



**MONROE ACADEMY VISUAL ARTS & DESIGN**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: (12X692)**

**ADDRESS: 1300 Boynton Avenue, Bronx NY**

**TELEPHONE: 718-860-8160**

**FAX: 718-860-8110**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 12X692      **SCHOOL NAME:** Monroe Academy for Visual Arts & Design

**SCHOOL ADDRESS:** 1300 Boynton Ave, Bronx, NY 10472

**SCHOOL TELEPHONE:** 718-860-8160      **FAX:** 718-860-8110

**SCHOOL CONTACT PERSON:** Richard Massel      **EMAIL ADDRESS:** rmassel@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:**

Michael Mallazzo

**PRINCIPAL:**

Richard Massel

**UFT CHAPTER LEADER:**

Michael Mallazzo

**PARENTS' ASSOCIATION PRESIDENT:**

Doreen Banks

**Amanda Delacruz**

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)*

**Nagendra Bisram**

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 12

**CHILDREN FIRST NETWORK (CFN):** 603

**NETWORK LEADER:**

Richard Cintron

**SUPERINTENDENT:**

Geraldine Taylor Brown

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

*Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Richard Massel	*Principal or Designee	
Michael Mallazzo	*UFT Chapter Chairperson or Designee	
Doreen Banks	*PA/PTA President or Designated Co-President	
Gloria Vargas	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Willie Negron	DC 37 Representative, if applicable	
Sandra Allen Elijah Gallion	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Stanley Griffith	Member/Assistant Prinicpal	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

\* Core (mandatory) SLT members.

### **SECTION III: SCHOOL PROFILE**

#### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

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The Monroe Academy for Visual Arts & Design is located on the third floor of the Monroe High School campus in the Bronx. It is a ninth – twelfth grade high school servicing approximately 490 – 550 students. In March of 2007, MAVAD was removed from the SURR list due to the hard work and dedication of the MAVAD Staff, and the creation of a vigorous program that challenged students to meet the New York State graduation requirements while promoting the importance of obtaining a Regents Diploma. MAVAD was removed from the SURR list mainly because the school surpassed its targets by more than 40 points on both the math and English tests.

MAVAD is a comprehensive high school that enriches its curricula with an emphasis on visual arts. The schools' goal is to provide students with the best educational opportunities in all the major content areas and help students develop their leadership potential. MAVAD offers a wide range of community activities.

The Monroe Academy for Visual Arts (MAVAD) is a comprehensive high school that enriches its curricula with an emphasis in the visual arts. Our goals are to provide students with the best educational opportunities in all of the major content areas and to work with students to develop their leadership potential. MAVAD offers students a wide range of school and community activities

**CEP Section III: School Profile**

**Part B: School Demographics and Accountability Snapshot (Version 2011-2B - January 2011)**

<b>SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT</b>									
<b>School Name:</b>		Monroe Academy for Visual Arts & Design							
<b>District:</b>		12	<b>DBN:</b>		12X692	<b>School BEDS Code:</b>		321200011692	
<b>DEMOGRAPHICS</b>									
Grades Served:		Pre-K		3		7		11	√
		K		4		8		12	√
		1		5		9	√	Ungraded	
		2		6		10	√		
<b>Enrollment</b>					<b>Attendance - % of days students attended :</b>				
<i>(As of October 31)</i>		2008-09	2009-10	2010-11	<i>(As of June 30)</i>		2007-08	2008-09	2009-10
Pre-K		0	0	0			75.9	77.8	74.2
Kindergarten		0	0	0	<b>Student Stability - % of Enrollment :</b>				
Grade 1		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10
Grade 2		0	0	0			91.9	92.3	92.1
Grade 3		0	0	0	<b>Poverty Rate - % of Enrollment :</b>				
Grade 4		0	0	0	<i>(As of October 31)</i>		2008-09	2009-10	2010-11
Grade 5		0	0	0			85.8	87.2	92.1
Grade 6		0	0	0	<b>Students in Temporary Housing - Total Number :</b>				
Grade 7		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10
Grade 8		0	0	0			10	20	20
Grade 9		225	206	192	<b>Recent Immigrants - Total Number :</b>				
Grade 10		137	157	147	<i>(As of October 31)</i>		2007-08	2008-09	2009-10
Grade 11		91	74	61			28	28	6
Grade 12		44	35	50	<b>Special Education Enrollment:</b>				
Ungraded		1	0	0	<i>(As of October 31)</i>		2007-08	2008-09	2009-10
Total		498	472	450			28	28	6
<b>Special Education Enrollment:</b>					<b>Suspensions (OSYD Reporting) - Total Number:</b>				
<i>(As of October 31)</i>		2008-09	2009-10	2010-11	<i>(As of June 30)</i>		2007-08	2008-09	2009-10
# in Self-Contained Classes		43	47	42	Principal Suspensions		95	29	10
# in Collaborative Team Teaching (CTT) Classes		12	24	21	Superintendent Suspensions		7	6	6
Number all others		34	37	34	<b>Special High School Programs - Total Number:</b>				
<i>These students are included in the enrollment information above.</i>					<i>(As of October 31)</i>		2007-08	2008-09	2009-10
					CTE Program Participants		N/A	0	0
<b>English Language Learners (ELL) Enrollment:</b>					Early College HS Program Participants		0	0	0
<i>(BESIS Survey)</i>					<b>Number of Staff - Includes all full-time staff:</b>				
<i>(As of October 31)</i>		2008-09	2009-10	2010-11	<i>(As of October 31)</i>		2007-08	2008-09	2009-10
# in Transitional Bilingual Classes		57	41	TBD	Number of Teachers		33	33	37
# in Dual Lang. Programs		1	0	TBD					
# receiving ESL services only		61	76	TBD					

