



2015-16
RENEWAL SCHOOL
COMPREHENSIVE EDUCATIONAL PLAN
(RSCEP)

DBN: (i.e. 01M001):	14K322
School Name:	FOUNDATIONS ACADEMY
Principal:	NEIL MONHEIT

Renewal School Comprehensive Educational Plan (RSCEP) Outline

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Section 1: School Information Page

School Information

School Name: Foundations Academy School Number (DBN): 14K322
Grades Served: 9-12
School Address: 70 Tompkins Ave. Brooklyn Ny 11206
Phone Number: 718-302-5092 Fax: 718.599.1369
School Contact Person: Suzane Joseph Email Address: sjoseph6@schools.nyc.gov
Principal: Neil Monheit
UFT Chapter Leader: Ed Blachuciak
Parents' Association President: Gwyneth Ford
SLT Chairperson: Suzane Joseph
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Natasha Godley
Student Representative(s): Ghenna Forde
Ashante Boomer
CBO Representative: **Jasmine Rosa**

District Information

District: 14 Superintendent: Michael Alcott
2 Metrotech Plaza, 3rd Floor Suite 3900
Superintendent's Office Address: Brooklyn, NY 11201
Malcott@schools.nyc.gov
Superintendent's Email Address: _____
Phone Number: 718-935-3948 Fax: _____

Borough Field Support Center (BFSC)

BFSC: Brooklyn North BFSC Director: Bernadette Fitzgerald
Director's Office Address: 131 Livingston St.
Director's Email Address: bfitzge2@schools.nyc.gov
Phone Number: 718-935-3953 Fax: _____

Section 2: Executive Summary and Organizing Principles

The Objective

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

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

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

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

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

The arc of the School Renewal Program strategy:

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

Structure of the Renewal School Comprehensive Educational Plan (RSCEP)

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

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

Information on the Framework for Great Schools and the DTSDE

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and RSCEP Development



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

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

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

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

Accountability Tools and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is informed by the New York State Education Department’s (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the American Institute of Research (AIR) Needs Assessment, the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

NYSED’s Six DTSDE Tenets

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

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

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

NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for RSCEP Development

School Leadership Teams should engage in the following steps:

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

Treat the plan as a living document. Adjust practices along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 3: School Leadership Team (SLT) Signature Page

Directions: All SLT members are expected to sign this page to confirm their participation in the development of this Renewal School Comprehensive Educational Plan (RSCEP). SLT members' signatures indicates that they have been consulted with and given the opportunity to provide feedback on the plan and the plan's alignment with the school-based budget to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Expanded Learning Time, Community School initiative, Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

On the chart below:

1. List the names of each SLT member in the second column.
2. In the first column, indicate using an "X" if the person is an SLT member.
3. In the third column, record the position and constituent group represented such as staff, parent, student, Community Based Organization (CBO), or other contributor. Core mandatory SLT members are indicated by an asterisk*.
4. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the RSCEP, not approval.
5. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
X	Neil Monheit	*Principal or Designee	
X	Ed Blachuciak	*UFT Chapter Leader or Designee	
X	Gweneth Ford	*PA/PTA President or Designated Co-President	
		DC 37 Representative (staff), if applicable	
X	Natasha Godley	Title I Parent Representative (or Parent Advisory Council Chairperson)	
X	Jasmine Rosa	Community School Director (staff)	
X	Ghenna Forde	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
X	Ashante Boomer	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
X	Suzane Joseph	Elected CSA	

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
X	Shamika West	Parent	
X	Janet Hill	Parent	
X	John Mosley	Parent	
X	Eli Weber	Staff	
		Staff/Parent/Other Contributor	

Section 4: Renewal School Narrative

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

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

School Community Information and Characteristics

Foundations Academy is a small liberal arts preparatory high school located in the Bedford Stuyvesant section of Brooklyn. Our population consists of 77 students over four grade levels providing a uniquely personalized high school experience. Every student is known by name and all staff members regularly share information about student progress and student challenges. As a small learning community we value each student for their unique identity and contribution they make to our school.

Our Mission

Foundations Academy is a collaborative community of lifelong learners. It is our mission to develop college-ready and career-focused citizens through an actively engaging, rigorous and disciplined curricula aligned with the Common Core Learning Standards. Empowering our students with 21st century skills will enable them to lead change in our local community and our nation. Through rigorous instruction, social-emotional support, and a collaborative environment we are building foundations for excellence for all learners.

Beliefs about student learning

We believe that if we engage students in rigorous tasks aligned to the common core learning standards, students will learn as reflected in the high quality work they will produce. We expect that all teachers will prepare their lessons to enable students to learn the requisite content and skills needed to be successful post graduation. It is our belief that all adults in the building must model critical thinking and reflective behavioral practices.

Social Emotional Wellness

To support student social and emotional wellness, we greet students by name at the door as they enter the building. Observed responses by students allows us to gauge students wellness and immediately initiate interventions to support students well-being. To promote student readiness to engage in our learning community each morning, we introduced a morning dance program including elements of breathing, yoga and mindfulness. We acquired the services of a social worker to help students by receiving general guidance, share their feelings and develop coping mechanisms. We have also introduced a positive behavior intervention support system to reward students for demonstrating the core values of our school.

School Population

Our student population includes 30 students with individualized educational plans designed to ameliorate their specific disabilities. Our student population also includes seven English-language learners. Nine percent of our students are living in temporary housing, and many students live in non-traditional home environments including, but not limited to single parents or guardians. The school has an even ratio of male to female students and over 95% are of African American or Hispanic ethnicity. The school predominantly serves low-income students and many come from the surrounding neighborhood, which has a high rate of crime.

Where we are:

Over the past year we launched initiatives aligned with the Framework for Great Schools. We introduced curricula aligned to common core learning standards across all disciplines. In support of teacher ability to create coherent lesson plans School Renewal Initiative and Network coaches were assigned to individual teachers in all subject areas. The instructional cabinet, composed of school administration, the director of school renewal, the network ELA coach and content coaches from the school renewal initiative, met weekly during the Spring semester to engage in inquiry to surface strengths and needs of the school. One of those supports included the framework for developing a clear instructional objective asking teachers to state what students will learn, strategies and text that will be used, and the means of assessment. Teachers are engaged weekly through embedded coaching sessions and short cycle feedback offered face-to-face and followed up by email. School administrators also use professional learning opportunities to model effective best practices for classroom instruction. Our staffing schedule includes one period of common planning for all staff members every day, two mornings for professional development and one morning for family engagement.

To demonstrate our commitment to professional learning administrators join teachers, the guidance counselor, and the social worker two mornings each week for professional learning to nurture the professional growth in our building. During the morning professional learning time, we engage in inquiry work in two teams addressing all grade levels. By engaging in structured collegial conversations in close proximity with each other, we learn and share best practices. Additionally, our entire staff of pedagogues have gone for whole days of professional learning in the "Writing is Thinking", through strategic inquiry process. All faculty have learned to incorporate sentence level writing strategies in their daily lesson tasks, have participated in learning walks and teacher leaders have led professional development sessions for their colleagues.

To support strong family community ties, we developed an angel program; with individual staff members each responsible for a small subset of students and their families. We maintain close contact with our families by texting every morning to inform families if their students are late. These text messages commence immediately after the bell for the first period, enabling parents to get in touch with their students and encourage them to come to school. Additionally, we text parents on student arrival to the building so they know that their children are safe with us, since having left their homes. Finally, we text families at the end of the day with progress reports or cutting reports. To further improve school family relationships, we have hosted a series of events and rituals to support family interaction in our school. Once each semester we engage families in a passport to graduation ceremony. In celebration of student achievement, families are invited to witness their children cross the stage to collect their passport; a graphic organizer detailing student progress towards graduation. Each passport is stamped for every credit that a student has achieved while in high school and each exam passed. Graduation requirements are listed in the passport and available for ready reference. We held our last passport to graduation ceremony on parent school night. After our ceremony, parents came to our cafeteria to enjoy a celebratory dinner with their students and our teachers. Teachers manning strategic tables

around the periphery of the room facilitated staff - student and staff - family conversations and deepened our trusting relationships. By bringing all our families and our teachers into one room, we were able to share both qualitative and quantitative data and make our learning metrics more transparent for our families and students. We were also able to quickly refer and guide parents from one table to another promoting engagement with the greatest number of faculty.

A key element underpinning all of our work and our educational platform is respect for our students. All staff members are expected to behave as positive role models for our students. It is imperative that all staff members understand how to de-escalate arousal among students and mitigate student anger. We set high expectations for student behaviors and reward students when they demonstrate behaviors congruent with our core values.

