to adapt and implement units from New Visions curriculum.</td>
<td>Teachers</td>
<td>Scholarship and College Readiness</td>
<td>Sept 2018 - June 2019</td>
<td>School Leaders, ORS Coaches, Professional Learning Committee (Teacher Leaders)</td>
</tr>
</tbody>
</table>

- School leaders, in collaboration with ORS coaches and teachers, will provide professional development in rigorous instruction with a focus on formative assessment strategies and multiple entry points for diverse learners.

- The Professional Learning Committee comprised of teachers in the core content areas meets weekly with the leadership of the school to devise targeted professional development to address the instructional and curricular needs as
- EngageNY PD for ELA teacher leads offered seven times throughout 2017-2018 and will continue on a monthly basis during the upcoming 2018-2019 school year.
- 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.
- Professional Learning provided by Regional Bilingual Education Resource Network from NYSED for teachers of ENLs.

Additional Professional Learning from the menu of offerings provided by the Bronx Field Support Centers, as necessary, particular for Guidance, Support Staff, and Programmer.

### Student Ownership/Reflection

Teacher teams will develop systems and structures that foster student goal setting and reflection. This will allow for multiple points throughout the year where students can reflect on their learning and receive feedback from their teachers. Student facing rubrics will also be used.

<table>
<thead>
<tr>
<th>Students</th>
<th>college readiness</th>
<th>September 2018 June 2019</th>
<th>Teachers, coaches, Professional Learning Committee</th>
</tr>
</thead>
</table>

### Strategic Programming

Teachers AND effective school leadership Sept 2018 - June 2019

School Leaders

NYC DOE systems

Cycles of observations/learning walks

Periodic data analysis of ATS and ORS reports.
School Programming will be aligned to support the school’s work toward achieving all academic and social-emotional goals

- Minimize number of preps. for teachers and number for Teaching Partners.
- Subject areas will have a weekly common planning day devoted to planning with ORS coaches.

ELT program offerings for enrichment and remediation (The Leadership Program-SIG)

Students

periodic data analysis including ORS and ATS reports

4b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Following the orientation in June of 2018, beginning in July 2018, families of incoming 9th graders are invited for meetings with guidance, administrators and parent coordinator. The goal is to unpack academic goals, share curricula expectations and to learn about ways we could support their transition to HS. In addition, curriculum night is scheduled for late September. This is an opportunity for teachers to share the expectations of their courses, ways to support their children at home with assignments, and how to seek help. Key personnel for implementation and oversight include administrators, teacher leaders and the parent coordinator. Throughout the school year, families are invited to monthly events (workshops, classes, Breakfast with the Principal, PA, SLT, CET) geared to creating a stronger connection with school staff, including the leadership of the school and are encouraged to provide monthly feedback during these events. The school has an open door policy and parents are encouraged to come in freely, without the need for an appointment, to learn about their children’s progress and ways to support their growth.

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, lead CBO’s community school budget, etc.

Scheduling of teacher programs to optimize inquiry and co-planning.

CBO partnership with FLA (Community Schools Grant)
### Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th>X</th>
<th>Tax Levy</th>
<th>X</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>X</th>
<th>P/F Set-aside</th>
<th>21st Century</th>
<th>X</th>
<th>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>Title I 1003(a)</td>
<td>X</td>
<td>Title III</td>
<td>PTA Funded</td>
<td>X</td>
<td>SIG or SIF Grant</td>
<td>School Success Grant</td>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

### 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. Similar to your Annual Goal, your mid-point benchmark should be Specific, Measurable, Achievable, Relevant, and Time-bound.

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.

Schools leaders will conduct frequent cycles of classroom observations and analysis of student work and data, and monitor teacher progress using Advance Data reports. Formal and informal cycles will be used and inform individual next steps for teachers--the use of google docs will track timely feedback to teachers.

Quarterly reviews of data will take place to monitor progress toward benchmarks as follows:

#### November 2019

By November 2019, we will review scholarship reports (marking period 1/fall semester) for day time and after school classes, and mock Regents results to determine students’ progress toward earning 10+ credits and Regents passing skills based on the first marking period results. This review will inform our gains toward our benchmarks in progress toward graduation, Regents completion for years 2 and 3 and graduation. Subsequently this data will inform what next steps or revisions to our plans will be made as corrective action whenever applicable.

#### February 2019

By February 2019, we will review Regents data, individual student Credit Accumulation and Scholarship Reports to ensure that progress is being made towards our June 2019 goal for Teacher implementation of curricula, which will lead to Student Progress/Performance and more students on track for an increased graduation rate. The **midpoint benchmark for this goal is 85% for credit accumulation in grades 9 - 11, 5% above last year's January Regents data across ELA, Math, Science and Social Studies Regents exams and will be monitored during our school's weekly data meetings.** Subsequently this data will inform what next steps or revisions to our plans will be made as corrective action whenever applicable.

#### April 2019

By April 2019, we will review scholarship reports (marking period 1/spring semester) for day time and after school classes, and mock Regents results to determine students’ progress toward earning 10+ credits and Regents passing skills based on the first marking period results. This review will inform our gains toward our benchmarks in progress toward graduation, Regents completion for years 2 and 3 and graduation. Subsequently this data will inform what next steps or revisions to our plans will be made as corrective action whenever applicable.

#### June 2019

2017-18 RSCEP-ON
By June 2019 we will review final credit accumulation data, Regents data and individual scholarship reports to determine the impact of our action plans and identify gaps to establish short-term goals for August 2019 in support of school-wide benchmarks (progress toward graduation, college readiness, Regents completion and graduation rate).

**Part 6b. Indicate the specific instrument of measure that is used to assess progress.**

Regents and credit accumulation data from NYC DOE systems such as STARS and ATS and the NV Data Tool. NV Data Check-ins support progress monitoring.

**Part 6c. In February 2018, 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**

<table>
<thead>
<tr>
<th>Part 1a. Alignment to DTSDE Statements of Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tenet 5 Statement of Practice</strong></td>
</tr>
<tr>
<td>Consider each Statement of Practice (SOP) below, and identify at least one. Place an “X” in the appropriate box indicating SOP(s) addressed in this action plan.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

**Part 1b. Needs/Areas of Focus:**

1. Summarize your school’s strengths relative to this element of the Framework for Great Schools and the SOPs selected above.
2. Summarize your school’s needs relative to this element of the Framework for Great Schools and the SOPs selected above.
3. Identify the priority need(s) that will be addressed in the goal and action plan for this section.
4. What data trends and sources were analyzed, e.g. NYSED School Report Card, NYC School Quality Guide, Central-led Review, Quality Review and/or Integrated Intervention Team (IIT) Review)?

Fordham Leadership Academy has created a supportive school environment as...
is evidenced by its HEDI ratings in this area. FLA has made significant progress in this area and has been reflected in our ratings in the School Quality Report, DTS DE and AIR Reports, receiving ratings of Effective or High.
Effective.

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.

Our ongoing challenge...
enge will continue to be our efforts to create the supportive environment to enhance attendance and college and career readiness.

Partners and Supports

To this end, our Community School Part...
ner (CSP) will strengthen our existing efforts to deepen a supportive environment, which will enhance our College and Career Readiness and improve our attendance over the course of the year. The partnership with The
Leadership Program provides two full-time counselors who provide crisis intervention services to approximately 80 students during the school day and on Saturdays. They also run “Lunch and Learn” counseling sessions.
with students. FLA also has a partnership with Montefiore Hospital which provides 2 full-time social workers that work with at-risk students. FLA has a goal of getting an additional social worker to provide services.
for the 2017-18 school year. FLA also has a partnership with Montefiore Hospital which provides 2 full-time social workers that work with at-risk students. Services from the CSP also 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, and “Let’s Get Ready” SAT prep classes. With these supports from the CSP,
we will continue to address our graduation rate, credit accumulation and address attendance concerns.

**Data Sources**

Our needs assessment includes the use of several data sources such as Integrated...
Part 2 – Summative Vision for Supportive Environment

What is your vision for a supportive school environment? How will you in partnership with each CBO and families enact your vision?

Fordham Leadership Academy has created a school environment that is welcoming to students and their families. In addition, FLA has a partnership with a Community School Partner. Students are represented by an active student council that meets at least monthly with the principal to discuss matters important to the student body. The school’s Parent Association and School Leadership Team (SLT) meet monthly as well. There are two student representatives who are part of the SLT. The school’s community-based partner and runs SAT prep classes for students, sets up internships for
students and assists the school in the goal of making every student ready for college or a career following graduation from high school.

In addition, our school has built strong partnerships with several community based organizations to support the outreach to families and students’ connections to their community. The Leadership Program, and Center for Supportive Schools are crucial in our pursuit to nurture our students’ innate leadership skills. Our partners provide our students with small group instruction, mentoring, leadership development, and individual counseling. Our parents also receive monthly workshops and training opportunities by our partners and outside agencies. English as a Second Language classes for parents are also offered after school to support our parents with language acquisition and enable them to become more actively engaged in their children’s education.

In order to be proactive in promoting students’ socio-emotional skills, the school maintains several community partnerships. The Leadership Program provides two full-time counselors and 6 MSW interns who provide crisis intervention services to approximately 80 students during the school day and on Saturdays. They also run “Lunch and Learn” counseling sessions with students. The Leadership Program also uses the “Her Voice” curriculum to empower young women to become self-sufficient, career-oriented and self-motivated. Another program is the RISE program which supports attendance improvement. FLA also has a partnership with Montefiore Hospital which provides 2 full-time social workers that work with at-risk students.

**Academic Supports for Students**

FLA school staff meets regularly to assess trends in academic performance. Special attention is given to students identified by the guidance department whose academic performance has fallen. Grade level teams, composed of teachers, guidance counselors and APs, meet every week to review student attendance, credit accumulation, and plan interventions to support students in staying on track towards graduation. Using multiple data sources and the New Visions data tracking tool, our school identifies students who are *almost on track* for graduation and they will meet with their teacher mentors every other week (formal) and weekly check ins to review their progress towards graduation, including attendance and formative and summative assessment data to then delineate next steps for individual students.

On a monthly basis, guidance counselors, Youth Advisor, SAPIs (Substance Abuse Prevention and Intervention Specialist) worker, school social workers and administration meet to discuss OORS reports and teacher referrals to ascertain which students need additional social/ emotional support.

FLA hopes to have a full-time attendance teacher in the future. If this is not feasible, a family worker will do attendance outreach. At the current time, a part-time attendance teacher (2 days per week) makes home visits and works to improve student attendance rates.

**Parental Outreach**

The Parent Coordinator in our school provides a key element of communication with parents, and assists in organizing and implementing activities designed to enhance parental involvement and student achievement. As a result of this work our Parent Association meetings has been strengthened and the PA has reached record number of participants, averaging 30+ parents at monthly meeting. The PA works with the Parent Coordinator to determine community needs and meaningful initiatives for parents.

**Social-Emotional Supports for Students and Families**
Through our CBO partner we will continue to 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 this, our school community will also provide students with the opportunity to obtain internships that lead to further college and career ready experiences.

In addition to our three guidance counselors we hope to get a fourth guidance counselor. Our counselors will be assigned to specific cohorts and one counselor will provide college advisory services for students. Our community school partner, will also provide 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.

Because of the support structures set up for our students and families we anticipate raising attendance rates for our school. For June 2019 our attendance goal is 94%. As a result of our efforts to create a supportive environment, we anticipate a 4% increase by June 2019 for an overall rate of at least 93%.

Who are your CBO partners? How will each CBO sustain and support the social-emotional and academic growth of your students?

<table>
<thead>
<tr>
<th>CBO Partner</th>
<th>CBO Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSS</td>
<td>attendance, college and career readiness, social emotional development, parental engagement</td>
</tr>
<tr>
<td>The Leadership Program</td>
<td>PBIS, leadership/character development instruction</td>
</tr>
<tr>
<td>Partnership with Children</td>
<td>social emotional development and reduction in chronic absenteeism</td>
</tr>
</tbody>
</table>

How will you in partnership with your CBO will create a supportive environment and engagement for your students’ families?