**CEP Section III: School Profile**

**Part B: School Demographics and Accountability Snapshot (Version 2011-2B - January 2011)**

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
# ELLs with IEPs	11	27	TBD	Number of Administrators and Other Professionals			8	9	7	
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals			2	2	4	
<b>Overage Students</b> (# entering students overage for grade)				<b>Teacher Qualifications:</b>						
(As of October 31)				(As of October 31)			2007-08	2008-09	2009-10	
				% fully licensed & permanently assigned to this school			100.0	100.0	100.0	
				% more than 2 years teaching in this school			67.6	70.6	73.0	
				% more than 5 years teaching anywhere			55.9	76.5	78.4	
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher			82.0	85.0	91.9	
(As of October 31)				% core classes taught by "highly qualified" teachers (NCLB/SED			93.2	89.7	86.8	
American Indian or Alaska Native	0.2	0.4	0.2							
Black or African American	22.5	19.9	16.7							
Hispanic or Latino	74.3	76.5	80.7							
Asian or Native Hawaiian/Other Pacific Isl.	1.6	1.9	2.0							
White	1.0	0.6	0.4							
<b>Male</b>	50.2	49.2	50.9							
<b>Female</b>	49.8	50.8	49.1							
<b>2009-10 TITLE I STATUS</b>										
√	Title I Schoolwide Program (SWP)									
	Title I Targeted Assistance									
	Non-Title I									
Years the School Received Title I Part A Funding:				2007-08	2008-09	2009-10	2010-11			
				√	√	√	√			
<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>										
<b>SURR School (Yes/No)</b>	If yes, area(s) of SURR identification:									
<b>Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:</b>										
	<b>Phase</b>					<b>Category</b>				
	In Good Standing (IGS)			√	Basic	Focused	Comprehensive			
	Improvement Year 1									
	Improvement Year 2									
	Corrective Action (CA) – Year 1									
	Corrective Action (CA) – Year 2									
	Restructuring Year 1									
	Restructuring Year 2									
	Restructuring Advanced									

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2011-2B - January 2011)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
<b>Individual Subject/Area AYP Outcomes:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:				ELA:			X
Math:				Math:			√
Science:				Graduation Rate:			√
<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							
	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			
						Grad	Progress
<b>Student Groups</b>	ELA	Math	Science	ELA	Math	Rate**	Target
<b>All Students</b>				X	√	√	52
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American				-	-	-	
Hispanic or Latino				√	√		
Asian or Native Hawaiian/Other Pacific Islander							
White				-	-		
Multiracial							
Students with Disabilities				-	-	-	
Limited English Proficient				-	-	-	
Economically Disadvantaged				√	√		
<b>Student groups making AYP in each subject</b>				2	3	1	
<b>CHILDREN FIRST ACCOUNTABILITY SUMMARY</b>							
<b>Progress Report Results – 2009-10</b>				<b>Quality Review Results – 2009-10</b>			
<b>Overall Letter Grade:</b>	A			<b>Overall Evaluation:</b>			P
<b>Overall Score:</b>	72.9			<b>Quality Statement Scores:</b>			
<b>Category Scores:</b>				Quality Statement 1: Gather Data			P
School Environment: <i>(Comprises 15% of the Overall Score)</i>	8			Quality Statement 2: Plan and Set Goals			P
School Performance: <i>(Comprises 25% of the Overall Score)</i>	12.7			Quality Statement 3: Align Instructional Strategy to Goals			UPF
Student Progress: <i>(Comprises 60% of the Overall Score)</i>	47.7			Quality Statement 4: Align Capacity Building to Goals			P
Additional Credit:	4.5			Quality Statement 5: Monitor and Revise			P
<b>KEY: AYP STATUS</b>				<b>KEY: QUALITY REVIEW SCORE</b>			
√ = Made AYP				U = Underdeveloped			
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target				UPF = Underdeveloped with Proficient Features			
X = Did Not Make AYP				P = Proficient			
- = Insufficient Number of Students to Determine AYP				WD = Well Developed			
				NR = Not Reviewed			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
<i>Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.</i>							
** <a href="http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_me">http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_me</a>							

## **SECTION IV: NEEDS ASSESSMENT**

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
  - What have been the greatest accomplishments over the last couple of years?
  - What are the most significant aids or barriers to the school's continuous improvement?
- 