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

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment, and other relevant qualitative and quantitative data. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	D
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	D
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	D
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>Reflection</p> <p>3.2 The school leader is working with teachers, the assistant principal, School Renewal Initiative (SRI) coaches and teacher leaders to design and implement rigorous curricula appropriately aligned to the Common Core Learning Standards (CCLS). We recognize that good instruction begins with identifying the learning targets and have begun our series of professional development activities centered on improving teacher ability to take ownership of the curriculum, identify learning targets and craft quality instructional objectives that allow for the development and delivery of coherent lesson plans.</p> <p>3.3 The teachers are being encouraged to record data points and are receiving training on the processing of those data points to reveal trends in student learning</p> <p>3.4 The school community understands the value of working across curricular areas to support student learning. The school is planning professional development on enabling cross-curricular learning.</p>		

3.5 The findings cited have revealed the need for the review and use of formative and summative assessment that enables student ownership of the learning process. The school is working with teachers to develop assessment rubrics, exemplars and modeled responses students may use to improve and self-assess their performance.

School strengths and priority needs are informed by the AIR Review, the Quality Review, IIT Review, SRI needs assessment and school staff reflections.

School Strengths

- Ninth grade implementation of EngageNY curricula for Math is ongoing
 - 11-12th grades are implementing EngageNY curricula for English and Language Arts and Common Core Learning Standards aligned units from the from the Common Core library in 9th and 10th grades.
- Global History curricula aligned to the CCLS is currently being developed in ninth grade
- Science curricula aligned to the CCLS is under development/implementation across all grade levels
- The school has developed tiered supports for the development of instructional objectives, supporting the development of coherent lesson plans aligned to the curricula
- The school has developed a methodology for rapid collection of relevant student performance data points in the classroom
- WITsi strategies are being implemented across subject areas
- All teachers are engaged in inquiry, looking at student work to make curricular or pedagogical adjustments to support student learning
- The school has a standing professional development committee. The committee is engaged in analysis of teacher performance data and developing interventions to support teachers in their ability to create and deliver rigorous instruction as informed by the Hess Rigor Matrix
- Teacher schedules include
 - o Opportunities for professional collaboration and learning
 - o Vertical pairing of content area specialists with special educators within subject areas
 - o Common prep and professional periods within subject areas
 - o Common planning times for the entire pedagogical staff
 - o Time for teacher implementation of communication plans
- Student performance data for summative assessments is reported in a secure area of the school's website diminishing data bottlenecks

- A methodology for sharing performance data revealed during inquiry and analysis of student work products is under development

Priority needs

- Development of CCLS aligned curricula in Global history 10, US History, Writing electives and Science with multiple entry points for all learners.
- There is a misalignment, between ELA content coverage, instructional time, and rigor levels compared with idealized implementations of the CCLS. (AIR)
- Deepen understanding of the EngageNY modules for ELA in 10-12 and in geometry and trigonometry.
- Development of multiple opportunities for students to demonstrate their learning.
- Methodology for implementing change based on student performance data gathered dynamically in the classroom or as evident in student learning
- Development of interdisciplinary hooks and targets for learning
- Development of coherent formatting for the ongoing implementation of WitSI strategies across content areas
- Methodology for the sharing of student performance data enabling student reflection and ownership through:
 - a. Meaningful feedback
 - b. Actionable next steps
 - c. Timely delivery
- Implementation of a school-wide approach informing students of work missed and a system of accountability enabling students to self-determine the learning, tasks and work-product completion necessary for their advancement.
- The curricula used do not consistently meet the needs of students, which hinders student college- and career-readiness.
- Teachers do not consistently plan interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.

Students do not consistently have opportunities to engage in thoughtful cross-curricula activities and this hinders student success.

Part 2 – Summative Vision for Rigorous Instruction

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

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

Overarching Vision for Rigorous Instruction:

Foundations Academy community of learners will engage all students in rigorous instruction through the implementation of the EngageNY curricula for Math and ELA in grades 9-12, and New Visions Global 9, U.S. History & Living Environment curricula with embedded Writing is Thinking through Strategic Inquiry (WITsi) strategies, and multiple entry points to support student cognition and writing skills. The remaining Social studies and Science curricula that is not being provided by New Visions for Public Schools will be developed in house by teachers working with

coaches. There will be strategic collaborative decision making around curricular materials, academic tasks, across grades and subjects so that there is coherence across grades and subject areas. All curricula will be horizontally and vertically aligned and will enable students to make meaning of their learning across classes and grade-levels. Scaffolding of curricula will be supported by the implementation of WitSI strategies in common formats enabling writing across the curricula and common implementations of formatting for both source materials and student work product.

Students will have portfolio presentations at the end of the year in at least one core content class as a project based learning pilot. Through the project based learning pilot, incorporated into the daily extended learning time schedule, students will have opportunities to improve their research and communication skills with an interdisciplinary approach to literacy.

Foundations Academy High School will be a school community built around high expectations for instruction, ensuring it is clear, well-structured, and adaptive to students, encouraging them to build and apply knowledge. By June 2017, Foundations Academy High School will exceed at 38.6% graduation rate.

In December, the school established a relationship with the Medgar Evers College Now program.

Pedagogy that meets the needs of students:

Teachers will set high expectations for students by providing rigorous and engaging lessons. Rigor will be measured against the Hess Cognitive Rigor Matrix. Teachers will support student learning through the development of coherent lessons that will include opportunities for teacher modeling, think-alouds, and metacognitive moments. Teachers will offer students multiple access points to the material. Teachers will present text to students in the form of traditional text, charts, graphs, cartoons, images and electronic media. Students will be required to be prepared for learning and will be held accountable when they are not. We will move towards students actively participating in their learning through strategies including WITsi note taking and, active dialogue, etc.

Teachers will engage students through the use of multiple entry points. Students will be able to select from a menu of materials to gain access to content and develop skills. Teachers will also attend professional development to support all students through research based pedagogical practices and scaffolding of materials including but not limited to the use of graphic organizers and protocols to enable students to make meaning of difficult texts, annotation strategies and promote real world application. Teachers will use a student-centered approach to instruction that provides students with opportunities to interact directly with the new learning, fashioning exploratory questions, and engaging in accountable talk protocols ie. Socratic Seminars.

Incoming students will participate in formative assessments to determine their existing knowledge and skill base; enabling teachers to develop their instruction to meet student needs. Student lexile levels will be assessed using an interactive MYON assessment. Assessments for learning will be aligned to the common core and developed in collaboration between content specialists, special educations, SRI instructional coaches and administration. The assessment calendar will be shared with teachers on our website. Teachers will engage in assessment for learning following the Driven by Data instructional model. Teachers will be trained by SRI coaches weekly through individual coaching sessions and classroom embedded modeling of best practices, teacher leaders and school administration two mornings each week will deliver professional development on Monday and Friday during common planning. Through the inquiry process teachers will learn to analyze student work and make adjustments to curricula and pedagogy.

Students will take one full period assessment per marking period as articulated in our grading policy. Additionally, students will take mock Regents exams in November (for off track Regents) and a mock regents in April across Regents instructional areas. Teachers will use item analysis to determine gaps in student understandings and appropriately modify instruction to meet student needs. The 11th and 12th grade inquiry team will review past Regents performance to determine best practices and next steps for improved Regents performance.

This assessment data will be used by all staff members to engage all students in rigorous instruction via multiple access points with consistent supports across classrooms.

- School webpage
- Faculty and Student handbooks
- Online grading system (Skedula) aligned with the school-wide grading policy
- School wide classroom rules and routines
- Structures and supports for multiple entry points will be posted on our website resources page to promote consistent formatting of teacher distributed or teacher developed materials

A pilot advisory program will be implemented beginning Spring 2016. Advisory will occur one period a day and will focus on building wellness, planning skills, goal setting, college and career readiness and improved instructional outcomes across all content areas once per week during a full period class. The pilot program teacher will articulate daily learning objectives and multiple entry points, as well as WITsi strategies.

We anticipate that by June 2016 we will achieve a 38.6% graduation rate and earn a 9.6% college and career preparatory course index.

Part 3 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Rigorous Instruction. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016, across content areas, 80% of all teachers will plan and implement 2 coherent, common core aligned lessons per semester, evidenced by Advance data.