Our CBO will provide workshops for parents and identify at-risk students in collaboration with the school’s leadership and guidance team to create tailored plans to meet their individual social emotional needs.

Part 3 – Annual Goal

Indicate your school’s 2018-19 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. Meeting your SMART goal should directly impact meeting at least one of your Renewal Benchmarks and/or Demonstrable Improvement Benchmarks.

By June of 2019, our school's support staff which includes guidance counselors, social workers and climate and culture team members in collaboration with our main CBO, Center for Supportive Schools, will have engaged in Success Mentoring, home visits, targeted individual/group counseling, and advisory, resulting in a 3% decrease in Chronic Absenteeism for both our ENL and SWD subgroups, as measured by ATS data.

Please answer the following Question as it relates to meeting your Supportive Environment Annual Goal:

Which Renewal and/or Demonstrable Improvement Benchmarks do you expect will improve by meeting your Supportive Environment Annual Goal?

<table>
<thead>
<tr>
<th>List of Renewal Benchmarks expected to improve</th>
</tr>
</thead>
<tbody>
<tr>
<td>attendance benchmark</td>
</tr>
<tr>
<td>supportive environment</td>
</tr>
<tr>
<td>graduation rate</td>
</tr>
</tbody>
</table>
### Part 4 – Action Plan

<table>
<thead>
<tr>
<th>Key Initiatives: <strong>Concisely indicate the key initiatives (up to five) that your school will implement to achieve the identified goal for this Framework for Great Schools element.</strong></th>
<th>Target Group(s)</th>
<th>Which Benchmark(s) indicated above does this initiative target?</th>
<th>Timeline</th>
<th>Key Personnel</th>
<th>How will you assess the interim progress of the initiative? (ex. decrease in serious incidents, increase in students participating Big Sibs program)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify chronically absent students and create a database with biographical information including ENL and SWD subgroups for scholarship and attendance information with the use of NV tools.</td>
<td>ELLs, SWDs, STH, chronically absent students (20 or more days)</td>
<td>attendance</td>
<td>Timeline 7/2018 - 6/2019</td>
<td>Administrators, Community School Partner, Social Worker, Attendance Teacher, Guidance Counselor</td>
<td>data reports New Visions attendance heat map</td>
</tr>
<tr>
<td>Collaborative meetings with CSP Partner to increase student attendance for chronically absent students. CSP Data Specialist pulls all daily attendance data from ATS weekly (year-to-date data, by school, cohort, and target groups). The data is shared with our Attendance Team (teachers, administration, CSPs, counselors, social worker, parent coordinator, community coordinator, Pupil Accounting Secretary, SAPIS counselor, Dean, attendance school aides) at our weekly meetings. This group will continue use of the New Visions attendance tool “Heat Map.”</td>
<td>Chronically absent students – 20 days or more</td>
<td>attendance</td>
<td>To begin June 2018 – ongoing through June 2019</td>
<td>Community School Staff, Attendance teacher, Guidance Counselor, Teachers, Social Worker, Community Coordinator, Data Specialist</td>
<td>attendance reports and New Visions attendance heat map</td>
</tr>
</tbody>
</table>
During PA and SLT meetings parents receive detailed information about our attendance plan and challenges as well as receive support on how to ensure that their children sustain attendance in school and its direct correlation with academic achievement. Our partner, The Leadership Program is providing monthly workshops for parents where attendance supports are always a cornerstone of the conversation and agenda for the day. With this in mind, we will be personally invite parents whose children had perfect attendance and improved attendance to our PA meetings to present them with certificates in recognition of their support in making sure that their children are in school.

<table>
<thead>
<tr>
<th>Based on ongoing attendance data, targeted students will receive incentives for improved attendance rates</th>
<th>Target Group</th>
<th>attendance</th>
<th>September 2018-June 2019 during monthly assemblies and parent events</th>
<th>Administrative Staff, Community School Staff, Attendance Teachers, Data Specialist</th>
<th>surveys focus groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades 9-12 Emphasis on CA and SCA (PwC) Emphasis on grade 9 and 12 (PGC)</td>
<td>Advisory in grades 9-12 are part of creating a supportive environment by leveraging our Mental Health Partner (PwC), our Guidance team (2 counselors, 1 social worker, 1 SAPI, 1 Youth Advisor) to follow a character</td>
<td>attendance supportive environment</td>
<td>Sept. 2018 - May 2019</td>
<td>Admin, Guidance Team/Climate and Culture</td>
<td>Data: OORS, attendance, scholarship reports.</td>
</tr>
</tbody>
</table>
development curriculum aligned to the school's core values (responsibility, communication, problem solving, community engagement). Upper classmen are also trained (PGC curriculum) to become Peer Leaders and mentor 100% of all incoming 9th graders.

4b – Parent and Family Engagement

<table>
<thead>
<tr>
<th>How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer meetings with parents will provide a venue for FLA staff to engage with families about our robust system of social emotional supports to nurture the whole child. This is an ongoing effort that begins in the summer, continues into the fall via PA and SLT meetings, and guidance events. Key personnel and stakeholders responsible for the implementation and oversight are the CSD, Principal, Parent Coordinator and AP of Student Services.</td>
</tr>
</tbody>
</table>

Part 5 – Budget and Resource Alignment

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common planning time, school and community school personnel, human capital and instructional resources.</td>
</tr>
<tr>
<td>Incentives provided by Community School grant and SIG monies.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tax Levy</td>
</tr>
<tr>
<td>Title I 1003(a)</td>
</tr>
<tr>
<td>Title I SWP</td>
</tr>
<tr>
<td>Title I TA</td>
</tr>
<tr>
<td>P/F Set-aside</td>
</tr>
<tr>
<td>21st Century</td>
</tr>
<tr>
<td>C4E</td>
</tr>
<tr>
<td>Title III</td>
</tr>
<tr>
<td>PTA Funded</td>
</tr>
<tr>
<td>SIG or SIF Grant</td>
</tr>
<tr>
<td>School Success Grant</td>
</tr>
<tr>
<td>Other</td>
</tr>
</tbody>
</table>

Part 6 – Progress Monitoring

<table>
<thead>
<tr>
<th>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. Similar to your Annual Goal, your mid-point benchmark should be Specific, Measurable, Achievable, Relevant, and Time-bound.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly meetings will monitor attendance and establish follow up practices and determine who will follow up.</td>
</tr>
<tr>
<td>By November 2019-SDC focused on CA special population students in....</td>
</tr>
</tbody>
</table>
By February 2019, we will conduct a review of attendance data and modify efforts and strategies if needed. By February 2019 our school will have achieved a 2% increase for subgroups-ELLS, SWDs, SIFE CA students, toward meeting the final 3% increase by June of 2019.

By April 2019-SDC focused on CA special population students in....

<table>
<thead>
<tr>
<th>Part 6b.</th>
<th>Indicate the specific instrument of measure that is used to assess progress.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NYC DOE systems-ATS and New Visions attendance heat map</td>
</tr>
</tbody>
</table>

| Part 6c. | In **February 2018**, 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**

#### Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 4 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consider each Statement of Practice (SOP) below, and identify at least one. Place an “X” in the appropriate box indicating SOP(s) addressed in this action plan.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>X</td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>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).</td>
<td>X</td>
</tr>
</tbody>
</table>

#### Part 1b. Needs/Areas of Focus:

1. Summarize your school’s strengths relative to this element of the Framework for Great Schools and the SOPs selected above.
2. Summarize your school’s needs relative to this element of the Framework for Great Schools and the SOPs selected above.
3. Identify the priority need(s) that will be addressed in the goal and action plan for this section.
4. What data trends and sources were analyzed, e.g. NYSED School Report Card, NYC School Quality Guide, Central-led Review, Quality Review and/or Integrated Intervention Team (IIT) Review?

**Strengths**

Our school has a strong and large teacher leadership team comprised of one Master teacher, three Model teachers, and other teachers, who are not in official teacher leadership titles but do serve in many capacities as key instructional support in their departments. These teachers are part of FLA’s instructional cabinet and along with the school’s administration, analyze instructional practices, design and deliver professional learning across the school and lead inquiry work. The instructional cabinet team meets weekly to discuss instructional needs school-wide and design targeted actionable plans to address pedagogical and cultural needs. The Instructional Cabinet has resulted in increased teacher ownership and collaboration. This in turn has impacted our scholarship and Regents completion rate, as well as graduation rate. Different data trends resulting from our inquiry work (Data Wise) have led us to make the necessary adjustments to the coaching goals for the team and strengthen certain practices such as learning walks. These trends include teacher performance in components 3d and 3c, and students’ use of content specific vocabulary and performance on analytical style essays.

**Needs**

The Instructional Cabinet needs to increase the amount of intervisitations across departments in the coming year to further analyze patterns and trends as well as the fidelity of the implementation of strategies derived from our inquiry work. Furthermore, a school-wide pedagogical goal is to refine our assessment practices and the teacher leadership team will roll out a series of PDs for teachers (whole-faculty and department) to address these needs, norm on expectations and provide resources.
The instructional leadership team will develop a schedule for classroom intervisitations and demo-lab lessons, as well as coaching schedule and memorialize this work in rolling agendas. The impact of this work will be evaluated via evaluative and non-evaluative rounds of observations by the admin. team and instructional teacher leaders.

**Part 2 – Summative Vision for Collaborative Teachers**

**What is your vision for collaborative teaching?**

**Organizing for Collaboration**

Teachers meet weekly by content area in dedicated blocks of professional instructional planning with the support from coaches and Assistant Principals. This schedule allows for several periods of uninterrupted planning time for teachers who teach the same grade, for ICT pairs, and for integrated ENL pairs.

In addition, five additional periods are dedicated to cohort progress monitoring and self-directed professional learning based on individual teacher need as follows:

- Data Wise teams in all content areas.
- Cohort progress monitoring
- Self-directed or independent professional learning (intervisitations, lesson planning, peer collaboration).

A professional development committee will include at least one representative from each core content area as well as any teacher leaders (model, master, peer collaborative teachers) that exist in the school. The PD committee will meet at least twice per month to provide feedback to school leadership around department specific professional development needs as well as help plan professional learning experiences for the entire school, ensuring that there is consistency across the departments. Teacher collaboration will also be enhanced through monthly inter-visitations, hosted by teacher leaders (model, master, peer collaborative).

**Teaching & Learning**

The vision for teaching and learning at Fordham Leadership Academy is grounded in our school wide instructional focus:

*If teachers use formative and summative data to create daily conditions for learning that engage students in productive struggle via daily rigorous tasks with appropriate scaffolds, then students will become college and career ready.*

The instructional focus provides a clear expectation for teachers to follow during the planning of lessons (*tasks that engender productive struggle and making thinking visible in writing and discussion*). Students are experiencing lessons that are student centered, with rigorous tasks, whereby being intellectually engaged vs. simply on-task, and they are pushed to make their thinking visible both in writing and discussion with scaffolds that support all learners.
Our ELA and Mathematics departments will use EngageNY as the common curricula across grade levels. Social Studies (US History and Global History) and Science teachers (Living Environment and Earth Science) will use New Visions, common core aligned curricula. CUNY Debating US History is the curriculum for US History.

**Assessment & Data Driven Instruction**

Summative assessments will include NYC Performance Assessments and EngageNY mid-unit, end of unit and Performance-Based Assessments. Where assessments are not provided by the curriculum, teacher teams will use the departmental planning days to develop common end of unit assessments. Departmental teacher teams will analyze the results of these assessments in order to make the necessary curriculum modifications to improve achievement for all students.

In grades 9-10, interdisciplinary grade level inquiry teams will collaboratively develop WITsi sentence tasks to formatively assess student progress in writing skills and content knowledge. The teacher teams will analyze the results of these formative assessments in order to make the necessary modifications to lesson plans and tasks in order to provide all students access to the curriculum. In grades 11-12, interdisciplinary grade level inquiry teams will analyze Regents exam data and item analysis reports to identify the specific skill gaps that will improve student success on the Regents. Teachers will research and implement interventions to address these skill gaps.