### **Performance Trends**

For the 2009-2010, Monroe received an A on its Progress Report. In terms of Results by Category MAVAD received an A in its Student Progress which comprises 60% of the Progress Reports overall score. Our school score for Percentage of Students Earning 10+ Credits in 1<sup>st</sup> Year was 65.6%. In terms of our Peer Horizon we scored 57.3% and 39.3% relative to the City Horizon. And if we consider the Weighted Regents Pass Rates for English, Mathematics, Science, U.S. History, and Global History we scored above 85% for all subjects. However, our Four Year Graduation Rate score is 48.7% and compared to the City Horizon we score at only 22.5%. And in terms of our Regents results, Science Regents are lowest student performance at a score of 85%. If we consider the The Living Environment Regents from 2006 we see a range of 23-40%, with the 40% scoring above 65% in the 2008-2009 school year. Therefore, we need to address student progress in all content areas, especially science, to increase our students ability to earn credits and graduate after four years.

### **Greatest Accomplishment**

At MAVAD our greatest accomplishment has been our work in English, Mathematics, and Global History. Our weighted Regents Pass Rates are respectively 1.69, 2.72, and 1.61 (152%, 171%, and 121%). Through the use of a school developed data tool, student data is used efficiently and immediately to make instructional and organizational decisions. And through the data tool subgroups and individuals are identified and differentiated curriculum is produced. In addition, teachers and students set goals and utilize the data to track their progress and revise their plans as needed.

### **Significant AIDS/BARRIERS**

Almost one third of the school is English Language Learners (ELLs) and almost 25% are also Special Education students. This requires extensive differentiation of instruction and additional support services. Its is critical that teachers learn to properly and effectively co-teach for their CTT classes and learn to utilize the data of student IEPs. As we expect all students to graduate with a Regents diploma and not a local diploma. Therefore, we offer extensive professional development to make certain we can meet the needs of all students.

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

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**Goal #1 - In the 2010-2011 school year, there will be a 2% increase in the four-year graduation rate from 40.8% to 42.8%.**

It is critical that we try to graduate our students at Monroe Academy for the Visual Arts & Design in four years. And that these students are college ready with excellent reading and writing skills as address in the new Common Core State Standards (CCSS).

**Goal #2 – In the 2010-2011 school year, there will be a 5% increase in students earning 10+ credits in the ninth grade from 57.3% to 62.3%.**

In order to successfully achieve a respectful four-year graduate rate, students must strive to earn 10+ credits so they can not only graduate on time but have the opportunity to pursue our numerous electives in visual arts and design and experience college-level courses (Advanced Placement).

**Goal #3 – In the 2010-2011 school year there will be a 5% increase in students in the tenth grade scoring 65 or above on their Living Environment Regents from 40% to 45%.**

In terms of student progress, our students struggle the most with their weighted pass rates in science. Therefore, if we start with the first science Regents, The Living Environment, it should help them in their future science Regents (The Physical Setting: Earth Science, Chemistry, Physics)

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>Goal #1 - In the 2010-2011 school year, there will be a 2% increase in the four-year graduation rate from 40.8% to 42.8%.</b></p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><b>Responsible Staff:</b> Guidance Counselor <b>Target Population:</b> Students with 28+ credits with 4 credits each in English and Social Studies <b>Actions:</b> School will review records of all students with 28+ credits, use school created data tool to identify strengths and weaknesses of each student, students will then be grouped by need and a responsible staff member will then conference and provided directed support. Additional data will be collected in all subject areas and instruction will be differentiated. Specific literacy applications will be supported and online resources will be utilized.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p><b>Resources:</b> Tax Levy monies will be used to support afterschool programs for credit accumulation and Regents tutoring, teacher professional development and student conferencing/counseling.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Interval:</b> Monthly student conferencing based on individual student data progress from each subject class <b>Instrument:</b> School-created data tool <b>Projected Gains:</b> Increase of 8% for each marking period in the number of students passing each subject course</p>

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>Goal #2 – In the 2010-2011 school year, there will be a 5% increase in students earning 10+ credits in the ninth grade from 57.3% to 62.3%.</b></p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><b>Responsible Staff: 9<sup>th</sup> grade Guidance Counselor</b> <b>Target Population: 2010-2010 ninth grade students</b> <b>Actions:</b> Ninth grade students and parents will introduced to the schools support materials and personnel. Our data system will be explained and modeled for our students. Each 9<sup>th</sup> grade student will be paired with a upper class buddy student, and conferencing on progress will occur on monthly intervals. Student and parent reports will be sent on a regular basis. And all data will be displayed within the school to encourage greater growth. Students will set goals, reflect on their goals, produce portfolios with extensive cover letters. Guidance counselor will conference with individual and student groups based on school-based data.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p><b>Resources:</b> Tax Levy monies will be used to support afterschool programs in credit accumulation and tutoring, teacher professional development and student conferencing/counseling.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Interval:</b> Monthly student conferencing <b>Instrument:</b> School-created data tool <b>Projected Gains:</b> Increase of 8% for each marking period in the number of students passing each subject course</p>



## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS**

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	189	155	244	201	NA	NA	NA	NA
10	160	146	183	153	NA	NA	NA	NA
11	119	105	100	120	NA	NA	NA	NA
12	41	7	38	29	NA	NA	NA	NA

**Identified groups of students who have been targeted for AIS, and the established criteria for identification:**

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Description of Academic Intervention Services**

<p>Name of Academic Intervention Services (AIS)</p>	<p><b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p><b>ELA:</b></p>	<p>Tutoring and Regents preparation are scheduled before and after school as well as on Saturdays. All 9<sup>th</sup> graders mandated for self-contained Special Education and Integrated Co-Teaching classes receive a period of academic enrichment with a focus on literacy. All students are offered the opportunity to make up ELA credit through a credit recovery programs and departmental assignments. All students are eligible for supplemental educational services. SASF is the on-site program and students are also eligible to opt for programs that offer home tutoring.</p>
<p><b>Mathematics:</b></p>	<p>Tutoring and Regents preparation are scheduled before and after school as well as on Saturdays. All 9<sup>th</sup> graders mandated for self-contained Special Education and Integrated Co-Teaching classes receive a period of academic enrichment with a focus on literacy. All students are offered the opportunity to make up ELA credit through a credit recovery programs and departmental assignments. All students are eligible for supplemental educational services. SASF is the on-site program and students are also eligible to opt for programs that offer home tutoring.</p>
<p><b>Science:</b></p>	<p>Small group tutoring is offered before school. Tutoring and Regents preparation are scheduled after school as well as on Saturday. All 9<sup>th</sup> graders mandated for self-contained Special Education and Integrated Co-Teaching classes receive a period of academic enrichment with a focus on literacy. All students are offered the opportunity to make up Science credit through a credit recovery programs and departmental assignments</p>
<p><b>Social Studies:</b></p>	<p>Tutoring and Regents preparation are scheduled before and after school as well as on Saturdays. All 9<sup>th</sup> graders mandated for self-contained Special Education and Integrated Co-Teaching classes receive a period of academic enrichment with a focus on literacy. All students are offered the opportunity to make up ELA credit through a credit recovery programs and departmental assignments. All students are eligible for supplemental educational services. SASF is the on-site program and students are also eligible to opt for programs that offer home tutoring.</p>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<p>Every student is eligible to receive services from the guidance counselor. It is provided on a case-by-case basis. Case conferences are held with the appropriate faculty.</p>

<b>At-risk Services Provided by the School Psychologist:</b>	Every student is eligible to receive services from the guidance counselor. The school psychologist services are provided on a case-by-case basis.
<b>At-risk Services Provided by the Social Worker:</b>	Every student is eligible to receive services from the guidance counselor. The school social worker services are provided on a case-by-case basis.
<b>At-risk Health-related Services:</b>	Every student is eligible to receive services from the guidance counselor. At-risk Health-related services are provided on a case-by-case basis

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

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**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

**Section I. Student and School Information**

Grade Level(s) \_\_\_\_\_ Number of Students to be Served: \_\_\_\_\_ LEP \_\_\_\_\_ Non-LEP

Number of Teachers \_\_\_\_\_ Other Staff (Specify) \_\_\_\_\_

**School Building Instructional Program/Professional Development Overview**

**Section II. Title III, Part A LEP Program Narrative**

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school’s language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served;

grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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**Professional Development Program** – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

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**Section III. Title III Budget**

School: \_\_\_\_\_ BEDS Code: \_\_\_\_\_

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	(e.g., \$9,978)	<b>(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts.	(e.g., \$5,000)	<b>(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)</b>
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	<b>(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)</b>
<b>Educational Software (Object Code 199)</b>	(e.g., \$2,000)	<b>(Example: 2 Rosetta Stone language development software packages for after-school program)</b>
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>		

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

#### *Requirement under Chancellor's Regulations – for all schools*

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

#### **Part A: Needs Assessment Findings**

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

#### **Part B: Strategies and Activities**

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.
2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.
3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

## APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

*All Title I schools must complete this appendix.*

### Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

### Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$533,694	\$61,845	595,539
2. Enter the anticipated 1% set-aside for Parent Involvement:	5,337	619	5956
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	26,685	*	
4. Enter the anticipated 10% set-aside for Professional Development:	53,369	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

### Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

**Explanation – School Parental Involvement Policy:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

## **School Parental Involvement Policy:**

### **I. General Expectations**

MAVAD agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
  - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
    - that parents play an integral role in assisting their child’s learning;
    - that parents are encouraged to be actively involved in their child’s education at school;
    - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
    - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