Part 4 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>Common Core Aligned Curriculum</p> <p>1. 9-12th grade teachers will implement the EngageNY Mathematics curriculum. Teachers will focus deeply on targeted mathematical concepts and standards through project based learning that balances practice with understanding, and provides students with multiple opportunities to connect math to real world applications.</p> <p>2. 9-12th grade ELA teachers will implement the EngageNy ELA curriculum. 9th grade teachers will receive a modified curriculum, that embeds WITSi strategies. SRI will provide professional development throughout the year to support admin and teacher leaders in providing school based support for ELA teachers implementing EngageNY.</p> <p>3. 9th grade, Global History teachers, in conjunction with School Renewal Initiative (SRI) coaching will implement a widely available, adapted curriculum from New Visions for Public Schools. This curriculum will include Writing is Thinking activities that support students in developing granular writing skills that are spiraled through the Global History content. These skills, while discrete, have demonstrated effectiveness at improving student performance and comprehension of academic texts. 10th-12th grade teachers will work collaboratively in team structures in order to develop curricula that is reflective of the rigorous CCLS shifts in literacy and math.</p> <p>4. 9th-12th grade science teachers will work collaboratively in team structures in order to develop</p>	<p>Students grades 9-12</p> <p>School Administrators, DSR, SRI coaches</p>	<p>July 2015 - June 2016</p>	<p>All faculty including counselors, Community Based Organization (CBO) and support staff</p>

<p>curricula that is reflective of the rigorous CCLS shifts in literacy and math.</p> <p>5. Students will demonstrate their learning through presentations and projects aligned to CCLS once a semester in each of their core classes.</p> <p>School leaders and SRI coaches will work through Summer 2015 to unpack the Common Core Learning Standards (CCLS) learning standards to analyze, modify and develop units of study derived from EngageNY for Math and ELA and New Visions for Public Schools Global History curriculum for Social Studies.</p> <p>School administrators, the Director of School Redesign (DSR) and SRI coaches will participate in observations and learning walks to assess and evaluate the instructional shifts</p>			
<p>Student Assessment: Students will be given CCLS and where appropriate Regents or AP aligned assessments following our assessment schedule.</p> <p>1. All incoming 9th grade students will given a pre-assessment that includes the WITsi assessment. Additionally the 9th grade state assessment data will be used to determine student needs.</p> <p>Students will not be over-tested. Careful thought will be given to ensure that MOSL, PSAT, SAT, SAT II, AP Exams, Benchmark assessments , Finals, Midterms, Classroom Assessments, etc - will not exceedingly obstruct instructional time.</p> <p>Assessment data will be used to tweak curriculum, create opportunities for reteaching and correct misunderstandings.</p>	students grades 9-12	September 2015 – June 2016	All faculty including counselors and administrators,SRI coaches
<p>Strategies to support needs of SWD, ELL and other high needs students will be introduced through professional development provided by teachers, sharing best practices, cycle of observations and a series of inter-visitations. Teachers will also engage in lesson studies and task analysis.</p> <p>Coaching will be delivered on Wednesdays by SRI coaches .</p> <p>School administrators will provide coaching and support for the setting of instruction objectives every Friday for the teachers' upcoming week of instruction.</p>	Faculty and administration	September 2015 – June 2016	All faculty including counselors and administrators, CBO, SRI coaches

<p>SRI coaches will support the development and delivery of professional development for Monday common planning meetings. School administrators will design and develop additional professional development for Friday common planning.</p> <p>Teacher leaders will deliver PD on topics including de-escalation strategies, and use of data to inform instruction.</p> <p>A special ed liason will lead professional development for special ed and general ed colleagues is in the administration of alternative assessments, CDOS credentialing and the development of high quality IEPs.</p>			
<p>Staff members will participate in a cycle of weekly inquiry meetings by grade team. Teachers will use protocols for examining student work. The evaluation of student work will be centered on Hochman writing revolution strategies. Teachers will analyze data to identify patterns and trends in student work to determine next steps.</p> <p>Teachers will be engage in professional learning to support the implementation of Hochman writing strategies. Professional development will be provided with the support of HSRI coaches, administration, teacher leads and through the work teacher teams.</p> <p>Systems to support include common planning time for all teachers, scheduled inquiry meeting twice a week and common platforms such as Google forms to facilitate recording performance data.</p>	Faculty and administration	September 2015 – June 2016	All faculty, SRI coaches, Admin

Part 5 – Budget and Resource Alignment

<p>Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ul style="list-style-type: none"> ● Online grade book (Skedula) ● Online platform for hosting observation data and feedback ● Content area coaching from the School Renewal Initiative (SRI) team ● Per session funding for the continued refinement of curriculum ● Learning lab for teachers to practice pedagogical moves <p>These resources will enable us to review teacher and student performance, identify trends and appropriately prepare supports including PD to meet pedagogical and wellness needs of staff and students.</p>
<p>Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>

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

Part 6 – Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <ul style="list-style-type: none"> • By February 2016, every student will engage in a minimum of one common core aligned tasks in each subject. • By June 2016, 60% of teachers will earn a rating of Effective or higher on Danielson 1e (Designing Coherent Instruction) • By February 2016 a minimum of 5 students will earn a grade of 85 or better in Algebra II or Advanced Chemistry
<p>Part 6b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	D
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	D
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	D
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>Strengths</p> <ul style="list-style-type: none"> Various supports have been put in place that has led to an increase in student attendance such as text messaging late students, hiring a social worker to support socio- emotional needs, and PBIS. There is reported trust between teachers, and between teachers & students. (AIR) Despite the known violence in the community, students generally feel safe at Foundations and do not bring conflict into the building. (AIR) The principal has worked with staff to develop systems to support student social and emotional developmental health. (AIR) Guidance counselors, support staff, teachers and SRI coaches work collaboratively to identify school wide academic needs and occasionally behavioral challenges. A(R) 		
<p>Needs</p> <ul style="list-style-type: none"> High staff turnover has led to a lack of cohesive community, and impeded interdisciplinary collaboration. (AIR) Systems to address student behavior have been put in place with little consistency and follow through. (AIR) 		

- The school does not offer a full range of social/emotional and academic support; in addition students do not consistently attend the opportunities that are available. (AIR)
- The lack of a curriculum or plan to support student social and emotional wellness limits student success. (AIR)
- Teachers support the efforts of the guidance counselor efforts but the referral process is inconsistent. (AIR)
- Though the school collects data on the social and academic needs and progress of students, limited manpower diminishes the school's ability to consistently act on the data. (AIR)

Part 2 – Summative Vision for Supportive Environment

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

1. How would you want school stakeholders to describe the school?
2. What do the CBO partnerships look like? How do they sustain and support the social and emotional growth and health of your students?
3. How is student voice and leadership supported?
4. What social-emotional learning framework will your school adopt (RULER, PBIS, etc.)?
5. How should the school be more proactive in promoting improved students social-emotional skills? How should counseling happen?
6. How will your school team measure social-emotional development?
7. How would teachers, community partners, and school leaders use data to respond to student social and emotional needs?
8. Indicate how your attendance and chronic absenteeism rates will improve?

Foundations Academy is a school community built around high expectations the socio-emotional development enabling character development and student voice. Seen through the prism of high academic expectations, our graduates are empowered to brand themselves and readily promote themselves to college admission and career placement officers.

To promote the social and emotional development of all students at Foundations Academy (FA) there is an emphasis on developing students' social and emotional awareness. Stakeholders describe FA as a safe, nurturing environment that supports the needs of all constituents and fosters civic and academic excellence through choice and collaboration. Foundations Academy offers a warm supportive environment meeting student social, emotional and academic needs inside and outside the classroom. Students form strong attachment to school, supported by weekly advisory within their academic programs.

CBO Partnership in support of socio-emotional wellness and health

Foundations academy is partnered with grand Street settlement to sustain and support the social emotional health of our students. Our partnership will engage in a multi-pronged approach to promote student attendance, develop student attachment to school, leverage local Health service provider relationships to provide medical dental and psychological care for our students. The CBO has existing partnerships with the Helen Keller Institute to provide free eye screenings for our students. In partnership with the CBO we will also be developing a series of clubs and workshops to engage students families and the community at large. Clubs will celebrate their achievements on our website on their own dedicated web pages.

The CBO will provide a morning team to perform student outreach in-home visits encouraging students to arrive at school prepared for work. They will assist us in delivering advisory programming for our students centered on positive actions and positive values with the anticipated growth in student academic achievement and in the learning environment. The CBO is committed to facilitating Lunchtime Tutoring Services. To further promote student attachment we will be running clubs with a focus on music programmatic thinking, media production and robotics. The CBO has also committed to inviting our students to visit their off site programs enabling our students to learn about film production.

In partnership with the CBO we will be distributing an interest survey for families and students to complete. We anticipate developing programs of interest for both our students and their families to further promote attachment to the school learning environment.

Student voice and leadership development

Student ability to present and communicate will be expressed in student government, advisory and academics. Students will also communicate through class blogs and wikis. Students voices will be fostered by nurturing the democratic voice of students. Participation of student government in school decisions will foster participation and engagement of students. Restorative Justice Practices will be employed in the school. Students will receive training in peer mediation and conflict resolution from the New York Human Rights Commission. Conflicts will be mediated and addressed by student leaders. In cases where mediation is not the appropriate response, students may be assigned to detention before school where they will work with other students on academic tasks.

Foundations Academy is partnered with the community organization Grand Street Settlement who has a relationship with neighboring community housing developments. The advisory program (in partnership with the CBO) and teachers will receive professional development in how to facilitate the advisory program. Advisory curriculum to be implemented in the daily advisory class to provide a cycle of positive thoughts, actions and feelings that create an environment in which students will want to learn. Advisory (in partnership with the CBO) and teachers will receive professional development in how to facilitate the advisory program by meeting once a week, adjust curriculum and address the needs of our students. Additionally, the CBO will be encouraged to developing a program for young men of color to support building their academic and social emotional needs. Chronic absenteeism will be addressed by an attendance teacher to work in partnership with Grand Street settlement. Home visits will be conducted by the attendance teacher, and/ CBO staff beginning September 2015.