All grade level teams will meet every other week with the grade level guidance counselor and APs to review student attendance, credit accumulation, and plan appropriate interventions to support students in staying on track towards graduation. Using the new visions data tracking tool, students who are *almost on track* for graduation will be assigned teacher mentors. Students will meet with their teacher mentors every other week to review their progress towards graduation, including, but not limited to attendance and formative and summative assessment data on Skedula.

**Student Centered Learning Environment**

Aligned with our school mission of developing future leaders, students will be given opportunities to collaborate with teachers and guidance counselors in order to take ownership of their own learning and advocate for their individual needs. Through a student-teacher conferencing framework provided by the accreditation committee, teachers will provide structured time, three times per marking period for student-teacher conferences in order to discuss the unique strengths and challenges of each student, as well as develop action plans for improvements. In addition, guidance counselors will meet with students formally at least twice per year to review their individualized graduation plans. Guidance counselors will also assist students in reviewing their formative and summative assessment data on Skedula to allow students to reflect on their progress towards accumulating credits. The culture for learning will be reflected in our classrooms by exhibiting print-rich classrooms showcasing student work products.

To ensure every child feels safe and supported at Fordham Leadership Academy, uniformed practices for prevention of incidents and interventions will be established and adhered to by all stakeholders. Further promoting our student centered culture for learning, teachers will communicate expectations for learning in student-friendly language for every lesson, which includes what students are learning, why they are learning it and how they will be assessed on this learning.
How do you envision collaboration amongst your School Instructional Cabinet to improve teacher practices and student learning?

Cabinet inquiry work will focus on a granular level on specific components of teacher pedagogy.

How do you envision collaboration **within** teacher teams to improve teacher practices and student learning?

Teacher Leaders in each content area will join the Instructional Cabinet to align PD to the school-wide needs and goals. Within each department, teachers will support the facilitation of PD.

How do you envision collaboration **across** teacher teams to improve teacher practices and student learning?

Weekly faculty conferences led by Teacher Leaders will provide teachers opportunity to collaborate across content areas on best practices around use of assessments and alignment to the school’s instructional focus.

What data will teachers and the School Instructional Cabinet regularly review to ensure that they are reflecting upon their teaching practices and meeting individual student learning needs? What is the intent for reviewing each piece of data? (ex. Teachers will regularly review student IEPs when developing lessons in order to ensure that tasks are appropriately scaffolded.)

<table>
<thead>
<tr>
<th>Data Reviewed</th>
<th>Intent</th>
</tr>
</thead>
<tbody>
<tr>
<td>students' IEPs</td>
<td>identify needs of students to develop adequate scaffolds for access to standards</td>
</tr>
<tr>
<td>Writing baselines/samples</td>
<td>identify growth in use of writing (WIT) strategies</td>
</tr>
<tr>
<td>ADVANCE observations</td>
<td>focus on specific components-1E, 3C, 3D</td>
</tr>
</tbody>
</table>

**Part 3 – Annual Goal**

Indicate your school’s 2018-19 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. Meeting your SMART goal should directly impact meeting at least one of your Renewal Benchmarks and/or Demonstrable Improvement Benchmarks.

*By June 2019, school faculty will utilize our Data Wise inquiry process to examine, plan and implement coherent, common core aligned lessons with appropriate multiple entry points in all subjects, resulting in a 10% increase in college and career readiness moving from 33.2% for the class of 2018 to 43% for the graduating class of 2019.*

Please answer the following Question as it relates to meeting your Collaborative Teachers Annual Goal:

Which Renewal and/or Demonstrable Improvement Benchmarks do you expect will improve by meeting your Collaborative Teaching Annual Goal?

<table>
<thead>
<tr>
<th>List of Renewal Benchmarks expected to improve</th>
</tr>
</thead>
<tbody>
<tr>
<td>college readiness index</td>
</tr>
<tr>
<td>graduation rate</td>
</tr>
<tr>
<td>Regents completion rate</td>
</tr>
</tbody>
</table>
### Part 4 – Action Plan

<table>
<thead>
<tr>
<th>Key Initiatives: Concisely indicate the key initiatives (up to five) that your school will implement to achieve the identified goal for this Framework for Great Schools element.</th>
<th>Target Group(s) <strong>Who will be targeted?</strong></th>
<th>Which Benchmark(s) indicated above does this initiative target?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
<th>How will you assess the interim progress of the initiative? (ex. decrease in serious incidents, increase in students participating Big Sibs program)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organizing for Teacher Collaboration</strong> Programming will allow for the following structures for teacher collaboration to be in place:</td>
<td>Teachers</td>
<td>effective pedagogy</td>
<td>September 2018 – June 2019</td>
<td>School Leaders, ORS Coaches, Teachers, Professional Learning Committee</td>
<td>feedback surveys focus groups</td>
</tr>
<tr>
<td>- Content Planning Time - One day a week in departments, with renewal coaches, to collaboratively plan coherent, Common Core aligned lessons, assessments, and instruction that leads to multiple points of access for all students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Grade Level Teams - A minimum of 2 periods per week for grade level teams, comprised of a teacher lead, and 4 or more content area teachers, to analyze student work and address skill gaps. A minimum of 1 period per week for grade level teams, comprised of teachers, guidance counselor and AP, to analyze student</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
- Additional Professional Periods - Additional 2 periods a week for other professional responsibilities, including co-planning time for ICT and integrated ENL teachers.

Schoolwide Professional Learning - Whole staff will participate in 100 minutes (based on SBO vote) of professional learning that will be facilitated by the Professional Learning Committee in response to teacher needs.

**Content Teams**

Through teacher collaboration, professional development, and ORS coaching, the content area teams will focus on unpacking EngageNY/New Vision curriculum and ensuring that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address student goals and needs.

<table>
<thead>
<tr>
<th>Teachers</th>
<th>effective pedagogy</th>
<th>August 2018 - June 2019</th>
<th>School Leaders, ORS Coaches, Teachers, Professional Learning Committee</th>
<th>NYC DOE systems</th>
</tr>
</thead>
</table>

**Grade Level Teams**

Through teacher collaboration, professional development, and ORS coaching, the grade level teams will focus on analyzing student work and ensuring that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address student goals and needs.

<table>
<thead>
<tr>
<th>Teachers</th>
<th>effective pedagogy</th>
<th>July 2018 - June 2019</th>
<th>School Leaders, ORS Coaches, Teachers, Professional Learning Committee</th>
<th>NYC DOE systems</th>
</tr>
</thead>
</table>
Grade Level Team Teacher Leads will attend Bi-monthly Strategic Inquiry Train-the-Trainer Professional Development. ORS coaches will provide facilitation feedback for these teacher leads.

**Student Centered Learning Environment**

Provide structured time, three times each semester, for students to review their formative and summative assessment data on Skedula to allow students to reflect on their progress, areas of success, and areas in need of improvement to foster student participation in their own learning process.

Teachers will communicate weekly via telephone and Skedula online anecdotal. Additionally all students will self monitor their progress by having been given Skedula access.

School leaders and model teachers will meet with teachers to review the expectations of what a ‘print rich’ classroom should look like. Focusing on, bulletin boards and student work that has tangible student facing Next Steps. Additionally, school leaders, in collaboration with the PLC, will outline how teachers should chart things like vocabulary, big ideas and recurring themes important to the lesson and/or unit being taught.

PERC Geometry and Chemistry classes will create student-led classrooms
whereby students become facilitators in small groups guided by content teachers. These students are known as TAS (Teacher Assistant Scholar) and they receive training during the day in both content and pedagogy.

4b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

SLT meetings beginning in September of 2018 will share with parents and structures in place for instructional improvement. Key personnel include Administrators and Teacher leaders. In addition, during monthly PA, CET and school-wide events, parents are provided the opportunity to learn about our goals and plans to continue to meet or exceed benchmarks.

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.

CSD and community school resources, per session and per diem from several grants and FSF for enrichment and training and instructional resources such as coaches and FSC support.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>P/F Set-aside</th>
<th>21st Century</th>
<th>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td>Title I 1003(a)</td>
<td>PTA Funded</td>
<td>X</td>
<td>SIG or SIF Grant</td>
<td>School Success Grant</td>
</tr>
</tbody>
</table>

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. Similar to your Annual Goal, your mid-point benchmark should be Specific, Measurable, Achievable, Relevant, and Time-bound.

By February 2019 school leaders will review observations and Advance data to determine progress in Domain 3 increased by 3% from Feb. 2018 for teachers across all subjects. School leaders will assess the mid-point progress made during inquiry work whereby teachers analyze student work to inform their instruction.

Part 6b. Indicate the specific instrument of measure that is used to assess progress.

ADVANCE observations and non-evaluative observations

Part 6c. In February 2018, 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

Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 2 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>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).</td>
<td>X</td>
</tr>
<tr>
<td>2.3 Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.</td>
<td>X</td>
</tr>
<tr>
<td>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.</td>
<td>X</td>
</tr>
<tr>
<td>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).</td>
<td>X</td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:

1. Summarize your school’s strengths relative to this element of the Framework for Great Schools and the SOPs selected above.
2. Summarize your school’s needs relative to this element of the Framework for Great Schools and the SOPs selected above.
3. Identify the priority need(s) that will be addressed in the goal and action plan for this section.
4. What data trends and sources were analyzed, e.g. NYSED School Report Card, NYC School Quality Guide, Central-led Review, Quality Review and/or Integrated Intervention Team (IIT) Review?

Strengths

Fordham Leadership Academy’s strengths lie in our growing professional collaboration and supportive environment. At our school, this is evidenced by our weekly professional learning sessions and the implementation of the instructional strategies across classrooms. Our supportive environment has reduced the percentage of students involved in high level incidents and has produced positive trends in attendance (share specific YTD data).

Priority Needs

Below are key areas of priority:

- Professional Learning sessions must continue to provide targeted and evidence-based (Advance data) support for teachers to grow pedagogically and align practices to our school’s instructional focus.
Leaders will continue to make strategic decisions in programming and use of resources to support teacher collaboration and student achievement.

Leaders will continue to work diligently to norm on instructional expectations and to provide effective high leverage feedback and support to improve teacher practice.

Leaders will continue to build teacher leaders that can lead the work with their colleagues around instruction and high expectations across classrooms.

Leaders will make strategic evidence-based decisions to modify attendance plan to meet and exceed attendance benchmarks for the 2018-19 school year, with special emphasis on our chronic absenteeism population.

Part 2 – Summative Vision for Effective School Leadership

What is your vision for effective school leadership at your school?

Fordham Leadership Academy’s school leaders will articulate the shared mission and vision through many vehicles, all working to build a community of trust as we develop our students into academically strong leaders. This shared vision will be communicated clearly through faculty meetings, parent meetings, student town halls, SLT Meetings and collaborative meetings with Community School Partner and community linkage organizations, The Leadership Program, Center for Supportive Schools, Partnership with Children and NYU Advising Corps.

Our chosen Community School Partner, will be committed to support our school’s goals and will provide a full time Community School Director, who will interface with school leaders on a daily basis, ensuring that the initiatives and linkages are working seamlessly to support students, teachers and families. Our community school partner will ensure that our attendance practices yield the expected outcomes of student achievement and will strengthen the leadership and real-life experiences (internships and college now) for our students. Our school’s vision to provide students with quality instruction, leadership education, and strong social emotional supports will guide all our efforts in not only instruction but as well as in our attendance, community and parental outreach, and training of teachers.

Evidence based systems will monitor the progress of student achievement as a result of our practices. Such systems will be:

● weekly leadership meetings (inclusive of instructional coaches) to align evidence in teacher practice with the Danielson rubric to identify gaps and provide targeted support.

● weekly attendance meetings led by leaders in partnership with community school partner (team is also comprised of attendance aides, teachers, counselors, social workers and secretary) will focus on a review of varying data sources (ATS and New Visions data tool) to review individual high leverage cases, reveal patterns, and formulate next steps.

● weekly cohort progress monitoring meetings led by school leaders will use attendance and scholarship data (provided by teachers and derived from DOE systems) to track the progress of target groups and decide on individual next steps.

● Daily review of attendance data by principal and daily check-ins with attendance support staff and community school partner will support immediate actionable steps to capture accurate attendance.