### **II. Description of How School Will Implement Required Parental Involvement Policy Components**

1. MAVAD will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
  - a. We will be keeping the parents involved by consistently providing them their child's progress through news letters, phone calls, and home visits if needed.
    - i. The newsletter will be sent out once a month along with a monthly calendar that will explain all of the events, progress, and updates that will be going on in the school throughout the school year.
    - ii. Phone calls will be made daily so that parents are aware of attendance, progress in classes, and any updates on events taking place in the building.
2. MAVAD will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
  - a. Along with regular PTA meetings, we are also going to have our Parent Leadership Team up and running. The PLT will keep the parents updated on events taking place in the school. The PLT will also allow parent to parent interactions and exchange of ideas on how school is progressing or is in need or progression.
3. MAVAD will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
  - a. We will be asking parents to submit their e-mail addresses at the beginning of the school year so that they can be updated via e-mail on their child's monthly progress. It will allow parents and students to log onto a site and check their development throughout the school year.
4. MAVAD will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs:
5. MAVAD will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
  - a. The parent newsletter will contain a survey section in the back that will allow us to ask parents a number of questions that will keep us all in tune. By sending out monthly newsletters parents can let the school know what they feel and we in return can make any necessary changes to accommodate our parents and students.
6. MAVAD will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:

- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
  - i. the State’s academic content standards
  - ii. the State’s student academic achievement standards
  - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child’s progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
- b. The school will provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by including these activities in all SLT and PTA meetings and through regular newsletters which we plan to implement.
- c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: regular contact with parents through regularly scheduled PTA and School Leadership Team meetings with members,
- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: N/A
- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: Newsletters, Minutes of PTA and SLT Meetings.

### **III. Discretionary School Parental Involvement Policy Components**

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents’ capacity for involvement in the school and school system to support their children’s academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children’s education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;

- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

#### **IV. Adoption**

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by our School Wide Program Proposal. This policy was adopted by the MAVAD in May 09 and will be in effect for the period of three years. The school will distribute this policy to all parents of participating Title I, Part A children on or before the first PTA Meeting and Orientation of each semester of the school year.

**Explanation – School-Parent Compact:** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

#### **School Parent Compact**

**MAVAD, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State’s high standards. This school-parent compact is in effect during school year 2006-07.**

#### **Required School-Parent Compact Provisions**

##### **School Responsibilities**

**MAVAD will:**

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: Parent Teacher Conferences will be held one school-day afternoon and one evening session during each semester. Additionally, parents may consult with faculty, guidance and administration at both Orientation and by appointment.
2. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: Regularly scheduled report cards and during PTA Meetings or by special appointment.
3. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: During open school nights, PTA Meetings and by requesting appointments. Additionally, faculty members are expected to proactively reach out to parents of students who are not performing at minimally passing levels.
4. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: Such involvement will be part of the first PTA and SLT agendas for the school year, confirmed by minutes and reported in newsletter to all parents.
5. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
6. Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
7. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
8. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
9. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
10. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
11. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
12. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

### Parent Responsibilities

**We, as parents, will support our children's learning in the following ways: [Describe the ways in which parents will support their children's learning, such as:**

- **Monitoring attendance.**
- **Making sure that homework is completed.**
- **Monitoring amount of television their children watch.**
- **Volunteering in my child's classroom.**
- **Participating, as appropriate, in decisions relating to my children's education.**
- **Promoting positive use of my child's extracurricular time.**
- **Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.**
- **Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.**
- **Responding promptly to school requests for special conferences or intervention to assist students not performing up to expectations or minimum passing requirements.**

#### **Optional Additional Provisions**

##### **Student Responsibilities (revise as appropriate to grade level)**

**We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:**

**[Describe the ways in which students will support their academic achievement, such as:**

- **Attend school every scheduled school day, unless I am sick or have a written parental excuse.**
- **Not cut classes.**
- **Use the school library for help on homework and to borrow books; I will also return books on time.**
- **Do my homework every day and ask for help when I need to.**
- **Read at least 30 minutes every day outside of school time.**
- **Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.**
- **Participate in at least one extra curricular activity sponsored by the school.**
- **Participate in the school's career planning program, including preparing a Resume.**
- **Participate in the school's Research Report writing project by writing at least one researched and documented paper during the school year.**

**SIGNATURES:**

_____	_____	_____
<b>SCHOOL</b>	<b>PARENT(S)</b>	<b>STUDENT</b>
_____	_____	_____
<b>DATE</b>	<b>DATE</b>	<b>DATE</b>

(Please note that signatures are not required)

**Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

**Section I: Schoolwide Program (SWP) Required Components**

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
  
2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - o Help provide an enriched and accelerated curriculum.
    - o Meet the educational needs of historically underserved populations.
    - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
    - o Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

## **Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)**

### ***Explanation/Background:***

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already 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 (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal		X		533,694		
Title I, Part A (ARRA)	Federal		X		61,845		
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local		X		2,836,947		

#### Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

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**Reminder:** 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

**Note:** The **intent and purposes** of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **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 IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

## **APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING**

*This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.*

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

### **Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

### **Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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School Under Registration Review (SURR)

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**Part A: SURR Review Team Recommendations** – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>

## APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

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

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A: FOR TITLE I SCHOOLS**

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.) **28**
2. Please describe the services you are planning to provide to the STH population.  
**All students are supported by their guidance counselors. And, each student meets regularly with the Assistant Principal of Guidance and the parent coordinator to monitor their academic progress as well as their socio-emotional progress. The school social worker and psychologist provides additional services on a case-by-case basis.**

### **Part B: FOR NON-TITLE I SCHOOLS**

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).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
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 in your Children First Network.