Positive Behavior Interventions:

The current Positive Behavior Intervention Support (PBIS) will continue in September 2015 to recognize and support positive behaviors. It will lead to early interventions before students disconnect from school. The school has to remain at the center of student life, not as a satellite. Students who have problems with attendance or lateness will receive a series of wake-up calls and texts through the Angel Program encouraging them to get to school on time. Attendance is taken during the first period. Students who have not reported to school in time for the first attendance will receive a phone call encouraging them to get to school as soon as possible. The program has resulted in an increase in student attendance.

Guidance Processes

F - status staff will be brought in to support guidance practices. Additionally, the school will run weekly Angel meetings in collaboration with the CBO to review student progress, share the information among staff members and determine how to proceed with student candidates needing guidance interventions.

Students with IEP's will receive their services throughout the school as all core classrooms are co-taught and students get the chance to learn alongside their peers. The school will monitor the services that students with IEP's receive and cross reference it with their academic achievement in team meetings that include teachers, and community based organizations.

Measuring Progress

Student goals for success are set collaboratively with students, faculty and staff. Development of in house database for tracking students credit accumulation was developed this year and augmented by the introduction of the student tracker tools from new visions. Beginning September 2015, students will have this credit accumulations status shared regularly, and they will be able to track their own progress. Students who are identified as off track will be assigned a peer mentor. "Are You Green?"- charts are posted around the school that lists student credit deficits. Peer mentoring

occurs regularly between the students on track for graduation and those who are potential graduates, thus allowing for student voice and efficacy. Students can also monitor their progress through our online grading system Skedula.

Using data to support student wellness

Teachers, community partners and school leaders will be trained in the use of data and interpretation of data displays indicating the current state of student social-emotional development. We will carefully monitor both individual student data and aggregate data to identify trend needs so we made design effective research-based interventions. Social and emotional wellness will be measured by the student referrals generated by teachers in Skedula and the severity of those referrals.

Gains in attendance and attachment

We anticipate improvements in attendance and diminished chronic absenteeism through the implementation of a family outreach plan that includes daily home and community visits, phone calls and text messaging. We will build student attachment to school through the implementation of desired clubs and high interest activities. We anticipate the further development of our enhanced angel program through advisory, will facilitate the strong staff-student relationships that research demonstrates builds attachment to school.

In the Spring, a new advisory program will be implemented. It will include the following structures:

- Strong curriculum: A curriculum that includes teacher/scholar voice, aligned to the school's mission, core values and school themes/events, designed for college and career readiness and threaded with a strong literacy component
- Student-centered classroom culture: Advisory taught using social justice themes, positive value messages and student-centered collaborative protocols.
- Community gathering: School leadership in partnership with Grand Street Settlement will host a monthly community gathering to discuss communities needs, host community workshops (i.e. respect for all workshop) and celebrate school community successes.
- Student-Led Conferences during Spring Parent Engagement time as well as during Parent-Teacher Conferences with expectations for student leadership established by grade level.
- Students will create a spring portfolio of work including reflections of work products and goals for improvement.

Part 3 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Supportive Environment. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

As a result of an improved school culture the impact on student achievement will be:

- By June 2016, student attendance will be at least 80%.
- By June 2015 Graduation rate will exceed 34.5%

Part 4 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engage families and expand their understanding of a supportive environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>Weekly Angel/ Child study meetings will be facilitated by the school at teacher team meetings. Students will be selected by need and will include target sub-groups. Child study meetings will provide an avenue to both the teachers and the social worker to communicate on the student’s academic strengths, weakness and social-emotional needs and will be communicated with students through advisory and student conferences.</p>	<p>Students, Teachers, Guidance, Parents</p>	<p>September 2015 – June 2016</p>	<p>Guidance counselor, social worker, Asst. principal</p>
<p>Outreach peer buddy program for potential graduates will begin in October. Guidance counselor will identify and conference with seniors that are at risk. They will be “buddied” up with student and a teacher (may also be their advisor). The peer buddy will encourage and support the student assigned. Bi-weekly check ins with teacher buddy and guidance counselor to monitor progress. Progress reports will also be used to maintain records.</p>	<p>Students, Teachers, Guidance</p>	<p>October 2015 - June 2016</p>	<p>Guidance, administration</p>
<p>FA will hold the 2nd annual Passport to Graduation Ceremony to recognize student credit accumulation at all grade levels and support family engagement.</p> <p>Community outreach programs and workshops facilitated in coordination with CBO. Workshops will be based on the needs of the community as assessed by the CBO and student surveys. May include topics such as college readiness and community resources, curriculum and community service. Grand Street settlement will manage clubs and promote informal opportunities for students to use the presentation skills they are gaining in presentation class. We will leverage the CBO’s past experiences in developing our teachers enhancing their ability to facilitate student presentations.</p>	<p>Parents</p>	<p>September 2015 – June 2016</p>	<p>Faculty, administration, and the Community school CBO Community stakeholders</p>

Grand Street Settlement and foundations academy will collaborate on the rollout of a unique advisory curriculum. These research-based models will enable us to promote student mindfulness and positive thinking about themselves leading towards goalsetting and positive outcomes we will implement this curriculum in our advisory classes once a week.	Parents and students	Spring 2016	Faculty, administration, and the Community school CBO Community stakeholders
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Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • The CBO Grand Street Settlement will work to improve student attendance and attachment to school Grand Street will support student social and emotional wellness through a school based clinic, the services of a social worker and provide a constellation of referral services managed by a case worker and outreach worker • An advisory curriculum will be implemented in advisory class for all grade levels. • Per session will be provided for for staff to revise curriculum (as needed). • Continued uniform common planning time to facilitate advisory and student at a glance meetings. 											
Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III	X	PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
<ul style="list-style-type: none"> • By February 2016, student attendance will be at least 80%. • By February 2016, staff will establish a culture for learning that consistently communicates high expectations for all students and offers ongoing and detailed feedback and guidance/advisement supports that prepare students for the next level as demonstrated by staff use of the online gradebook, displays of graded student work in the classrooms and student use of the online gradebook to review their progress 											
Part 6b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

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

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	D
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	D
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	D
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>School strengths and priority needs are informed by the AIR Review, the Quality Review, IIT Review, HSRI needs assessment and school staff reflections.</p> <p>Strengths:</p> <ul style="list-style-type: none"> Teachers have been introduced to new pedagogical approaches in addition to receiving additional outside support for instruction through various coaching sources. (AIR) Continuous professional development & common planning time has promoted an increase in teacher collaboration and reflective dialogue. (AIR) All faculty and staff work collaboratively 2x a week to collect and analyze student data that is used to inform instruction and social emotional support. (AIR) Teachers report feelings of collegiality and are very willing to share work and ideas.(AIR) All classrooms are co-taught with a licensed special educator and a content area teacher. (AIR) Teachers are using inquiry strategies to determine meeting high academic expectations set by the administration. (AIR) ELA teachers supported the CCLS instructional shifts and felt prepared to deliver, adapt, and assess CCLS-aligned ELA lessons. (AIR) <p>Needs:</p>		

- High staff turnover has led to a lack of cohesive community, and impeded interdisciplinary collaboration. (AIR)
- There is a misalignment, between ELA content coverage, instructional time, and rigor levels compared to what is recommended by the CCLS. (AIR)
- There is room for growth and improvement for increasing parental involvement.(AIR)
- There is a lack of agreement among staff regarding student abilities and potential (including college/career readiness) (AIR)
- There is inconsistency in the level of individualized support for teacher development, with some teachers receiving more support than others. (AIR)

The curricula used do not consistently meet the needs of students, which hinders student college- and career-readiness. (AIR)

Part 2 – Summative Vision for Collaborative Teachers

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

Questions to consider:

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

Foundations Academy is a learning organization that operates with a shared sense of purpose, reflection, positivity and professionalism focused on creating a supportive and nurturing environment where individuals are trusted, respected and expected to contribute actively. We believe that as a learning organization, faculty and staff must learn collaboratively through both formal and informal structures that support collegiality, personal development and accountability; in the pursuit of high academic achievement and positive outcomes for all students.

Shared leadership and decision making is a primary component of Foundations Academy’s collaborative culture. Foundations Academy High School will demonstrate positive, cooperative and functioning professional relationships. Networks of professionals across titles, grades and subject areas will work together to research, design and prepare materials, prepare lesson and unit plans, review and reflect on those plans and instructional practices, examine student work and share problems and solutions. In this context, educators will deepen content knowledge, enhance pedagogical practices, develop knowledge of their craft and a sense of efficacy and connection to fellow educators in support of , parents, community members and students. The Foundations community is committed to promoting voice in decision-making and sharing progress as measured by surveys/assessments, progress from professional learning opportunities, student credit accumulation, student project and portfolios, graduation rates and participation in extracurricular activities.

By 2017, we envision all staff and faculty will model highly reflective practices and collaboratively discuss their own daily pedagogical practices with colleagues. The adult learning center will act as a “learning lab” where staff and faculty conduct peer and administration led professional development, collaboratively design rigorous and engaging lesson plans and share best practices for instruction and behavior management.