● bi-weekly meetings led by leaders with PM and Saturday school staff to review attendance and academic data to assess progress (DOE systems and Plato) will enable teams to decide on next steps.
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. Strategic use of resources including SIG monies will be aligned to school priorities:

- School partnerships with The Leadership Program, Center for Supportive Schools will continue in order to support our school’s mission to provide a whole-child education and foster leadership skills and mindset among our students.

- Teachers College will provide additional support to enhance our instructional practices by working with our professional learning committee teachers and principal to deepen rounds of intervisitations (learning walks) amongst the team and expanding this practice school wide with the ultimate goal of building trust and honest conversations around teacher practice. Teachers College will support our professional learning committee’s efforts to execute teacher led professional learning sessions for teachers as an extension of the learning in the weekly content area meetings. Teachers College will also continue to support our non-core teachers with pedagogical support (Art, Music, Foreign Language) to align their instructional practices with the school’s instructional vision.

- Teachers’ programs will be scheduled to ensure time for teacher teams, dedicated blocks of professional learning sessions per week, and student progress monitoring meetings. Most teachers will continue to engage in 10 professional learning periods per week vs. 5 as a result of a lower number of teaching periods per week stemming from strategic use of budget.

Incentives for attendance and scholarship will be provided for students in the forms of trips and rewards (i.e. movie tickets) on a monthly basis.

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, the principal reviews APs observation reports to provide actionable feedback that can guide a clear pathway of support for teachers in alignment with our instructional expectations. Actionable feedback and next steps will be discussed during weekly cabinet meetings 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. The use of non-evaluative observations will continue as a measure to build trust and coherent support for teachers. Advance observation reports will be used weekly at cabinet meetings and with instructional coaches to align professional learning agendas and individual support for teachers.

School leaders and Community partners will develop a shared accountability model 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. This is a daily task that formally takes shape in faculty meetings with a transparent review of data and that seeks the participation of the school community to arrive at actionable plans.

School Leaders will delegate instructional supervision to Assistant Principals (specific content areas will be assigned) with observation, supervision of teacher teams and professional learning sessions as well as administrative tasks such as attendance, guidance intervention, procurement and safety, as well as after-school credit accumulation programs. Assistant principals will supervise specific cohorts of students (U, V, W, X) and its support staff including counselors, social workers and aides to ensure active engagement of all staff members to fulfill our student achievement benchmarks. Assistant Principals 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.
On which aspects of your own leadership do you plan to focus for the upcoming school year?  
**Supportive Environment**

What is your vision for ensuring that everyone in your schools has a normed and shared understanding of the school’s vision, mission, and instructional focus?  
Ongoing transparent and open lines of communications with all stakeholders and clear conveyed expectations of instruction and support for teachers' pedagogy.

What is your vision for developing differentiated leadership throughout your school? How will you utilize teacher leaders to build broad capacity within your school?  
Expanding on the role of teacher leaders and increasing teacher leadership positions including a one more Model teacher position.

How will the leader foster collaborative school governance processes, and ensure full family participation together with other stakeholders?  
invite teacher leaders to cabinet meetings and develop a system to include their participation in cabinet inquiry work

How often will the school leader conduct observations? How quickly will school leader share actionable feedback with teachers? How will school leader ensure accuracy and provide support to teachers based on observation feedback?  
<table>
<thead>
<tr>
<th>Frequency</th>
<th>Feedback Turnaround</th>
<th>Accuracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>weekly</td>
<td>bi-weekly</td>
<td>focus on high leverage areas as next steps</td>
</tr>
</tbody>
</table>

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?  
<table>
<thead>
<tr>
<th>Evidence-Based System</th>
<th>Support(s)</th>
<th>Collaborator(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADVANCE observations</td>
<td>tailored PD based on specific gaps in specific components</td>
<td>supervisors, coaches, DSR and teacher leaders</td>
</tr>
<tr>
<td>cabinet inquiry tennis charts</td>
<td>next steps based on findings</td>
<td>supervisors, coaches, DSR and teacher leaders</td>
</tr>
</tbody>
</table>

How will you organize student and teacher programs to ensure students’ needs are met? Fiscal capital?  
Fiscal capital will be maximized by implementing a schedule that ensures students receive the required courses to prepare them for college and career, expanded learning time and enrichment opportunities, and that supports teacher professional growth.
**Early Dismissal (Mondays only)**

Our work is heavily dependent on teacher development and support. Therefore, next year’s schedule will increase the amount of time for professional learning and support for teachers and will require an early dismissal of students **once a week** on Mondays (1:59 PM). The instructional time lost on Mondays will be recovered during the rest of the week and there will be no impact to the instructional minutes required for credit accumulation and college readiness, or transportation (**if required by student’s IEP**).

**Expanded Learning Time**

As a Community School, FLA has an Expanded Learning Time (ELT) model providing our students with five additional instructional hours per week, allowing them to earn additional credits and preparation for college and career. For the past few years, our ELT expectations were met daily by adding one hour of instruction per day. **Beginning with the 2018 – 2019 school year**, instructional time under ELT will be divided as follows:

- 45 min. class daily (period 1)
- 45 min. class on Wednesdays (period 10)
- 30 min. class on Thursdays (period 10)

**Part 3 – Annual Goal**

Indicate your school’s 2018-19 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 – **S**pecific, **M**easurable, **A**chievable, **R**elevant, and **T**ime-bound. Meeting your SMART goal should directly impact meeting at least one of your Renewal Benchmarks and/or Demonstrable Improvement Benchmarks.

**By June 2019, school leaders will have implemented frequent cycles of evaluative and non-evaluative observations aligned to the Danielson Framework, with timely actionable feedback and targeted professional learning opportunities, resulting in 60% of teachers (representing a 10% increase from SY 17-18) earning an EOY rating of Effective or higher on Domain 3 of the Danielson Framework.**

**Please answer the following Question as it relates to meeting your Effective School Leadership Annual Goal:**

Which Renewal and/or Demonstrable Improvement Benchmarks do you expect will improve by meeting your Effective School Leadership Annual Goal?

- List of Renewal Benchmarks expected to improve
  - effective pedagogy
  - graduation rate
  - supportive environment
## Part 4 – Action Plan

<table>
<thead>
<tr>
<th>Key Initiatives: Concisely indicate the key initiatives (up to five) that your school will implement to achieve the identified goal for this Framework for Great Schools element.</th>
<th>Target Group(s)</th>
<th>Which Benchmark(s) indicated above does this initiative target?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
<th>How will you assess the interim progress of the initiative? (ex. decrease in serious incidents, increase in students participating Big Sibs program)</th>
</tr>
</thead>
<tbody>
<tr>
<td>School leaders have designed a schedule of targeted and frequent observations using the Danielson Framework for Teaching. The areas of focus will be 3 D and 3c. Team meetings will be held to norm observations and work collaboratively to deepen quality of feedback and next steps.</td>
<td>Teachers</td>
<td>effective pedagogy</td>
<td>September 2018 – June 2019</td>
<td>Leaders, DSR, Teacher Leaders.</td>
<td>NYC DOE systems</td>
</tr>
<tr>
<td>Administrative Cabinet meets weekly 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.</td>
<td>Teachers</td>
<td>effective pedagogy</td>
<td>September 2018 – June 2019</td>
<td>Leaders, DSR.</td>
<td>NYC DOE systems</td>
</tr>
<tr>
<td>With the support of our CBO, we will identify and support students/families with critical issues trauma, stress attendance, which will impact student achievement and will provide targeted intervention.</td>
<td>Students / Families</td>
<td>supportive environment</td>
<td>September 2018 – June 2019</td>
<td>Teachers, Leaders, Support Staff CSP Staff (Director ELT, Instructional Specialist), School Renewal Staff</td>
<td>surveys, focus groups, attendance and ORS data</td>
</tr>
</tbody>
</table>
Extended Learning Time will be structured into the school day to provide additional instructional time for students. Students' attendance reports will be structured into the school day to provide additional instructional time for students. September 2018 – June 2019. Leaders, Teachers, CBO Staff. Attendance reports and New Visions attendance heat map.

### 4b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

At the first SLT meeting of the year and PA meeting the Principal and Administrators will share goals, vision and ways to engage them in the process of activating these plans. This is an ongoing process (training, meetings, use of focus groups, participation in townhalls) that begins in September of 2018 and continues into the end of the year. Key personnel responsible for implementation are the Principal, CSD, Parent Coordinator and APs.

### 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.

Coaches from the FSC and the ORS will support targeted instructional coaching for teachers who have been identified as high leverage because of specific pedagogical gaps. Per session is provided for teachers to increase co-planning and unit modifications for ELLs. Teacher leaders (total of 4) will continue to work with teachers for individual coaching and to facilitate professional development, including Data Wise inquiry. Schedule adjustments have been made for Teacher Leaders and ENL teachers.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
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<th>Title I TA</th>
<th>P/F Set-aside</th>
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<td></td>
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<td></td>
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<td>SIG or SIF Grant</td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>PTA Funded</td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 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. Similar to your Annual Goal, your mid-point benchmark should be Specific, Measurable, Achievable, Relevant, and Time-bound.

By October 2019, school leaders including teacher leaders, will have determined based on Advance data the patterns and trends and teachers who need most support. This will inform our plans for professional learning and allow us to make informed decisions regarding coaching and other targeted supports.

By February 2019, School Leaders and Staff will review data for teacher practice (Advance observations, non-evaluative observations data, professional learning feedback and contribution) and will determine next steps to achieve intended outcome. Professional Learning plans and coaching supports will be readjusted accordingly. By February 2019, at least 45% of our teachers should have an overall rating of Effective in Domain 3.

By April 2019, School leaders and teacher leaders will review Advance data to determine final changes to the professional learning plan and coaching supports that can cause the most impact in teacher pedagogy during the final months of school as students enter summative assessments such as final exams and Regents.

**Part 6b.** Indicate the specific instrument of measure that is used to assess progress.
NYC DOE systems

**Part 6c. In February 2018,** 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**

**Part 1a. Alignment to DTSDE Statements of Practice**

<table>
<thead>
<tr>
<th>Tenet 6 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.2 The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.</td>
<td>X</td>
</tr>
<tr>
<td>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.</td>
<td>X</td>
</tr>
<tr>
<td>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.</td>
<td>X</td>
</tr>
<tr>
<td>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.</td>
<td>X</td>
</tr>
</tbody>
</table>

**Part 1b. Needs/Areas of Focus:**

1. Summarize your school’s strengths relative to this element of the Framework for Great Schools and the SOPs selected above.
2. Summarize your school’s needs relative to this element of the Framework for Great Schools and the SOPs selected above.
3. Identify the priority need(s) that will be addressed in the goal and action plan for this section.
4. What data trends and sources were analyzed, e.g. NYSED School Report Card, NYC School Quality Guide, Central-led Review, Quality Review and/or Integrated Intervention Team (IIT) Review?

**Strengths**

- Fordham Leadership administration and staff understand and thoroughly believe that strong family and community ties are essential for student achievement and for the well-being of our students and school community. Our school has worked hard to develop programs and ties with our parents and larger school community that demonstrate our commitment to family and community engagement on behalf of students.

- Our most recent IIT Report demonstrates that our school leaders have communicated high expectations for student academic achievement to our students, parents and larger community.

- We are committed and have demonstrated a welcoming school environment and our parents have responded by strengthening our Parent Association, both in terms of numbers of parents at their PA meetings and activities in the school.

- Our partnership with CSS as our Community School Partner has worked to increase parent involvement and provided many and varied resources for students and their families.
Challenges

● While we have clear anecdotal evidence of increased parent and community involvement in the school’s activities, we must now take the next step and systematically track this increased participation, reflect on it, and make changes where necessary to improve even more.

We have noticed that we could also improve parental involvement in student academics and we plan to expand our engagement with parents through trainings and educational opportunities that will develop parents’ skills and provide more and clearer information about student academic performance. This will include regular monthly meetings with the parents, that focus on the use of Skedula to track and monitor student progress as well as probing questions and discussions parents can ask students about the work they are doing in school. Parents will be invited to be active leaders in the planning of events and participate in focus groups that can provide data to plan additional events related to academics and supportive environment.