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES**

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	Monroe Academy for Visual Arts & Design					
<b>District:</b>	12	<b>DBN:</b>	12X692	<b>School</b>		321200011692

**DEMOGRAPHICS**

Grades Served:	Pre-K		3		7		11	v
	K		4		8		12	v
	1		5		9	v	Ungraded	
	2		6		10	v		

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		75.9	77.8	74.2
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	225	206	192				
Grade 10	137	157	147				
Grade 11	91	74	61				
Grade 12	44	35	50				
Ungraded	1	0	0				
<b>Total</b>	<b>498</b>	<b>472</b>	<b>450</b>				

<b>Student Stability - % of Enrollment:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	91.9	92.3	92.1

<b>Poverty Rate - % of Enrollment:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	85.8	87.2	92.1

<b>Students in Temporary Housing - Total Number:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	10	20	20

<b>Recent Immigrants - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	28	28	6

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	43	47	42	Principal Suspensions	95	29	10
# in Collaborative Team Teaching (CTT) Classes	12	24	21	Superintendent Suspensions	7	6	6
Number all others	34	37	34				

<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	0	0
Early College HS Program Participants	0	0	0

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	57	41	TBD	Number of Teachers	33	33	37
# in Dual Lang. Programs	1	0	TBD	Number of Administrators and Other Professionals	8	9	7
# receiving ESL services only	61	76	TBD	Number of Educational Paraprofessionals	2	2	4
# ELLs with IEPs	11	27	TBD				

These students are included in the General and Special Education enrollment information above.

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	49	41	159	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	67.6	70.6	73.0
				% more than 5 years teaching anywhere	55.9	76.5	78.4
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	82.0	85.0	91.9
American Indian or Alaska Native	0.2	0.4	0.2	% core classes taught by "highly qualified" teachers	93.2	89.7	86.8
Black or African American	22.5	19.9	16.7				
Hispanic or Latino	74.3	76.5	80.7				
Asian or Native Hawaiian/Other Pacific	1.6	1.9	2.0				
White	1.0	0.6	0.4				
<b>Male</b>	50.2	49.2	50.9				
<b>Female</b>	49.8	50.8	49.1				

#### 2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
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#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

#### Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level	
ELA:		ELA:	X
Math:		Math:	v
Science:		Graduation Rate:	v

#### This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
<b>All Students</b>				X	v	v	52
<b>Ethnicity</b>							

American Indian or Alaska Native						
Black or African American				-	-	-
Hispanic or Latino				v	v	
Asian or Native Hawaiian/Other Pacific Islander						
White				-	-	
Multiracial						
Students with Disabilities				-	-	-
Limited English Proficient				-	-	-
Economically Disadvantaged				v	v	
<b>Student groups making</b>				<b>2</b>	<b>3</b>	<b>1</b>

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>	
<b>Overall Letter Grade:</b>	A	<b>Overall Evaluation:</b>	P
<b>Overall Score:</b>	72.9	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	P
School Environment: <i>(Comprises 15% of the</i>	8	Quality Statement 2: Plan and Set Goals	P
School Performance: <i>(Comprises 25% of the</i>	12.7	Quality Statement 3: Align Instructional Strategy to Goals	UPF
Student Progress: <i>(Comprises 60% of the</i>	47.7	Quality Statement 4: Align Capacity Building to Goals	P
Additional Credit:	4.5	Quality Statement 5: Monitor and Revise	P

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
*Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>6</b>	District <b>12</b>	School Number <b>692</b>	School Name <b>MAVAD</b>
Principal <b>Richard Massell</b>		Assistant Principal <b>type here</b>	
Coach <b>type here</b>		Coach <b>type here</b>	
Teacher/Subject Area <b>Premela Ninan/ESL</b>		Guidance Counselor <b>type here</b>	
Teacher/Subject Area <b>type here</b>		Parent <b>type here</b>	
Teacher/Subject Area <b>type here</b>		Parent Coordinator <b>type here</b>	
Related Service Provider <b>type here</b>		Other <b>type here</b>	
Network Leader <b>Richard Cintron</b>		Other <b>type here</b>	

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>2</b>	Number of Certified Bilingual Teachers	<b>2</b>	Number of Certified NLA/Foreign Language Teachers	<b>2</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>1</b>