Professional Learning Communities will focus on how Foundations Academy ensures that student needs are met. Teaching and learning at the school will incorporate best practices from academic research such as backwards planning (Understanding by Design), student-centered learning activities, active inquiry-based classrooms, a pilot of activities rich in project and performance based learning, educator-as-facilitator practices and courses culminating in student-led conferences and presentation of research and learning. The professional learning committee will act as the primary vehicle for developing the traits of a reflective practitioner by engaging in conversations based on the Danielson

Framework and the traits of professionalism in the teaching profession. In this culture of collaboration teachers will hold each other accountable and develop shared decision making skills.

To build this deep level of collaboration collegiality and trust among all staff members at Foundations, Administration in collaboration with teacher leaders, teacher teams and Grand Street Settlement team members will develop protocols and feedback systems enabling clear assertive, respectful, communication and transparent processes to enhance collective responsibility for promoting positive student outcomes. Scheduling will be implemented including time for collaborative work and professional learning to promote quality teaching and professional learning in a continuous cycle of innovation and improvement evidenced by agendas, protocols and minutes documenting our reflective practices. Common assessment of student learning will enable our community to learn that schools and team members are the positive effect on student performance. Transparency and celebration of gains will develop team cohesion and commitment to our core values.

Collective Responsibility

Ensuring true positive collaboration and shared responsibility requires operational structures that allow access points and time for all members of the Foundations Academy community to participate in thinking, communication and decision making. To build a practice of shared leadership, Foundations will form teams, and give them significant and gradually increasing responsibility in alignment with demonstrated gains in team capacity. We will participate in regularly scheduled meetings, and engage in continuous rounds of reflective practice to improve synchronous and asynchronous communications; using shared documents to implement and evidence team processes. A core operating belief of the Foundations community is that all educators (i.e. adults) have a genuine part in making decisions and implementing changes in a process of continuous school renewal.

Teachers will review student performance data individually and through a collaborative inquiry process in grade teams as articulated below in the action plan.

We will partner with a team of SRI coaches for Cabinet Level Inquiry focused on pedagogical practices. We will also partner with Grand Street to deliver social and emotional awareness programming for teachers to further develop our supportive environment.

Part 3 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Collaborative Teachers. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

Teachers will collaboratively plan and implement coherent, common core aligned lessons and units with appropriate multiple entry points in all subjects based on analysis of student work and data.

As a result of successful teacher collaboration the impact on teacher practice will be:

- By June 2016, the majority of teachers will be engaged in structured, inquiry based professional collaborations that promote the achievement of school goals and the implementation of CCLS as evidenced by agendas and minutes from WITsi morning meetings.

Part 4 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>The Professional Learning Committee will determine professional development topics, decide how and by whom they will be delivered and assess and revise future professional learning initiatives for weekly PD time. The schedule and topics of professional learning will be posted on the school’s website weekly.</p> <p>Professional development will be centered on three areas of priority for the school:</p> <ul style="list-style-type: none"> • Instructional Support: developing the pedagogical skills and content knowledge of practitioners. We will address four vectors for improving pedagogy. <ul style="list-style-type: none"> • Teacher ability to articulate the learning to take place each day • Teacher ability to develop Common Core aligned instructional tasks to meet the learning targets • Teacher ability to assess student progress towards meeting the learning targets • Teacher ability to support student locus of control for articulating what they need to learn and steps they may take to learn • Social-Emotional Learning: developing the skills needed to support students in acquiring positive behavior and coping skills in collaboration with Grand Street Settlement. 	<p>Teachers & Staff</p>	<p>Sep. 2015- June 2016</p>	<p>School admin, SRI, UFT</p>

<ul style="list-style-type: none"> • School community and Culture Development: developing collaboration among teachers based on ICT models as well as best practices to meet the needs of all learners. 			
<p>Professional Learning Communities-</p> <p>These teams will focus on how Foundations Academy HS ensures that student needs are met. Teaching and learning at the school will incorporate best practices from academic research such as backwards planning (Understanding by Design), student-centered learning activities, active inquiry-based classrooms.</p> <ul style="list-style-type: none"> • All staff will meet multiple times weekly In <p>Teacher led grade teams for inquiry work based on sentence level writing supports</p> <p>Teacher led grade teams for inquiry work on improving Regents pass rates</p> <p>Individually with SRI coaches to support planning and classroom instructional practices</p> <p>As a school on Mondays and Wednesdays for both teacher led and administrator led professional development during common planning time</p> <p>As a school on Tuesday mornings to participate in professional learning centered on building school-community ties.</p> <p>In teacher teams during Common Planning times and during intentionally structured prep periods to collaboratively plan lessons with colleagues with administrative support</p>	All staff	Sep.2015- June 2016	School admin, SRI coaches

Teachers will plan units, lessons, projects and other student activities in teams. Units and Lessons will be planned around conceptual themes, course content requirements, learning objectives, essential questions et al.

- Professional Learning time will support team collaboration, problem solving, unity and harmony. Foundations Academy High School has a commitment to the horizontal and vertical alignment of curriculum, inquiry work and common planning.

- Common planning will be used twice a week for professional learning. Agendas for team meetings will be set by teachers in consultation with the focus on positive student outcomes and the steps toward or obstacles faced. Teacher team work will be reflected in all lesson and unit plans, attendance rates, credit accumulation and student outcomes. Teacher team work will change throughout the week to accommodate academic alignment, grade teams and content teams.

- Some examples of professional learning community structures may include:

- Study Groups

- Coaching – many types (Cognitive, School, Student-focused)

- Mentoring

- Hiring

- Lesson Study - Critical Friends Group

- Learning walks, guided inter visitations and protocols for peer feedback

- Curriculum development is a powerful collaborative structure that helps to align instructional expectations across a grade or department

- Peer Observations

- Use of protocols (Tuning Protocol, Descriptive Review etc.)

<ul style="list-style-type: none"> ● Use of video ● Teachers Teams that focus on Data Analysis (Looking at Student Work) ● Use of Student at a Glance Case Studies (Zoom in on a student from all aspects from academic to social-emotional aspects) ● Book Studies ● A model classroom and teachers modeling in their own classrooms 			
<p>Two mornings of Professional Learning time (50 minutes, Wednesday & Thursday)</p> <p>Teacher led ninth and tenth grade level inquiry teams (horizontal alignment) will engage in WITsi strategic inquiry for a minimum of 100 minutes and collaboratively analyze teacher tasks and student work. Interdisciplinary teaching teams will develop and refine student protocols</p> <ul style="list-style-type: none"> ● Writing is Thinking through Strategic Inquiry: Teacher grade teams will meet during this time to engage in the analysis of student work through their writing. Utilizing Judith Hochman writing strategies teachers will receive initial training on 2 strategies over the summer. This training will be facilitated by teacher trainers. ● Structures to model pedagogy and reflective practices will include lesson study, workshops, fishbowls, reading groups, traditional staff-led PD. ● During this time teachers will focus on how the school ensures student progress and that student needs are being met (e.g. by looking at student work, customizing instruction, creating and analyzing assessments, particular instructional strategy connected to culturally responsive and socially relevant pedagogical practices, analyzing data, vertical and horizontal curriculum alignment.) ● Individuals and/or groups of educators, including administration, SRI coaches and school based staff will present, share and engage in action-oriented research. ● Members will share best practices of pedagogical approaches, student centered activities, student inquiry, literacy and numeracy strategies, writing across the 	All Staff	Sep. 2015- June 2016	School Admin, SRI coaches, teachers

<p>curriculum, course alignment, and/or other novel learning approaches.</p> <p>Teacher led 11th and 12th grade teams will engage in inquiry work centered on improving Regents pass rates</p> <p>Item analysis</p> <p>Identification of high leverage interventions</p> <p>Support for implementation of those interventions</p> <p>Review of efficacy</p>			
<p>Individual Coaching:</p> <ul style="list-style-type: none"> ● School leaders will develop a spreadsheet outlining when they will visit teachers to provide coaching feedback. Minimally each teacher should be seen once per month. School leaders will provide timely, low inference feedback, and strategic support and personalized next steps on the teachers instructional practices using the Danielson Framework for Instruction. Whenever appropriate UFT members will be invited to join in on this process. ● SRI coaches will visit the school weekly and provide weekly feedback to specific teacher leads that is aligned to the Danielson Framework and provides actionable support and next steps. All members of the learning community will be invited to join in on these classes and debriefs as “fish bowls” ● The Principal, the Director of School Renewal (DSR), and any members of the learning community that wish to join, will do a weekly “learning walk” of the classrooms and provide a “holistic” school wide report on observed practices and next steps. 	All Staff	Sep. 2015- June 2016	School Admin, SRI coaches, teachers

Part 5 – Budget and Resource Alignment

<p>Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ul style="list-style-type: none"> ● Professional Development committee ● WITsi PDs and coverages for teachers ● Assistant Principals ● Mentors for New educators ● Parent Engagement committee ● Scheduled Common Planning Time

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

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Will be:

- By February 2016, 75% of teachers will be engaged in structured, inquiry based professional collaborations that promote the achievement of school goals and the implementation of CCLS (including the instructional shifts), strengthening the instructional capacity of teachers (QR 4.2a rating of Proficient).
- By February 2016, 90% of students will engage in a minimum of two common core aligned tasks in each subject.
- By February 2016, 75% of the teachers will be engaged in structured, inquiry based professional collaborations that promote the achievement of school goals and the implementation of CCLS (including the instructional shifts), strengthening the instructional capacity of teachers .
- By February 2016, 90% of students will successfully complete a minimum of one interdisciplinary common core aligned tasks.
- By June 2016, curricula and academic tasks are planned and refined using student work and data so that a diversity of learners, including ELLs and SWDs, have access to the curricula and tasks and are cognitively engaged as evidenced by teacher updates to the curriculum to include kernels.