Data sources leveraged to inform and adjust decisions are the Quality Review results, NYC school survey, NYSED school report card, school-based focus groups and IIT findings.

Part 2 – Summative Vision for Strong Family and Community Ties

What is your vision for having strong family and community ties at your school?

- 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?

At Fordham Leadership we work hard to create a strong school culture and a welcoming environment. Families will continue to be welcomed into school by all stakeholders within the school community.

Orientation: 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. Of course, translation will be provided where necessary and based on parent surveys to determine need.

In addition, we will conduct a series of meetings for our families to explain our new Community School Partnership with and all of the resources and programs that our CBO will be providing that will enrich and support the lives of our students and families.

Teachers and our staff will make regular calls home to maintain open lines of communication. The school will encourage teachers and counselors to call home regularly with positive feedback as well. In addition there will be automated calls when students are late and absent.

School Safety will receive training regarding de-escalating situations in order to enhance an environment of respect and collegiality. In addition the Borough Safety Office will work with our building School Safety officers to help them with
their training. After such training, School Safety will meet with the Parent Association to re-assure them that they will be working with the students and staff to assure a safe environment.

Parents are welcomed into the guidance suite when they come in to meet with teachers and staff. There is a multifunctional space within the guidance suite used for parents as needed.

- How does the school provide support to families so that they understand and can take an active role in what their child is learning?

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

Fordham Leadership Academy uses the online grading system “Pupil Path” to provide information to students and parents regarding student performance, homework, and progress. Parent trainings are held at the beginning of the year and during Parent Teacher conferences. Parents and students are given training in how to access and use Pupil Path, in order to take ownership of their own learning. Parents have been extremely supportive of this program.

Our goal for 2018-19 is for the school to send Progress reports home to parents regularly from all classes, in order to provide both online and paper progress reports.

Parent Teacher conferences are held in the fall and in the spring. At these conferences parents meet with their son’s or daughter’s teachers and come up with action plans for improvement. Prime consideration is given for how parents can help their son or daughter at home.

During 2017-18 more than 160 families came to Parent Teacher conference night. Our goal for 2018-19 is 180. We will work with our CBO and SLT to incentivize parent attendance at these Conferences.

We will also work to establish protocols for teachers will make regular calls home to continually update parents on student progress, especially to give parents advance notice when a student is failing.
The Parent Association is well-organized and well-situated as primary tool of engagement between families and the school. The PA leadership has regular meetings with the principal and has developed a strong rapport with school leadership.

In addition the parent coordinator is a primary focal point of communication, ensuring that teachers are aware of parent concerns. The parent coordinator meets regularly with parents on the Parent Association, as well as other parents.

Individual meetings between teachers and parents are held when necessary and at parent teacher conferences.

In addition, parent informational workshops will be provided to parents to help them understand elements of the curriculum and what students are expected to learn.

Our Goals in this area:

In order to improve even more in the area of community and family engagement we have proposed the following areas for growth:

1. Student questionnaires will be used to gauge student interests, both for elective and after school classes. Questionnaires will be developed based on several choices of classes that fit the leadership of the school.

2. In early October the school will offer a Curriculum Night in which parents will attend and receive a copy of their son or daughter’s program. The parents will follow their son or daughter’s daily schedule to meet all their teachers, receive a syllabus and learn about the expectations for the classes and how the students will be graded. This will create a much better sense for parents about what their son or daughter is going through in school, as well as what the expectations are.

3. Upper class parents and ninth grade teachers will meet with 9th Grade parents to orient them on expectations and the importance of the 9th grade. This grade is the gateway to high school graduation, and it is very important that students get off to a great start in high school, especially in terms of credit accumulation.

4. In the Fall, guidance and college counselors will offer 12th grade parents meetings specifically devoted to the college process and timeline. In January, there will be an additional meeting with parents to discuss the details of FAFSA and
Financial Aid. In May or June, the College office will meet with Junior parents to orient them to the beginning of the process and what they should know about college applications.

**CBO Activities Parent Engagement**

We have conducted Community Engagement Team (CET) Meetings following the School Leadership Team (SLT) Meetings, where we discuss items pertinent to the Community Schools Program (CSP) in the school.

The CSP Director at the Fordham Leadership Academy works closely with the Parent Coordinator to notify and recruit parents for a number of Family Engagement workshop activities such as:

- Hispanic Heritage Night
- Open House
- Nutrition and Healthy Eating (with Montefiore)
- How to Manage your Money (with Capitol Bank)
- Dual Capacity Training offered by the Community School Project to assist us in providing additional parent engagement activities.
- Representatives from the Mayor’s Office on Domestic Violence to provide the parents with a workshop on detecting the signs of an unhealthy relationship in their children.
- Know Your Rights workshops (immigration forum)
- College Night
- FAFSA Night

**Attendance:**

Parents are kept informed of their children's attendance on a daily basis and the CSP reviews attendance and strategizes for improvement on a weekly basis. We meet weekly and review attendance rates by Cohorts. We have instituted “the Battle of the Cohorts” to give incentives for highest attendance by cohort. In addition, we promote perfect attendance inducements – pizza parties and movie tickets and maintain the Battle of the Cohorts bulletin board.

We have also informed the CET about our attendance improvement plan.

**College and Career:**

The CBO is working to enhance college and career awareness of the students in the following areas:

Tours and Orientations in the following Colleges and Universities were made during the fall of 2017.
Bronx Community College (CUNY)

Hunter College (CUNY)

Monroe College

City College (CUNY)

Lehman College (CUNY)

The College of St. Rose

University at Albany (SUNY)

SUNY Oswego

SUNY Geneseo

Fordham University - Lincoln Center

John Jay College of Criminal Justice (CUNY)

Manhattan College

The following college trips were made for the Spring ’18 Semester:

Fashion Institute of Technology (SUNY)

Fordham University – Rose Hill

Queens College (CUNY)

New Paltz (SUNY)

Dutchess Community College (SUNY)

Penn State

UCONN

MIT

University of Maryland

The school plans on making these trips again throughout the 2018-2019 school year and as a way increase student engagement.
Student achieve college credit through their participation in College Now with the City University of New York (CUNY) by attending Lehman College (Fall ’18) and Bronx Community College (Spring ’19). In total we have over sixty (68) students who take courses for college credit at these institutions.

CBO also provides after school tutoring in the specific content areas for students. These Fordham University tutors, who are undergraduate majors in the content areas they tutor, push-in to classes during the last period and then remain for small group follow-up. Students also have visited to Co-Op Tech, where they can attend trades classes as well as attend their current High School for academic classes.

Social / Emotional

CBO has provided the school with the Social / Emotional assistance needed for their students. We currently have Memoranda of Understanding (MOUs) with Montefiore Hospital which has a clinic on the school campus and will provide additional services to the school through their Social Worker. New York Foundling will provide a full-time Social Worker to the school and will also provide workshops for the students and parents. Ramapo for Children is providing a Team Building retreat for the school staff and will give workshops to the teachers on classroom management techniques and in de-escalating student behavior effectively. Two youth overnight retreats to Ramapo for Children for the Spring semester are also being planned for selected students to engage in team building and healthy behavior skills.

The CSP facilitates the “Student of the Week” program where students are recognized by their teachers for improvement in behavior and/or academics.

Contracted Services:

CSS has subcontracted the following agencies to provide additional support to our students at the Fordham Leadership Academy:

The Leadership Program: Provides fun youth development activities to enhance our students’ participation in clubs and extended day. Through the Leadership Program, we have provided the Fordham Leadership Academy with the following clubs. These clubs afford students the opportunity to display their talents and focus their energy on positive interactions among themselves and their teachers.

Culinary Arts

Hip-Hop Dance

Fashion Design
**Partnership with Children:** This is our new mental health partner and will provide targeted and universal services to at-risk students and their families as well as the attendance subgroups.

Goals: The lead CBO in 2018-19 will continue the focus on student attendance and college and career readiness, as well as providing leadership opportunities for students.

- What adult education offerings can your school community provide to families?

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, ENL classes, and computer classes; however we will plan additional offerings after surveying families.

Working with CBO and their sub-partners, plan for Classes that will be offered to parents in 2018-19:

- ENL

- Basic Computer Skills (taught by a parent with this training)

- Beginning Word processing and spreadsheets

- GED class or at least the connection to a strong GED program for parents.

- How would families be able to access and understand student data and progress?

As mentioned earlier, the school employs “Pupil Path” grading system as a means of communication student progress data with parents. The school provides Pupil Path training to parents at Parent Teacher night, and also through the Parent Association.
The school does provide Academic Policy and Graduation Requirements training for parents, but it is our goal to enhance attendance at these particular trainings and highlight perfect attendance and honor roll achievement celebrations, in order to ensure that parents are celebrated for their commitment to their children’s education.

Teachers will continue to contact and meet with families to share and gather information about students. Guidance 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.

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.

Within the Community School model, how will families be welcomed into the school and made a part of the school community? What support will administrators, teachers, school staff and school safety officers be given to help create a welcoming environment? Will there be a dedicated space for families in the school?

A full time parent coordinator will continue to bridge families to our school community and make the needs of parents known to the school’s leadership team to adequately provide the necessary supports. A welcoming environment is always a goal for families and students and all stakeholders work together to ensure this is a part of the culture of the school by collaborating on any challenges that may develop.

How will the school identify and develop families to take leadership roles in school decision making/school governance structures?

Parents are always invited to the monthly PA meetings and encouraged to visit the school at any point to meet with staff about the well being of their children. Parent participation in focus groups will be encouraged and active organization and planning of events with the support of the parent coordinator will be a way to foster leadership among our parents.

How will the school engage the community and families? How will they ensure that teachers are able to learn from families about the children being taught?

Workshops and additional meetings after school will be created, in addition to required parent teacher conferences, to provide parents and teachers the time to discuss the needs and adequate supports for the children being taught.

What types of supports does the school provide to families to encourage them to take an active role in what their child is learning?

<table>
<thead>
<tr>
<th>Type of Support</th>
<th>Rationale</th>
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<tbody>
<tr>
<td>workshops on curriculum</td>
<td>provide parents access to understanding the focus of instruction in all classrooms</td>
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</tbody>
</table>
How do families partner with the school and CBO to support student success? Will there be dedicated space for families?

<table>
<thead>
<tr>
<th>Family partnerships with school:</th>
<th>PA and CET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family partnerships with CBO:</td>
<td>Center for Supportive Schools</td>
</tr>
<tr>
<td>Is there dedicated space for these partnerships?</td>
<td>yes</td>
</tr>
</tbody>
</table>

What is your vision for the role the school will take in providing access adult education classes within the community?

Our CBO will support our goal to provide ESL classes for parents and others.

What data and student progress feedback loops will be present at the school to ensure that families knowledgeable of their children’s scholastic success?

The use of Skedula/Pupil path will provide parents real time access to their children’s data. Ongoing attendance and academic outreach also will take place.

**Part 3 – Annual Goal**

Indicate your school’s 2018-19 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. Meeting your SMART goal should directly impact meeting at least one of your Renewal Benchmarks and/or Demonstrable Improvement Benchmarks.

*By June 2019, the school will create an aggressive engagement initiative, increasing the number of leadership opportunities for parents/guardians to initiate and/or support school-wide initiatives, resulting in a 5% increase in our progress toward graduation benchmark from 60% (projected August 2018) to 65% in 2019.*

**Please answer the following Question as it relates to meeting your Strong Family and Community Ties Annual Goal:** Which Renewal and/or Demonstrable Improvement Benchmarks do you expect will improve by meeting your Strong Family and Community Ties Annual Goal?

List of Renewal Benchmarks expected to improve

- attendance
- graduation rate
- college readiness

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### Key Initiatives:
Concisely indicate the key initiatives (up to five) that your school will implement to achieve the identified goal for this Framework for Great Schools element.