### C. School Demographics

Total Number of Students in School	<b>455</b>	Total Number of ELLs	<b>141</b>	ELLs as Share of Total Student Population (%)	<b>30.99%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1. An initial identification is provided by the ESL coordinator (ESL certified) along with the bilingual guidance counselor and a pedagogue to determine the eligibility for ESL Support Services for students who are new in the NYC school system. Parents are administered a Home Language Identification Survey (HLIS). If the parent indicates that a language other than English is spoken at home, the bilingual counselor along with the ESL coordinator conducts an informal interview in English as well as the native language to determine eligibility for English language support services. The Lab-R is administered by the ESL Coordinator to establish the student's English proficiency level. Students that score below proficiency on the LAB-R become eligible for state-mandated services. The Lab-R is hand scored to place students in the appropriate level of instruction within ten days of enrollment. If the student has been in the public school system then an ATS report of the student's exam history is run to identify his or her level of proficiency within each of the modalities. For students identified as special education students, a review of their IEP is conducted by the ESL Coordinator and the Special Education Coordinator to determine what services are mandated as part of their educational plan. This report is then analyzed annually to evaluate ELLs and serve them according to their academic needs. All eligible students will be administered the NYSESLAT in the spring to determine whether the student is still qualified to receive ELL services. Annually, the ESL teacher reviews NYSESLAT results to evaluate each ELL's progress and appropriate placement.

2. Once the ELL students are identified and tested, the parents are invited to an orientation during which they're shown a NYCDOE video in various languages that describes the three programs the NYCDOE offers – Transitional Bilingual Education (TBE), Dual Language, and freestanding ESL . Then the Parent Survey and the Program Selection Forms are distributed in order for the parent to select the program of their choice.

3. Entitlement, placement for newly identified ELLs and continuation of service letters for continuing ELLs are mailed to the parents and the students are to bring their forms back signed by the parent. If the form is not returned, the default program for ESL is TBE as per CR Part 154.

4. Parent choice and students' level of proficiency in English, (LAB-R) as well as in their native language are used to place them in the appropriate program. Letters are sent home in English as well as in the student's native language to notify the parents.

5. The trend in program that parents most request is for a transitional bilingual education program.

6. The program models offered at our school is in alignment with the parents' request.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)										31	32	17		80
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>										24	23	14		61
<b>Push-In</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	55	55	31	0	141

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
<b>All ELLs</b>	141	<b>Newcomers (ELLs receiving service 0-3 years)</b>	47	<b>Special Education</b>	22
<b>SIFE</b>	32	<b>ELLs receiving service 4-6 years</b>	38	<b>Long-Term (completed 6 years)</b>	35

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
<b>TBE</b>	63	7	2	32	20	5	17	0	10	112
<b>Dual Language</b>										0
<b>ESL</b>							29			29
<b>Total</b>	63	7	2	32	20	5	46	0	10	141

Number of ELLs in a TBE program who are in alternate placement:

**C. Home Language Breakdown and ELL Programs**

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										55	55	31	0	141
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic										1				0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Other														<b>0</b>
<b>TOTAL</b>	<b>0</b>	<b>55</b>	<b>55</b>	<b>31</b>	<b>0</b>	<b>141</b>								

**Dual Language (ELLs/EPs)**

**K-8**

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)**

**9-12**

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														<b>0</b>
Chinese														<b>0</b>
Russian														<b>0</b>

## Freestanding English as a Second Language

### Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Bengali														0
Urdu														0
Arabic										1				1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>								

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

1. (a) The organizational models are self-contained and pull out.  
(b) The program model we use for ELL class is block and heterogeneous.
2. All students are mandated to take ESL classes along with their bilingual content classes and NLA class. The programming model for students in ESL classes is as follows:
  - Beginning level = 3 periods of ESL (540 minutes of ESL instruction)
  - Intermediate level = 2 periods of ESL (360 minutes of ESL instruction)
  - Advanced level = 1 period of ESL and 1 period of ELA instruction (a total of 360 minutes)

3. Our students receive instruction in English from the certified ESL teacher as well as in their native language. In the instructional phase, in the beginning level, the teacher uses the native language for difficult content and coverage in depth. In the activity or summary phase, the teacher reviews and practices new content in English to focus on the language development as the principal objective. In the intermediate level, the teacher instructs in English and in the activity or summary phase the students explain and write what they have learned in the native language or in English. In the advanced level, for both the instruction and the activity, English is the primary language used in order

to move the students toward independence in English. They should be able to rely more directly on the text for the meaning. Students may use the native language to assure full comprehension and involvement. Materials and resources are carefully selected and when students have acquired a strong foundation of English in intermediate fluency, the linguistic foundation is used to develop academic language and concepts in English. The strategies and techniques used to provide comprehensible input are using visual and modifying speech. Scaffolds such as modeling, demonstrating, activating prior knowledge, use of graphic organizers, contextualization of vocabulary, story mapping, K-W-L activities, think aloud, etc. are some of the researched based instructional practices that are utilized to develop academic language in all four skill areas for English language learners.

4. Additional support is offered to SIFE students. Teachers across all content areas use research based instructional strategies to include: activate prior knowledge; providing a print rich environment; engaging students in hands on activities; using realia, props, model activities; activating higher order thinking skills through sorting, categorizing, charting, diagramming; explicitly teaching vocabulary. Native language support is provided in all classes throughout the school day.

Students who have been in the US schools for less than three years receive support in the native language through the translation of thematic units of study in the content area/ class room libraries and glossaries. All students are offered tutorial service during and after the school day.