As a result of successful teacher collaboration and improvement in teacher practice the impact on student achievement will be:

- By June 2016, every student will successfully complete a minimum of two interdisciplinary common core aligned tasks.
- By June 2016, the school’s college and career preparatory course index will meet or exceed 9.6%
- By June 2016, the four-year graduation rate will meet or exceed 38.6%.

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

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

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (RSCEP).	D
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	E
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the RSCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>Strengths</p> <ul style="list-style-type: none"> ●The school leader has established practices for timely, short cycle, APPR observations of teachers. (IIT) ●The school leader has established ties to community officials to promote the vision of the school. (IIT) ●The school leader has established common planning time for teachers embedded in the school day (IIT) ●The school leader meets with staff to assess their strengths and weaknesses (IIT) ●The principal is often in the classrooms (IIT) <p>Weaknesses</p>		

- The school leader should establish student-centered SCEP goals that are consistently evaluated, monitored for progress and adapted as needed. (IIT)
- The school leader should ensure that all stakeholders can communicate individual student data with next steps provided to students to allow them to reach achievable goals that are aligned to school-wide SCEP. (IIT)

The state review of leadership practices revealed strong practices in use of evidence-based practices and systems to facilitate teacher evaluation in alignment with New York State APPR guidelines. The integrated intervention team also found that the school has implemented systems and structures for the fiscally responsible use of resources.

This data review was implemented as leadership was rolling out the collaborative efforts to define the vision, mission and instructional focus of the school. FA has effectively collaborated on a progressively improved definition of the school's mission, vision and instructional focus resulting in a theory of action. These elements are now, and will continue to be ,continuously shared with staff students families and other stakeholders in written and verbal communications and feedback.

School leadership collaborates with School Renewal Initiative team members and Grand Street Settlement team members to engage in inquiry around evidence-based practices and structures thereby examining and improving critical individuals and school wide practices. Current initiatives include the common assessment of student learning through the lens of writing is thinking through strategic inquiry. Staff training to implement Hochman writing strategies has resulted in measurable immediate gains in student performance driving stakeholder buy-in . The school has developed the concept of a lesson planning kernels (instructional objective) which ask teachers to define the anticipated learning for the day, the "text" that will be used for the days learning, the strategy and activities students will be engaged in to learn and any assessment measures that will be used to identify gaps in student learning or evidence that students have mastered the material.

The FA AIR Survey of our curriculum revealed misalignment between the enacted curriculum and alignment to Common Core Learning Standards (CCLS). In taking steps to address this the school in collaboration with School Renewal Initiative (SRI) coaches have begun modifying curriculum across the content areas to provide multiple entry points and demonstrate evidence of tasks that represent high levels of rigor as evidenced through the HESS rigor matrix continuum. Additionally, the professional learning committee has and will continue to run a series of workshops on questioning and rigor.

The school community has engaged in continuous reflective cycles looking at student performance, data student behavior data, and attendance data to reveal opportunities to improve our community and family engagement processes. To date we have implemented a Positive Behavior Intervention Support (PBIS) program, annual passport ceremony, new family outreach procedures and developed capacity in our guidance counselor and a newly hired social worker to support the social and emotional wellness of our students and their families. We have partnered with Bedford Stuyvesant Restoration to leverage their strong community network of support. FA is currently partnered with the Grand Street Settlement and working to develop the community school model. We received an Achieve Now Academy Grant that enabled us to provide extended learning opportunities for our students this past year as well as a Sonema Foundation grant to promote mindfulness wellness and meditative strategies to further improve the social and emotional wellness for students and staff. This past year we implemented a Senior Committee for Social Justice to give students voice and social justice experiences to deal with some of the current community crises . A course has been developed to address the media and media bias to enable our students to critically analyze and think autonomously.

To support the evaluation and monitoring of student centered SCEP goals, the principal is introducing Mavenlink project management software to assign roles, responsibilities, dependencies and establish implementation timelines. The cloud-based software also enables the timely sharing of performance data with key stakeholders including the

community school director, the assistant principals and necessary support staff. The school leader should establish student-centered SCEP goals that are consistently evaluated, monitored for progress and adapted as needed. (IIT)

To build capacity among stakeholders to communicate student data and next steps, the school will offer professional development and ongoing feedback loops.

The school leader should ensure that all stakeholders can communicate individual student data with next steps provided to students to allow them to reach achievable goals that are aligned to school-wide SCEP. (IIT)

Part 2 – Summative Vision for Effective School Leadership

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

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

The principal has collaborated with the teachers and administration to design a shared vision and mission for the school. The vision and mission are shared on the website, on signage throughout the school, and are included on the backs of business cards created for each staff members. Conversations with staff are framed using the vision, mission and instructional focus when offering feedback to teachers on lesson planning and delivery. Parents are reminded of the vision and mission via text messages sent to share student on time and attendance data during. The principal works closely with the community school director in collaboration with Grand Street Settlement and the school leadership team. The principal will use protocols, agendas and reflections to assess the strength of the CBO partnership engages CBO and conversations to guide the relationship towards meeting the vision mission an instructional focus of our school. Feedback will be aligned to and inform the instructional focus and professional development planning of the school. School leaders will norm practices through co-observations and reviewing each other’s observation reports.

School leaders will organize the school for success. Organizational decisions will be informed by student needs so that teachers have regular opportunities to collaborate, and that time will be structured and understood by the whole school community as taking priority over the immediacy of unforeseen circumstances. Students with IEPs will receive the appropriate services, and students have access to programs and rigorous courses aligned to their needs and interests. Systems will be implemented to evaluate and adjust the use of organizational resources and the quality of teacher team work. The principal will be at the forefront of the school as visionary, instructional leader, and manager. School leaders will articulate a culture of high expectations and an instructional that is based on needs and actionable. The principal will also ensure that the instructional cabinet and the work of the CBO are seamlessly aligned with the vision, culture of high expectations and instructional focus so that all stakeholders, including students and families, fully understand the vision of the school and have a voice in its ongoing development.

School leaders will ensure that students have the supports to meet the culture of high expectations and be college and career ready. Guidance counselors and the Community Based Organization will provide proactive, personalized support

for student social emotional needs. Teacher, in teams and individually, will have the time, skills and direction to identify student skill gaps so that they can access more rigorous curriculum.

School leaders will support the improvement of teacher practice through structured collaborative inquiry, teacher inter-visitations, cycles of frequent observations followed up with timely feedback that is accurate, time bound and measurable.

Grand Street settlement working collaboratively with the school social worker will be led by the principal and assistant principals in meeting the needs of our students social and emotional wellness. The team will continue to engage in ongoing needs assessment for students, analysis of student performance data, collaborative assessment of student learning to student work, review of student attendance data, and review a student behavioral data to identify the unmet social and emotional needs of our students. In collaboration with Grand Street Settlement we will engage in research-based practices to deliver a quality programming to improve the social emotional wellness of our students our families and our greater community. We will also work with Grant Street to leverage their relationships in the community to support the work that we do in the school.

Collaborations for continuous learning and improvement

The principal will work collaboratively with the administrators teacher leaders and teacher teams alongside Grand Street settlement to review assess and implement evidence-based practices to ensure the continued growth and learning of students staff families in the greater community. We will review student on time attendance data, asynchronous two-way communications with families, as well as administrative, teacher, guidance staff, and grand Street settlement workflows to determine the efficacy of our systems, identify opportunities for improvement, and implementation of research-based practices to continuously improve our learning and performance.

Our collaborations will use communication protocols, agendas, and reflective practice to ensure that the entire team is working in synergy towards the goals articulated in the school vision, mission, and instructional focus. The school leader Will identify technology-based supports to facilitate our workflows and enhance our communications. Some examples include meetingwords.com, mavenlink.com, Google voice, Microsoft office 360 applications, Prezi, Powerpoints and other performance-enhancing Technology sites. The school leader, school members, and Grand Street Settlement will engage in clear, assertive communication delivered respectfully.

Fiduciary responsibility and programming for student needs

The principal in collaboration with administrators and Grand Street Settlement will work to ensure that teachers have programs in alignment with New York City collective bargaining agreements. To meet student needs the FA administration will be mindful of teachers needs for time and space for collaborations. Additionally, administration will work to develop teacher leadership capacity so that teachers may articulate their needs, and develop professional learning plans and set interim benchmarks . Student programs will be designed to streamline credit accumulation opportunities for students ensuring that they meet state-mandated graduation requirements, have ample opportunities to pursue electives to broaden their horizons,and are offered internship opportunities to improve communication and 21st -century skills.