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Target Group(s)</th>
<th>Which Benchmark(s) indicated above does this initiative target?</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>School leaders, parent leaders and CSP will conduct Parent orientation meetings whereby requirements for credit, Regents and 4+1 option will be discussed to inform parents on how they can best guide and support their children. In addition, 9th Grade parent meeting and Pupil Path orientation workshops for pupil path will be done on a rolling basis throughout the school year by the Parent Coordinator.</td>
<td>Parents / Families</td>
<td>supportive environment</td>
<td>August September 2018 – June 2019</td>
<td>School leaders; CSP Staff, Parent Coordinator, Parent Association Leaders</td>
</tr>
<tr>
<td>School leaders, parent leaders, teachers and CSP will organize and conduct Curriculum night for parents.</td>
<td>Parents / Families</td>
<td>supportive environment</td>
<td>Late September 20168</td>
<td>School leaders; CSP Staff, Parent Coordinator, Parent Association Leaders</td>
</tr>
<tr>
<td>School leaders, parent leaders, teachers, and CSP will organize and implement workshops and classes for Parents, including ENL, GED, and Computer skills classes. Workshops for Special Education students and their parents will be incorporated to</td>
<td>Parents / Families</td>
<td>supportive environment</td>
<td>October 2018 to June 2019</td>
<td>School leaders; CSP Staff, Parent Coordinator, Parent Association Leaders</td>
</tr>
</tbody>
</table>

How will you assess the interim progress of the initiative? (ex. decrease in serious incidents, increase in students participating Big Sibs program)

surveys
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.

The resources to achieve this annual goal will include human resources (CBO, Admin., teachers and support staff), instructional resources (coaching and PD) and the new schedule with early release for students to increase professional development for teacher.

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

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<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>X</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>X</th>
<th>P/F Set-aside</th>
<th>21st Century</th>
<th>C4E</th>
</tr>
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<tbody>
<tr>
<td>X</td>
<td>Title I 1003(a)</td>
<td>X</td>
<td>Title III</td>
<td>PTA Funded</td>
<td>X</td>
<td>SIG or SIF Grant</td>
<td>School Success Grant</td>
<td>Other</td>
</tr>
</tbody>
</table>

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. Similar to your Annual Goal, your mid-point benchmark should be Specific, Measurable, Achievable, Relevant, and Time-bound.

By February 2019, our students’ credit accumulation (cohorts X - U-grades 9 -12) will have increased by 2% to 82% from the fall of 2018 (80%).

Part 6b. Indicate the specific instrument of measure that is used to assess progress.

parent surveys, focus groups, skedula progress reports, student conferences.

Part 6c. In February 2018, 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)

Describe the summative goal(s) of the ELT program for the 2018-19 school year. Goals for ELT should align to the Renewal Benchmarks. How will the school ensure that all students’ individual needs are served during the Renewal ELT and how the school’s vision for ELT will impact both academic achievement and social emotional growth? Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

By June 2019, Fordham Leadership students participating in Extended Learning Time programs will show an increase in attendance minimum of 1%. This will be evidenced by:

Teachers and students participating in programs such as, College Portfolio Class, College Now, Individualized Academic Intervention Services (AIS), AP Courses (English Language Arts, Environmental Science, US World History and Foreign Language), Double Periods of Grade 9 ELA and Mathematics, Yearbook Class, Online Blended Class and Leadership Advisory.

College Portfolio Class will be offered Fall semester 2018 for Seniors and Spring semester 2019 for Juniors. This program will allow Fordham Leadership Academy students to organize and learn about the college application process, for example, essay writing, filling out applications, learning how to complete financial aid forms. The College Portfolio Class will be offered five times a week.

College Now will continue offering college-level coursework to the students of Fordham Leadership Academy. This collaborative partnership will include at least 25% per grade.

Individualized AIS will be implemented during the instructional day. Students are strategically placed in AIS program for either; help needed to pass a failed examination or extra support needed to pass a class. AIS intervention will be offered 3-5 times a week.

AP Classes will continue throughout the 2016-2017 academic year. AP English will be offered to Grade 12 students, AP Environmental Science and Chemistry to Grade 11 and 12 students, as well as, AP Foreign Language to Grades 9-12th. These classes will meet 10 times weekly (5-Delay Periods).

Double Periods will continue for Grade 9 Mathematics and ELA coursework. This extension of time will helps lay the foundation for a successful high school career. Classes will meet 10 times weekly (5-Delay Periods).

Yearbook Class will continue for Grade 12 students during 2016-2017. The Yearbook Class will examine yearbook creation and publishing, for example, photography, organizing, editing. Participants will meet 5 times weekly.
Online Blended Class will be utilized to support student credit recovery in addition to test preparation. Students in need of additional support will have a teacher available to assist and advise. This class will occur 5 times weekly.

Advisory Class will examine the social emotional concerns of adolescents; bullying, respect for all, establishing healthy relationships, coping and leadership skills. Advisory class will be held 5 times weekly.

SAT Preparatory, “Let’s Get Ready,” will be offered to students as an after-school/Saturday program.

Internships will be extended to students of Grades 10-12 during the 2016-2017 academic year. Experiential Learning will occur at least three times weekly. Students will be involved in collaborative partnerships with community based organizations, such as, Bronx Botanical Gardens, Albert Einstein, Bronx Community College and Capitol Bank.

- Teachers will utilize technology programs such as Achieve 3000, Castle Learning, and Plato to provide additional academic support for Fordham Leadership’s population of diverse learners, inclusive of, English Language Learners, Students with Disabilities and under-credited students. These services will highlight modification of instruction, ensuring teachers meet students at their current levels by crafting lessons with multiple entry points, high expectations and abilities.

### Part 2 – ELT Program Type

<table>
<thead>
<tr>
<th></th>
<th>Voluntary</th>
<th>Compulsory</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Renewal ELT –</strong></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Describe what accountability structures the school will employ to ensure participation of all students, including special populations, will participate fully in Renewal ELT.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Additional ELT – If there is a voluntary ELT program in addition to the compulsory Renewal ELT, indicate how you will actively encourage the participation of all students, with the goal of serving at least 50% of students.</strong></td>
<td></td>
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</table>

All students at our school are scheduled for ELT and are required to attend (attendance is taken daily). Daily outreach is conducted by support staff including counselors as well as teachers. Assemblies are also conducted on a monthly basis in order to encourage students to attend ELT.

### Part 3 – ELT Program Description

**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 the school best utilize CBO partners to impact student achievement?

- 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? How will the school ensure all IEP and language mandates are met during ELT?
- 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?
- What content will be led by pedagogical staff and what content will be led by CBO partners?
Fordham Leadership Academy will integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging by providing high interest lessons aligned with the New York State Common Core Learning Standards (CCLS) and utilizing varied instructional approaches.

These differentiated styles will increase attendance, reduce risks for retention or dropout and foster the likelihood of graduation. Unique learning needs and interest of all types of students, especially those who may benefit from approaches and experience not offered in the traditional classroom setting will be encouraged.

New content area and opportunities that will be offered to students during the 2016-2017 academic year includes, US History, Foreign Language, Peer Leadership, Peer Mentoring, Women’s Leadership and Video Gaming.

Enrichment in the Arts will continue to exist and development in the Fordham Leadership Academy culture. Art integration will be used to engage and enhance student learning, ie, Art Making, Shakespeare, Dance, Culinary Arts, Fashion, Vocal & Instrumental Music.

All Community Based Organizations and Fordham Leadership High School staff will work collaboratively on a daily basis to provide a seamless learning day.

Varied methods of outreach will be made to connect with families, for example, mailings, phone messaging, emails, and guidance.

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. How will the school assess the impact of ELT on individual student achievement and social emotional development?

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

**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.

Fordham Leadership Academy Extended Learning Time will be comprised of the following resources:

Supervisors, Teachers, Community Based Organizations

Instructional materials, software programs and laptops will be utilized and upgrading of these resources considered.

Scheduling for the Extended Learning Time will include extended AM or PM arrival/departure time for teachers as needed. The Extended Learning Time is built into the school day and gives us a nine period schedule, therefore students have the opportunity to take eight periods a day.

Parental Engagement time is provided daily for one period per week minimally (50 minutes) or as needed.

In addition, all teachers meet for Inquiry (2 periods of 50 min. per week).

Our students receive an additional hour of instruction per day (credit bearing our AIS). In addition, all of our students receive extracurricular activities for an additional 2hrs (optional) from 4pm to 6pm. A select group of students receive ELT menu of extracurricular options beginning at 3pm (on track with all requirements). Teachers' schedules are staggered and include the additional minutes per day to support our PL schedule (dedicated weekly blocks of professional learning by content area) which provide teachers intensive PL and support on a weekly basis. To support this schedule teachers’ daily schedules total 6 hrs. and 50 min.

**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.

<table>
<thead>
<tr>
<th></th>
<th>21st Century</th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>P/F Set-aside</th>
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<td>School Success Grant</td>
<td>X</td>
</tr>
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</table>

**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. Similar to your Annual Goal, your mid-point benchmark should be Specific, Measurable, Achievable, Relevant, and Time-bound and aligned to the school’s Renewal Benchmarks.
Fordham Leadership Academy administrators, teachers and guidance counselors will engage in progress monitoring on a weekly basis to determine if students’ performance has improved as a result of participation in Extended Learning Time programs & activities.

November 2018, January 2019 & March 2019 will serve as mid-point benchmarks to monitor students progress. This will consist of examining if appropriate individualized instruction has been rendered to ELT students, making instructional decisions based on students’ needs as a result of the findings, documenting student progress to view trends and providing next steps.

| Part 6b. Indicate the specific instrument of measure that is used to assess progress. |
| scholarship reports from NYC DOE systems and New Visions Data Sorter |

| Part 6c. In February 2018, 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 2018-19 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound. Meeting your SMART goal should directly impact meeting at least one of your Renewal Benchmarks and/or Demonstrable Improvement Benchmarks.

The goal of the Community School Program in Fordham Leadership Academy is to support our school’s attendance plan to meet and exceed benchmarks set forth by the NYC DOE and the NY state; as well as to provide college and career readiness opportunities in the form of internships and college now courses on and off site. Our Community school partner will also support our school with expanded learning management of after school extracurricular activities. By June 2019, our Community school partner will have secured internship opportunities for at least 25% of our students and college now access for at least 25% of our Junior class and at least 25% of our Senior class.

Please answer the following Question as it relates to meeting your Community School Program Annual Goal:

Which Renewal and/or Demonstrable Improvement Benchmarks do you expect will improve by meeting your Community School Program Annual Goal?

<table>
<thead>
<tr>
<th>List of Renewal Benchmarks expected to improve</th>
</tr>
</thead>
<tbody>
<tr>
<td>college readiness benchmark</td>
</tr>
<tr>
<td>attendance</td>
</tr>
<tr>
<td>graduation rate</td>
</tr>
</tbody>
</table>

Part 2 – Community School Program Description

Part 2a. Identify the CBO partnerships that you will develop, their target student population(s), and scope of the services provided. As well as supporting schools’ supportive environment and attendance work, CBO’s should be helping to support your school’s instructional focus.

<table>
<thead>
<tr>
<th>CBO Partnership</th>
<th>Target Population</th>
<th>Scope of Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSS</td>
<td>all students</td>
<td>attendance, mental health, college and career readiness</td>
</tr>
<tr>
<td>Partnership with Children</td>
<td>all students</td>
<td>mental health and crisis intervention, teacher training</td>
</tr>
<tr>
<td>The Leadership Program</td>
<td>11th grade</td>
<td>ELT, after school and Sat. enrichment</td>
</tr>
<tr>
<td>CSS-PGC</td>
<td>9th grade/12th grade</td>
<td>peer mentoring and leadership training for upper classmen</td>
</tr>
</tbody>
</table>

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 partner 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 asset and needs assessment process, 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 asset and needs assessment, and must also offer Expanded Learning Time (ELT) and mental health programming. In completing this section, ensure that you think about how: (1) the right services are provided to the right students and families at the right time; and (2) how you will seamlessly
coordinate services with instructional programming happening throughout and outside of the school day. 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, actively participate in the conversation and decision-making around the renewal of their schools, and have many opportunities to advocate for their children. Monthly meetings and Community School Forums engaging families and community stakeholders will be a critical part of this family 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 – including the New Visions Data Sorter – and training will be available for schools to use. Indicate how you will implement this aspect of the work.