For ELLs receiving service 4 to 6 years, the focus is on explicit vocabulary instruction, intensive academic literacy skills building, and building, and developing reading and writing stamina.

In addition to intensive academic literacy skills building, Long Term ELLs receive social-emotional support and work study opportunities.

ELLs identified as having special needs are given extra help by a certified ESL teacher and bilingual paraprofessional. They are served as per their IEP.

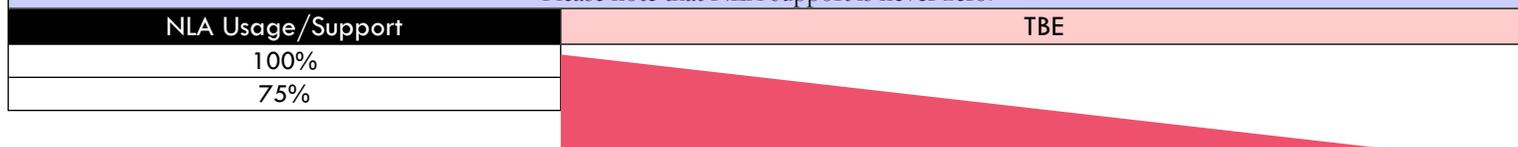
Paste response to questions 1-4 here

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

### Native Language Arts and Native Language Support

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



50%			
25%			
		Dual Language	
100%			
75%			
50%			
25%			
		Freestanding ESL	
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

## B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

5. Our ELLs participate in one-to-one tutoring in Math, ELA, and other content areas, during the regular school day as needed. In addition, we provide after school tutoring and Saturday school. Native language support is offered all content area classes>

6. Students who reach proficiency on the NYSESLAT, are transferred to a monolingual class. Tutorial services are available during the school day, after school, and Saturdays for students who need additional support. Professional development sections are offered to all content area teachers instructing them in English as a Second Language methodology. Instructional strategies such as the use of visuals, methods in vocabulary acquisition, co-operative learning, use of graphic organizers, alternate assessments, (e.g. Portfolios, journals and use of computer technology). Former ELLs are permitted to receive testing accommodations for up to two years after testing Proficient on the NYSESLAT. ELL strategies continue to be implemented in all content area classes.

7. N/A

8. All programs will continue this year.

9. ELLs are provided equal access to all school programs during and after the regular school day. ENotification, flyers, and letters of program offerings are posted/ distributed in English and in students' native language. Communications with ELLs are offered in English and in students' native language, as appropriate. Our ELL students participate in various extra curricular activities such as art, basketball, baseball, theater, and dance.

10. Our ELLs are supported through the use of technology to reinforce the ESL/ELA strategies learned during the regular school day and in after school. Books on tape, overhead projectors, SMART Boards, PowerPoint presentations, film, and songs are used to enhance learning of concepts. There are also well-stocked libraries in all ESL classrooms. Computer software in reading, vocabulary, and writing are employed in the classroom, as well. A mobile lab is available for computer processing activities.

11. Students receive language support through content area books in the classroom. The classroom library provides content area books in the native language to further ensure success in the subject area. Glossaries, bilingual textbooks, bilingual classroom libraries, computer language programs, translated materials, audio visual materials to aid comprehension are available.

12. Our ELL students receive the required services, support, and resources appropriate to their ages and grade level.

13. Summer school institute is available for newly enrolled ELL students before the beginning of the school year.

### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

### D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Professional development is ongoing for all personnel who work with ELLs to include APs, content area teachers, and secretaries. ESL, ELA, content teachers and native language teachers for ELLs have attended the quality teaching for ELLs (QTEL) professional development sponsored by the Office of English Language Learners, DOE. The ESL coordinator has attended training for the NYSESLAT. Documentation of ELL training for all staff is maintained in the school file by the school secretary..

### E. Parental Involvement

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

PParents are encouraged to attend PTA meetings and one-on-one conferences with the principal/teachers. PTA meetings are conducted every month. Educational issues are discussed and suggestions are made during the meetings. The principal, parent coordinator, guidance counselors, and the U.F.T. representative attend the monthly meetings.

## Part V: Assessment Analysis

### A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										17	5	0	0	22
Intermediate(I)										22	30	6	6	64
Advanced (A)										17	7	6	6	36
Total	0	0	0	0	0	0	0	0	0	56	42	12	12	122

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B										9	2	2	0
	I										10	12	5	3
	A										12	16	5	2
	P										18	7	7	9
READING/ WRITING	B										15	3	2	1
	I										21	25	13	7
	A										10	8	4	6
	P										3	3	4	1

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and				

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

**Native Language Tests**

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

**B. After reviewing and analyzing the assessment data, answer the following**

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

The pattern in student results in the four modalities of reading, writing, speaking and listening across proficiency levels and grades elicits that the skills in which most students need support are reading and writing. For English language learners, basic communication skills are usually acquired first. To further support our ELLs in acquiring academic language we focus on explicit vocabulary building across all content areas

**Additional Information**

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

Our students are experiencing in the four modalities as well as in the content areas.

## Additional Information

Paste additional information here

## Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

	Other		
	Other		
	Other		