Administration will work responsibly to allocate funding streams to best meet the needs of our students and offer learning opportunities for teacher leaders and teacher teams to engage in grant writing to enable the school obtain outside funding streams that will enable expanded opportunities for student growth and achievement. We will work closely with Grand Street settlement to leverage their existing partnerships and seek new opportunities to develop new partnerships.

Observation practices

The leadership team understands that teachers are the catalyst for change in student lives. Our high expectations for student achievement demand similarly high expectations for the teachers ability to deliver coherent lessons, assess the

efficacy of those lessons and plan for reteaching opportunities to diminish learning gaps. By engaging in short cycle observation practices in alignment with the Danielson framework, instructional focus, our vision and mission for student achievement we plan to offer teachers feedback on current practice with actionable next steps that will enable the school to grow as a learning community. This establishment of cognitive dissonance between current teacher practice and expected teacher practice will be supported by ongoing professional learning with teachers playing an active role in articulating their learning needs alongside the administration.

Teachers will be invited to visit classrooms alongside administrators using similar tools for informal observations. This will enable teachers to view their colleagues practice through the same lenses used by administrators. By debriefing with the teacher observers and the observe teachers in collaboration with school administrators we will improve teacher leadership capacity and enable the gradual release to teachers for the implementation of colleague to colleague inter-visitations.

Shared accountability and sharing of performance data

The school will work using web-based technology to make our processes transparent. Assigning roles to share documents enables all stakeholders to review team progress and establish intragroup responsibility to meet our stated objectives. We will consistently review our norms, the efficacy of our procedures and explore opportunities to improve our procedures.

We will use an online grade book to share academic behavior and social and emotional behaviors of our students. We will also use signage to promote an are you green campaign enabling students and staff to witness student achievements. The publicly shared displays will be encoded to maintain the privacy of individual students.

The work of teams will be done in confidential spaces to explore student performance trends and enable the implementation of research based practices to improve student performance. These conversations will be privileged and will include identifying student data enabling deep analysis of the current student performance trends and documentation of the improvements realized after our intervention.

Distributed leadership, development and implementation

The principal will work diligently to develop the capacity of the assistant principal and community school director to gradually assume increasing responsibility for the work outlined within this comprehensive educational plan as well as the myriad of other opportunities to act as change agents within our school and within our community. The school leader will engage in ongoing cycles of assessment of team leader capacities, offer structured and timely feedback to team leaders and work with team leaders to develop goals interim reporting measures and plans to develop team leader capacity through professional learning both in groups, in outside trainings, and in one-on-one direct support from the school leader.

The school leader will acknowledge individual team leader and team member strengths. The school leader will also help team leaders and team members learn methods for data analysis, collaboratively develop Data displays and share best practices for project management. The School leader will actively seek technology solutions to streamline and train staff on the use of those solutions.

By participating in team activities and training activities the school leader will demonstrate commitment to professional learning, lifelong learning, integrity and constancy of practice. These demonstrations will facilitate team commitment to the complicated work of growing as a learning community. By engaging in one on one conversations with the individual team members and team leaders this school leader will demonstrate the care necessary to build strong interpersonal relationships. These relationships will improve team cohesion, commitment to the mission and fidelity to our practices enabling our work as a team to drive the change necessary for a successful renewal of our school and the resultant improvements in student performance and improved student outcomes.

Part 3 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Effective School Leadership. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

School leaders will nurture a collaborative school culture that values professional pride where everyone is a learner.

- By June 2016, the majority of teachers will consistently align assessment to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels as evidenced by Advance data

Part 4 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>School leaders will conduct frequent observations and provide timely, actionable, and accurate feedback.</p>	<p>Teachers</p>	<p>September 2015-June 2016</p>	<p>Principal and Assistant Principals</p>
<p>The Principal and cabinet, with the support of the School Renewal Initiative team, will conduct weekly inquiry rounds using a deconstructed Danielson framework and a focus group of teachers. The focus of this meeting will be on how to move teacher practice and products. At this meeting a group of representative teachers will be chosen as the lens through which the inquiry team studies movement, surfaces patterns and trends and decides what additional supports are needed. We would review feedback given to teachers by Principal, AP’s, coaches as well as perform learning walks and utilize protocols to study teacher development.</p> <p>1x/month these meetings will include the UFT representative serving on the Professional Development committee. At this meeting the work of the cabinet will</p>	<p>Teachers and cabinet</p>	<p>September 2015-June 2015</p>	<p>Principal, APs, and School Renewal Initiative team</p> <p>UFT Representative serving on the PD committee will attend 1x/month</p>

be reviewed and matched to the professional development plan developed prior to the beginning of the school year. Implications for PD will be discussed and the work of the cabinet will inform future and ongoing PD.			
The administration will meet at least once per semester with parents and guardians based on student grade level to go over student expectations, student progress, student transcripts, and ways to support the students.	Parents of underachieving students	Once a term	Principal and AP's

Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> Professional Development for Administration SRI Team 											
Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<ul style="list-style-type: none"> By February 2016, at least 80% of students will have engaged in a minimum of one common core aligned tasks in each subject. <p>By February 2016, the instructional cabinet and School Renewal team will be engaged in a weekly inquiry cycle will reveal teachers consistently unpack the curriculum to articulate learning targets</p> <p>By February 2016, the majority of teachers will appropriately articulate assessments for student learning for each lesson taught</p> <p>By February 2016 teachers will demonstrate instructional decisions are being made in response to student learning evidenced by changes made to learning objectives over time.</p> <p>By June 2016, the majority of teachers will consistently align assessment to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels as evidenced by Advance data</p>
Part 6b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	D
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	D
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	D
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>Strengths</p> <ul style="list-style-type: none"> School has developed opportunities to engage with families to synchronous and asynchronous conversations as well as the website. parental participation in school has increased from 2.5% to 18% (AIR) Teachers can contact parents through the school's Google Voice Account which allows school to track interactions with Parents (AIR) The school partners with with family and community agencies to promote and provide training accross all areas to support student success (IIT) Both school leaders and parent coordinators have an open door policy for parents. Parents state that they feel welcome at the school due to the open door policy. (IIT) <p>Weaknesses:</p> <ul style="list-style-type: none"> The school needs to develop a cycle of engagement for families articulated in a formalized actionable communications plan (IIT). The school needs to monitor parental attendance engagement and responds in a timely manner (IIT) The school in partnership with the CBO need to leverage their skills and provide training in academics and social emotional wellness to all stakeholders to support student success The school needs to improve it’s data displays and train all stakeholders in the interpretation shared performance data. The school needs to promote both student and family capacity and participation to advocate for students in SLT meetings (AIR) 		

- inconsistent reciprocal communication between the home and school limits student success (IIT)



Part 2 – Summative Vision for Strong Family and Community Ties

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

Questions to consider:

1. Within the Community School model, how will families be welcomed into the school and made a part of the school community? What support will school safety officers and all staff be given to help create a welcoming environment?
2. How does the school provide support to families so that they understand and can take an active role in what their child is learning?
3. How would the school engage the community and families? How would they ensure that teachers are able to learn from families about the children being taught?
4. How do families partner with the school and CBO to support student success? Will there be dedicated space for families?
5. What adult education offerings can your school community provide to families?
6. How would families be able to access and understand student data and progress?

Families will be welcomed into the school at the beginning of the year with a school visit protocol implemented by the parent coordinator. Parents will be taken on a school tour, advised of the school curriculum, offered an opportunity to visit classes, complete a needs assessment survey and receive a log-in to Skedula and email addresses for school stakeholders.

All school staff will meet with the parent coordinator to learn about and support our welcoming practices.

Foundations Academy is strong at developing positive relationships between staff and students because of the small school size. In order to leverage this strength the Angel program will now be expanded into an advisory class built into the student schedule. As with the previous Angel program the advisory will increase communication with parents by partnering teachers with a guidance counselor. Each teacher is responsible for a small cohort of students and make weekly phone calls delivering a holistic message to families describing student progress.

Family ties are an essential component of the circle of care provided at Foundations Academy to support our students on their journey towards college and careers. Our uniquely small size enables us to personalize the high school experience for both students and families. Foundations will work with the school community and local stakeholders to establish effective two way communications with families to support family and student academic achievement and social-emotional wellness. We will celebrate student and staff success while setting expectations for behavioral and academic excellence. Through traditional voice communications, face to face meetings, an advisory program and our website and social media platforms families will partner with us to improve outcomes for the students and their families. Our established partnerships will support the greater community in planned events to foster adult wellness and capacity for parenting.

Foundations Academy believes when educators, parents and community groups work collaboratively to support learning, students tend to stay engaged, stay in school longer, enjoy their school experience. Foundations Academy has developed multiple tools for regular communication with scholars and families to foster their high expectations for student academic achievement. Foundations Academy provides a welcoming environment for all members of our learning community, including families and visitors, by ensuring that everyone is treated respectfully and that all voices are heard.