The Principal, administrative cabinet, and CSD will continue to meet weekly to assess the needs of the school community and make adjustments to plans. The cabinet makes routine use of the NV data tool, ORS, and ATS reports during these meetings to guide conversations. The personalization in all of our programs is a key focus of our work and partnership and thus subcontracting organizations that place strong emphasis on this model is how we implement this work and with careful, data-driven monitoring of impact, via progress reports and DOE systems data, we make changes accordingly.

The extension between home and school is critical for our success and how we have managed to increase student achievement over the past 3 years. Monthly PA meeting and CET committee meetings support this goal. The CSD works closely with the parent coordinator to engage parents and motivate them to participate.

---

Part 3 – Community School Program Implementation and Oversight

Part 3a. Key Staff and Partners

1. Name and describe the scope of involvement of all community partners working in the school (include partners supporting ELT, counseling, enrichment, etc.)

2. Name the members of your Community School Team and how meetings will be organized and structured to engage all stakeholders and be focused on results.

3. Explain data strategies including the use of the data sorter, and steps that the school will take to ensure that the appropriate interventions are provided to the right students

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.

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."

Our CSO will provide the following key personnel: Full-Time Director – on site; Data Specialist- on site.
**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.

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

- **July 2018**-new partnerships
- **September 2018**-roll out of partnerships
- **Oct-Feb**-progress monitoring and adjustments of plans as needed
- **March-April**-roll out of adjustments and progress monitoring
- **May-June**-assessing final impact and planning for the new school year.

**Part 3d.** Mental Health Work Plan

Separate from this RSCEP, schools will complete a Mental Health Work Plan that will become an addendum to this document.
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 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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to <a href="#">NYSED's memo.</a>)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
</table>
| 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:  
  - Regents Prep.org  
  - Castle Learning  
  - Achieve 3000  
  - PLATO  
  - Teacher led classes in Regents Prep content | ● Direct small group instructions for Credit Recovery  
  ● Regents Preparation Classes  
  ● One-to-one AIS Tutoring  
  ● Tutoring during Extended Learning Time | ● Monday & Wednesday-After School Program (2:45-4:45)  
  ● 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:  
  - Imagine Math  
  - Regents Prep.org  
  - Castle Learning | ● Direct small group instructions for Credit Recovery  
  ● Regents Preparation Classes  
  ● One-to-one AIS Tutoring  
  ● Tutoring during Extended Learning Time | ● 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.) |
| **Science** | Review of credit accumulation on student transcript, report cards, Attendance rates | Computer Programs which focus on additional Academic support, Regents Prep and Credit Recovery:  
- Regents Prep.org  
- Castle Learning  
- Achieve 3000  
- PLATO  
- Teacher led classes in Regents Prep content | • Direct small group instructions for Credit Recovery  
- Regents Preparation Classes  
- One-to-one AIS Tutoring  
- Tutoring during Extended Learning Time | • 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 | Computer Programs which focus on additional Academic support, Regents Prep and Credit Recovery:  
- Regents Prep.org  
- Castle Learning  
- Achieve 3000  
- PLATO  
- Teacher led classes in Regents Prep content | • Direct small group instructions for Credit Recovery  
- Regents Preparation Classes  
- One-to-one AIS Tutoring  
- Tutoring during Extended Learning Time | • 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 | • Mandated Counseling Services  
- Counseling Services for At-Risk by CBO | • One on one counseling  
- Small group counseling | • Before school hours  
- During School Day |
<table>
<thead>
<tr>
<th>CSP Partners:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fordham University Psychology Interns</td>
</tr>
<tr>
<td>School Psychologists</td>
</tr>
<tr>
<td>Social Workers</td>
</tr>
</tbody>
</table>
**Section 9: Support for Students in Temporary Housing (STH)**

**Directions:**
- **All** Title I schools must complete Part A of this section.
- **All** Non-Title I schools must complete Part B of this section.

**Supporting Students in Temporary Housing (STH)**

<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</th>
<th>28 students in our school are in Temporary Housing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
<td></td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td>Individual and group counseling, community resources linkage support, supplies and care packets (uniforms, school supplies, books, sanitary products, umbrellas, etc). STH students are also referred for mental health services via our CBO.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part B: FOR NON-TITLE I SCHOOLS</th>
<th>28</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).</td>
<td></td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
<td></td>
</tr>
</tbody>
</table>
Care packets (toiletries, uniforms, school supplies), workshops led by our social worker, referrals to outside services for families in TH, CBO will support via mentoring for STH.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.

n/a
Section 10: Career and Technical Education (CTE) Programs
(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 during the 2018-19 school year.

"The school is developing a partnership with District 79 Coop Tech programs to provide Career and Technical Education opportunities for students"
Section 11: Professional Development Plan
(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 during the 2018-19 school year. Include any professional development that will occur during the summer months.

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

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 2018.
Section 12: 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(s) where the response can be found
- For additional information, visit the Title I Intranet webpage

Part 1: Title I Status

Indicate with an “X” your school’s Title I Status.

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

- BEDS Survey indicates that teachers in place are 100% highly qualified.
- When new teachers need to be hired, administrators attend Teacher Fairs/New Teacher Finder/Teaching Fellows and assess during Interviewing Process.
- All teachers are assigned to teach in license certified subject area and provided with a “Teacher Buddy/Mentor” for new hire support.
- Professional Development is provided by HSRI 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).

- Professional Development is built around Teacher Needs Survey and Administration Criteria.

- Professional Development for teachers is based on Advance observation ratings used to identify patterns and trends. For some teachers, ongoing rounds of non-evaluative observations are created as part of their professional development plan.

- 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.

- Community Based Partners will attend targeted professional development opportunities when aligned to a collab

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).

N/A

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.).

N/A

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

- 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.

- Teacher teams review data and collectively in collaboration with school leadership develop next steps for instructional practices.

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 codes. 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 consolidated. 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.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated.</th>
</tr>
</thead>
</table>

(Refer to Galaxy for Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, section references where a related program activity has been described in this plan.)
<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
<th>school allocation amounts</th>
<th>Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verify with an (X)</td>
<td>X</td>
<td>Federal</td>
<td>484,517.00</td>
</tr>
<tr>
<td>Title I School Improvement 1003(a)</td>
<td>Federal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title I Priority and Focus School Improvement Funds</td>
<td>Federal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>11,200.00</td>
<td>X</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>3,332,715.00</td>
<td>X</td>
</tr>
</tbody>
</table>

2Explanation/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 – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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/RSC EP.
• **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 and Family Engagement 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 13: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)  
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

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

Your school’s Title I Parent Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

---

### Parent and Family Engagement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. Fordham Leadership Academy, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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.

### Support for Parents and Families of Title I Students

Fordham Leadership Academy 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;

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### Parent Involvement and School Quality
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;
- Title I Priority and Focus Schools and the parents of students served in the Title I program must jointly agree upon the use of these additional funds to support increased parent engagement/education to enable parents to effectively support their child’s learning;
- 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., ESSA/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the ESSA;
- 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;

Encouraging School-Level Parental Involvement

2017-18 RSCEP-ON
The school will further encourage school-level parental involvement by:

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

**School-Parent Compact (SPC)**

*Fordham Leadership Academy*, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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: High Quality Curriculum

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 Every Student Succeeds Act (ESSA);

### I. School Responsibilities: Supporting Home-School Relationships

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;

### I. School Responsibilities: Providing Parents Reasonable Access to Staff

**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;

### I. School Responsibilities: Providing General Support to Parents

**Provide general support to parents by:**

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the Title I requirement for Every Student Succeeds Act (ESSA) and Title I programs;

### II. Parent/Guardian Responsibilities

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

III. Student Responsibilities

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.
Title III Supplemental Program for ELLs for the 2018-19 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. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

### Part A: School Information

<table>
<thead>
<tr>
<th>Name of School:</th>
<th>DBN:</th>
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<tbody>
<tr>
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</table>

This school is (check one):
- conceptually consolidated (skip part E below)
- NOT conceptually consolidated (must complete part E below)

### Part B: Direct Instruction Supplemental Program Information

<table>
<thead>
<tr>
<th>The direct instruction component of the program will consist of (check all that apply):</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ Before school ☑ After school ☑ Saturday academy</td>
</tr>
</tbody>
</table>

Total # of ELLs to be served: ______

Grades to be served by this program (check all that apply):

<table>
<thead>
<tr>
<th>Grade</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
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<th>6</th>
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</tbody>
</table>
## Part B: Direct Instruction Supplemental Program Information

<table>
<thead>
<tr>
<th>Total # of teachers in this program: _____</th>
</tr>
</thead>
<tbody>
<tr>
<td># of certified ESL/Bilingual teachers: _____</td>
</tr>
<tr>
<td># of content area teachers: _____</td>
</tr>
</tbody>
</table>

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: _____

Our total population is approximately 400 of which 74 are English Language Learners. Our ENL population in not progressing in Regents passing rates. We have targeted Entering, Emerging, Transitioning and Expanding students who are in need of supplementary support in English Language Arts and subject content areas instruction. These students have been found lacking in basic phonic skills that impact their success rate in content areas classrooms. With supplementary instruction and the increased usage and development of comprehension skills, we will increase reading and writing proficiency with our ENL students. Students will attend classes during our After School Program on Wednesdays from 3:30-4:30 and our Saturday Academy from 10:00-1:00 on Saturdays. The programs will begin on 9/18 and run weekly for 25 sessions. The block on Wednesdays will be split into 2, 30 minute sections; 1) Using content that will support work students are doing in school during the day as a means to build Language Acquisition skills, 2) Regents Review and preparation across various content areas. The knowledge and skills acquired in during the After School Programs for ENLs, will promote their academic growth and will afford students valuable small group and individual time with experienced educators. Moreover, the skills and knowledge obtained will carry over into the regular school day, thereby enhancing each participant’s success.

All teachers are certified ENL teachers, or, bilingual certified.

Students will be grouped in small groups. 45 minutes will be based on level. The other will be based on grade/content need. Grade levels are

- 9- 10 students
- 10- 10 students
- 11- 10 students
- 12- 10 students

2 ENL teachers for after- school and Saturday Academy = 4 hrs. x 25 sessions x 50.13 = $10,026
1 Social Worker for after school-1hr. x 22 sessions x 53.54 = $1,178
Regents review books: $319.60
Dictionaries: $ 547.30
Student Work Folders: $ 25.23

The language of instruction is English. The parents are given information on their home language survey. The materials are obtained from the Field Borough Office of Family Engagement. Parents receive translated copies of all documents and interpreters are provided by the school or central DOE for meetings.

Curriculum: Aligned to CCLS in appropriate content area.
(Living Environment, Earth Science, Global History, US History- Reviewing New Visions aligned Curricula)
### 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 will participate in workshops that are intended to strengthen instruction delivery for ENL students using a variety of strategies and techniques.
- Designing Effective Literacy Instruction for Long Term ENL students (BFSC- Bronx Field Support Center)
- Effective co-planning and co-teaching strategies with a focus on ENL differentiation methods for teacher teams. (BFSC)
- Writing Strategies Workshops (High School Renewal Initiative), in school professional learning will be on sentence, paragraph, and essay format and structuring.
- Professional learning aligned with improving teacher practice around lesson planning and delivering appropriate leveled supports and scaffolds for our Entering, Emerging and Expanding ENL populations
- Designing Effective literacy instruction for SIFE students
- Ms. Evans, the ENL coordinator) will turnkey and provide professional development on effective ENL strategies to be used in the classroom.
- Teachers will be given strategies to utilize in the classroom on how ENL students learn best such as utilizing graphic organizers, sentence stems, manipulatives, and interactive programs.

The agenda and attendance sheets of the participants will be available in the main office with the school secretary.

### Part D: Parental Engagement Activities

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

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

**Begin description here:**

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

Parents are informed of child’s progress through Guidance Counselors, parent coordinator, school Social Worker, phone calls, letters and conferences as needed. All communication in done in the parent’s native language.

Parent Association meets once per month for approximately 2 hours. Parent workshops are given by outside agencies as well as in house staff.
Part D: Parental Engagement Activities

Parent Coordinator will provide additional information regarding meetings and activities which PA participants are interested in. We will begin a series of Professional Development activities for parents to help engage them in their community and assist them with their child’s educational needs.

A bilingual guidance counselor experienced in social/ emotional supports will host a variety of workshops with a focus on supporting the needs of our ENL students and their families.

Social/ Emotional (beginning 9/2018)
- Resources for domestic abuse
- Are all signs of abuse visible?
- Immigration and Citizenship
- Health Care
- Adjusting to life in a new place
- Helping your child transition to new school/ area

A bilingual guidance counselor/ social worker and college advisor experienced in the college application process will meet with parents and students via scheduled and group session to guide them step by step with applying for financial aid, scholarships, resume writing and to resolve any inquiries or concerns. We will also offer academic supports for families by demonstrating how to use computer based learning tools (Newsela) at home.

Academic
- English classes for parents (Beginning 10/2018)
  - Newsela work
  - Ways to support your child academically at home.

  - College Application/ preparation ideas
  - The agendas, attendance sheets and fliers (inviting parents to attend in their home language) are kept with the parent coordinator and/or the school secretary in the main office.

Part E: Budget

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

Allocation Amount: $____

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Per session</td>
<td>11,203.87</td>
<td>2 ENL Teachers for Afterschool/Saturday= 4 hours x 25 sessions x 50.13 + $10,026</td>
</tr>
<tr>
<td>- Per diem</td>
<td></td>
<td>1 Social Worker Afterschool= 1 hour x 22 sessions x 53.54 = $1,178</td>
</tr>
<tr>
<td>Purchased services</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>
Part E: Budget

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

Allocation Amount: $

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
</table>
| High quality staff and curriculum development contracts. | 892.13 | Regents Review Books; $319.60  
Glossaries Eng-Span: $447.30  
Eng-Beng: $100.00  
Folders: $25.23 |
| Supplies and materials  
- Must be supplemental.  
- Additional curricula, instructional materials.  
- Must be clearly listed. | 892.13 | |
| Educational Software (Object Code 199) | 270 | 15 Newsela licenses x 18: $270 |
| Travel | NA | NA |
| Other | NA | NA |
| **TOTAL** | **$12,366** | **12,366** |
DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>10</th>
<th>Borough</th>
<th>Bronx</th>
<th>School Number</th>
<th>438</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Name</td>
<td>Fordham Leadership Academy for Business</td>
<td></td>
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</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Principal</th>
<th>Fiorella Cabrejos</th>
<th>Assistant Principal</th>
<th>Melody Crooks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coach</td>
<td>type here</td>
<td>Coach type here</td>
<td></td>
</tr>
<tr>
<td>ENL (English as a New Language)/Bilingual Teacher</td>
<td>Xiomara Pescador</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Counselor</td>
<td>Catalina Cruz</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Kelly Evans</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent</td>
<td>Rosario Gonzalez</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Desiree Calamari</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent Coordinator</td>
<td>Ana Maria Guzman</td>
<td></td>
<td></td>
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<tr>
<td>Related-Service Provider</td>
<td>Melanie Figueroa</td>
<td></td>
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<tr>
<td>Field Support Center Staff Member</td>
<td>type here</td>
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<td></td>
</tr>
<tr>
<td>Superintendent</td>
<td>Michael Alcoff</td>
<td>Other (Name and Title)</td>
<td>Thomasina Brown</td>
</tr>
</tbody>
</table>

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 | 2 |
| 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) | 323 |
| Total number of ELLs | 64 |
| ELLs as share of total student population (%) | 19.81% |
### Part II: ELL Demographics

#### A. ELL Programs

**This school serves the following grades (includes ELLs and non-ELLs)**

Check all that apply:

<table>
<thead>
<tr>
<th>Grade</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
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</table>

**This school offers (check all that apply):**

<table>
<thead>
<tr>
<th>Program</th>
<th>Yes</th>
<th>No</th>
<th>Language(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional bilingual education</td>
<td>Yes</td>
<td>No</td>
<td>Spanish</td>
</tr>
<tr>
<td>Dual language program</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Freestanding ENL</td>
<td>Yes</td>
<td>No</td>
<td></td>
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</tbody>
</table>

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<th>7</th>
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#### Part III: Assessment Analysis

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

   Curriculum based assessments: Teacher created, content specific, with an emphasis on regents aligned essays. A structure for writing, TIEPD, is being used as a checklist/scaffold as well as accompanying graphic organizers. Students are being assessed on these essays/graphic organizers, so that scaffolds can be minimized across the year. Based on student proficiency levels, instructional supports are being planned by ENL staff in conjunction with content area teachers to support ENL success.

   From the data obtained, we can analyze whether a student is below reading level or on reading level. Collecting and analyzing this data helps our school’s instructional plan by assisting in identifying areas of poor performance and allowed us to focus on the effective reading strategies that would support individual students into reaching more advanced literacy levels.

2. What structures do you have in place to support this effort?
Weekly department meetings where we analyze the organizers/scaffolding and norm assessment tasks and rubrics. Graphic organizers, plans, tasks, are shared across grades and departments via google drive.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?

Students are given a WITSI baseline assessment in their ELA class which is shared and assessed by content teachers.
Students are given additional WITSI tasks throughout the year.
A second, final baseline is given at the end of the year for comparative purposes.
Student areas of need are discovered and the WITSI tasks throughout the year are aligned to those areas of need.

4. What structures do you have in place to address interventions once the summative data has been gathered?
Through our WITSi inquiry meetings we are able to measure student’s progress and address areas of need. This is supported in both ELA co-taught classes and reinforced in ENL stand-alone classes.

5. How does your school use 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: Not Applicable

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].)

We currently use the RLAT tool from ATS to help us evaluate and inform us of our student language proficiency levels, we also use the most current student’s Regents exams, their scores and levels assist us with programing the students to get the most support in their classes.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
We currently have department meetings where we study data from RLAT, Regents scores using EDAT spreadsheets to target each of our students and through discussion and analysis we program and make adjustments whenever necessary.

Part IV: ELL Programming

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.
1 section for Entering and Emerging Spanish speaking students

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 integrated 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 ENL program will be effective by maintaining consistency in content area learning with the focus on literacy and language development. The mandated language instruction for ENL will comply with Part 154 of the Commissioner’s regulations. Language instruction will be aligned to the ENL 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 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 ENL class, Push-in and Pull-out models. They are assisted by the ENL teacher in content area subjects such as science and ELA.
   c. The students with 4 to 6 years are given a Integrated ENL/ ELA class. The ENL teacher assists in science or ELA. They have dictionaries and content glossaries.
   d. The long-term ELLs are given a Integrated/ co-teaching classes in ELA.
   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.
6. 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: Glossaries are provided with content vocabulary as well as graphic organizers, laptops and ipads to supplement their learning.

7. 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:
Students receive co-taught instruction in one of the four main content areas. There is a content teacher and an ENL teacher providing support with appropriate scaffolds to differentiate instruction.

8. 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.

Co-teaching model is used for core-content classes: content teacher and ENL teacher. Currently, ELA and science classes provide this model of instruction.
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.

Zero period literacy support, ENL standalone classes, ELA Regents prep class, after-school tutoring, Saturday school

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?
High school academic skills course to support ELLs in their transition to American high school and college and career readiness.

10. If you had a bilingual program, what was the reason you closed it?
We are opening a new Bilingual program this fall semester.

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs are assigned all the regular classes once we have fulfilled the mandated 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 Ms. Calamari, Ms. Evans, and Ms. Xiomara Pescador certified teachers, grade advisors, guidance counselors and Ms. Anna Maria Guzman, Parent Coordinator/ Community Liaison. The funding is Title III-LEP.
ELLs are invited to participate in all school-wide activities. Also, programs have been instituted to support ELL-specific community-building, for example: Dominican Independence Day cultural celebration; Girl Power Luncheon; Teaching Teas.

12. 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 will have access to glossaries in their native language. They have promethean boards and bright link boards that also have interactive software that teachers use to provide visual and audio support for better understanding of the lessons. Laptops are utilized often to support ELLs language acquisition via vocabulary building, literacy support, video and online bulletin boards.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
Native language support is provided by glossaries and using cognates in the native language.

14. 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. While students are grouped heterogeneously, instruction in all classes is differentiated for each specific student's language performance level.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs' needs (academic, linguistic, socioemotional) are met?

ELLs will have access to glossaries in their native language. They have promethean boards and bright link boards that also have interactive software that teachers use to provide visual and audio support for better understanding of the lessons.

16. 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. A new elective for ELLs was created for the upcoming year for Newcomers to help them transition into their new environment. ELLs can participate in school-wides sports teams sponsored through Roosevelt High School.

17. What language electives are offered to ELLs?

Spanish is the only language elective offered to our ELLs.

18. 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: not applicable

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 and non-pedagogic staff.) 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 for ESL personnel
   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”.

   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.
ENL staff have attended multiple professional development sessions throughout the year including Engage NY, ELL strategies in the content areas (ELA and science), unpacking the Danielson rubric, and an invited panel for new teachers at Teachers College.

2. 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.

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

### 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 interpreter 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. 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 children 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.

### 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 V: ELL Identification Attestation

Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s *ELL Policy and Reference Guide*, I, Fiorella Cabrejos, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
## Part VI: LAP Assurances

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

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
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<td>1/1/01</td>
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<tr>
<td>Assistant Principal</td>
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<tr>
<td>Parent Coordinator</td>
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<tr>
<td>ENL/Bilingual Teacher</td>
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<tr>
<td>Parent</td>
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<td></td>
<td>1/1/01</td>
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<tr>
<td>Teacher/Subject Area</td>
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<td>School Counselor</td>
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<td>Superintendent</td>
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<tr>
<td>Field Support Center Staff Member</td>
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<td>Other</td>
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2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 10x438 School Name: Fordham Leadership Academy Superintendent: Michael Alcoff

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ana Maria</td>
<td>Guzman</td>
<td>Parent Coordinator</td>
<td>yes</td>
<td>YES</td>
</tr>
</tbody>
</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

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 that cannot communicate in English (not just parents of ELL students).

Part A: Identification and Assessment of Parents that Cannot Communicate in English

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - 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 Assistant Principal, Ms. Crooks. 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. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.
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.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
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<tbody>
<tr>
<td>Spanish</td>
<td>44.03</td>
<td>Spanish</td>
<td>44.47</td>
<td></td>
</tr>
<tr>
<td>English</td>
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<td>English</td>
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3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

N/A

Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 Spanish teacher, Ms. Aquino provide written translation in Spanish for our parents.</td>
<td>Daily and/or monthly as events are scheduled and the need arises.</td>
<td>Ms. Aquino, our Spanish teacher and Ms. Guzman, Parent Coordinator will translate the documents as soon as the documents are needed.</td>
</tr>
</tbody>
</table>
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, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
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<tr>
<td></td>
<td></td>
<td><strong>Ms. Guzman, Parent Coordinator,</strong> <strong>Ms. Figueroa social worker</strong> and <strong>Ms. Cruz guidance counselor</strong> provide interpretation services in Spanish.</td>
</tr>
</tbody>
</table>

Whenever we have meetings or send messages to the parents, our Parent Coordinator Ms. Guzman, social worker, Melanie Figueroa and counselor, Ms. Cruz provide 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.

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

Ms. Guzman Parent Coordinator, Ms. Figueroa social worker and Ms. Cruz guidance counselor will communicate with the parents who are limited-English-proficient in the event of a school emergency. In addition, school messenger will send out the message in Spanish to the limited English proficient families.

**Part C: Training Staff on Policies and Procedure**

Describe how your school will ensure that all staff members are aware of the goal of [Chancellor’s Regulation A-663](#) and what resources are available to meet compliance.

During Chancellor’s conference day in September, staff is provided with a professional development on the procedures that take place to identify students who are English Language Learners. Once students are identified from the HLIS survey then students are given the NYSESTILL exam to determine their proficiency level. Students are given the required number of minutes of ENL instruction which may include stand alone classes and/or push-in classes with the content-area teacher receiving support from the ENL teacher. In addition, on the PD day, teachers will be given strategies to support and differentiate instruction for ENL students in the classroom.
Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

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 E: Monitoring Provision of Language Services

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

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.