Foundations Academy's communication is reciprocal, on-going, and varied. In addition, the school leadership has ensured that there is regular communication between the school and its students and families and that this communication informs families of the high expectations for student academic achievement and social-emotional development. In order to enrich the culture of the school and advance the civic life of our school building families at FA will have multiple avenues to engage with the greater community to address challenges, support student development, and celebrate learning and student growth and accomplishments.

In order to increase family and community engagement, Foundations Academy is committed to utilizing all of the following:

- **Communication:** Parent engagement block, curriculum newsletter, internal needs assessment (survey) w/ CBO, home visits, 9th & 12th grade orientations, monthly progress reports, open-houses, Passport to College ceremony, curriculum night, phone blast, backpack letters, advisory council,
- **Collaboration:** Family Workshops, Family Center, On-line resources, community building events (kickoff, holiday dinner, etc.), On-line grading and messaging, technology , literacy, college application and financial-aid workshops, advisory council
- **Support:** CBO's facilitate supports for families in crisis, mental health services, pathways to graduation: individual parent conferences, learning at home strategies, adult education, utilizing public services. In collaboration with students, the parent coordinator will deliver a series of workshops on the use of Skedula, how to read student transcripts, how to understand student programs and high school promotion criteria.

Grand Street will lead and deliver a series of workshops for parents in collaboration with our parent coordinator. Topics will include supporting student study skills, managing the college application pathway, graduation planning, fiscal management, interviewing skills etc. The workshops will be scheduled for delivery monthly including both an morning and afternoon session.

The principal will lead a title I meeting in October. The assistant principal will work with the parent coordinator to distribute clothing and support materials to students in temporary housing.

Grand Street will offer parents a constellation of services coordinated by their case manager. The case manager will follow up with families to determine if their needs are being met.

Part 3 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Strong Family and Community Ties. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

The school will nurture a welcoming environment for the local community to enrich the school. This will be done by:

- Develop a system where all families receive school communications and can communicate with teachers and other staff members in all pertinent languages.
- Ensure families can establish reciprocal communication with teachers and other staff members about children's academic, social, and emotional developmental health progress and how to best support student achievement.

Evidence of Success

By June 2016, school leaders and staff will consistently communicate high expectations that are connected to a path to college and career readiness and offer ongoing feedback to help families understand student progress toward those expectations via grade meetings held with parents at least once per semester. Success will be measured by family reporting of satisfaction on a survey developed by the school in collaboration with the CBO.

Part 4 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> ● Research-based instructional programs, professional development, and/or systems and structures needed to impact change. ● Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). ● Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>At the start of each semester, administration, the family coordinator and Grand Street Settlement will collaborate in securing textable cell phone numbers for all families. The contact information will be updated in ATS and in a Google voice database enabling all stakeholders to text parents.</p>	<p>Students</p>	<p>September 2015-June 2016</p>	<p>Admin, Family Coordinator, Grand Street Settlement</p>
<p>Skedula, an online grading system will be utilized to actively share student achievement data with families.</p>	<p>Students</p>	<p>September 2015 – June 2016</p>	<p>Students, Faculty</p>
<p>Students will be paired in a mentoring relationship and offered guidance in best practices for supporting their colleagues through homework assistance, project assistance and modeling of positive behaviors.</p>	<p>Students</p>	<p>September 2015 – June 2016</p>	<p>Students, Faculty</p>
<p>The school will continue the following practices and systems.</p> <ul style="list-style-type: none"> ● Passport to Graduation Ceremony. ● Setting expectations as students cross the stage and celebrate achievements ● Engaging families in conversations about credit opportunities 	<p>Students, Parents</p>	<p>September 2015-June 2016</p>	<p>All Faculty</p>

<ul style="list-style-type: none"> ● Parent teacher conferences ● Curriculum night (1x a year) ● Parent contact via Text messaging ● Home visits to targeted LTA ● School community needs assessment in collaboration with Grand Street Settlement ● School newsletter and website with current functions ● Meetings with the precinct liaison ● Partnerships with Councilman Cornegy’s Office, State Senator Malave’s office, Bed Stuy Restoration, NYU ● Non-credit bearing courses in communication ● Writing courses to improve written communication ● Partner with local feeder schools to meet the needs of their students on articulation ● FA Advisory program ● Teachers and guidance making shared calls to families to celebrate students success and inform on progress ● PLC/ Grade level meetings/ WITsi ● Inter-visitations <p>Family Movie Night</p> <p>Grand Street settlement will secure the services of an AmeriCorps volunteer to engage families and bring them into our school’s embrace</p>			
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Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
<ul style="list-style-type: none"> ● Grand Street Settlement Online Grading Platform (Skedula) 										
Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21st Century	C4E

	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other
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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- By February 2016, parents will report satisfaction with school processes establishing a culture for learning that consistently communicates high expectations for all students and offer ongoing and detailed feedback and guidance/advisement supports that prepare students for the next level

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

Section 6: Expanded Learning Time (ELT) Program Description

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

Part 1 – ELT Program Goal(s)

Describe the summative goal(s) of the ELT program for the 2015-2016 school year. Be sure to construct the goal to be SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> ealistic, and <u>T</u> ime-bound.
Beginning September 2015 student programs will be extended reflecting student schedule of 8:58-4:15. By extending the day all students will have increased opportunity to earn up 8 credits per semester (previously 7 credits). Additionally, the new student program will include support classes in either communication or writing. Student program will also include an advisory class.
<ul style="list-style-type: none"> ● By June 2016 students will have accumulated up to 12 academic credits for the year. ● By June 2016, the school’s college and career preparatory course index will meet or exceed 9.6%% ● By June 2016, the four-year graduation rate will meet or exceed 38.6%. ● By June 2016, student attendance will be at least 80%.
By June 2016, the percentage of year 2 and 3 students making progress to graduation will be at least 50%.

Part 2 – ELT Program Type

Is the ELT program voluntary or compulsory?		Voluntary	X	Compulsory
If the ELT program is voluntary, indicate how you will actively encourage the participation of all students, with the goal of serving at least 50% of students.				
ELT is built into the student program. Minutes have been added to every instructional period and one period of instruction has been added.				

Part 3 – ELT Program Description

Target Population: The ELT program for a Renewal School will be offered to all students in the school.
Describe how the school will meet the following SED requirements for an ELT program: How will the school integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging? How will CBO staff and the school’s teachers be integrated to provide a seamless learning day?
<ul style="list-style-type: none"> ● Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation. ● Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting. ● What new content areas and opportunities will be offered to students? ● Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.

- Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.
- How will community educators receive professional development? Are there plans to provide joint PD to school faculty and community partner staff?
- How will outreach be made to families?

Extended learning time will be incorporated into the student school day. All students (except for seniors on track for graduation who have exceeded all necessary credits) will attend school in a 9 period day. After school tutoring is also available for students to enhance their skills outside of the classroom. After 9th period tutoring will be available to all students in all Regents subject areas. This tutoring will be provided by FA teachers.

Grand Street tutors will be embedded in our classrooms during instruction so they are aware of the learning taking place in the classrooms. The school leader has developed a protocol for sharing missed work with the tutors to facilitate the delivery of appropriate instruction.

Tutors and CBO staff will also be invited to all Foundations Academy professional development training.

PSAL teams will continue to provide a diverse and comprehensive athletics program based at Foundations Academy. The building houses one gym, a dance room, and a new athletic field. The facilities are shared Foundations Academy, Success Academy, Urban Assembly and PS 368 (D75).

Saturday Academy will be made available for students to prepare for standardized examinations and additional tutoring for classes they are at risk of failing. Saturday school will be promoted as an opportunity for students to maintain pace with their cohort peers. Students coming to Saturday school and completing their assigned tasks will receive incentives. The school will also provide 2 fare metro-cards for students to facilitate travel to and from the school.

We will celebrate student achievement of credits from Saturday school by inviting a parent to join a student on a trip. We will message the opportunity and expectations by phone messenger, calls, text messages and our web-site.

Advisory class built into student day schedule will occur once a week and will be facilitated by an FA teacher and CBO partner. The advisory curriculum will focus on building positive actions, address social, emotional as well as academic needs. Administration, teachers and community partner will meet a minimum of once a week for professional learning and curriculum review.

Art classes will be offered during the student day schedule as well as an extracurricular activity in collaboration with Grand Street Settlement.

Part 4 – ELT Program Implementation and Oversight

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

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

3. Explain how you will evaluate the program to assess impact on student achievement.

Extended learning time will be incorporated into the school day and will be evaluated in the following ways:

Guidance and administration will be key personnel responsible for ensuring that all students are programmed accordingly. F - status personnel will assist guidance counselor in review of transcripts to further identify credit needs and create an effective program for students.

Grand Street settlement will partner with an FA teacher to facilitate day advisory program once a week on Fridays.

Additionally, the advisory pair (CBO advisor and teacher) will meet once weekly during common plan time to review curriculum, lessons and revise activities as needed.

Impact on student achievement will be measured every marking period using data from the attendance and scholarship reports.

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

Extended learning time will begin September 2015 - June 2106.

Meetings between advisors (teacher and CBO) will also start in September and continue on a weekly basis through to June 2016.

Part 5 – ELT Budget and Resource Alignment

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

Extended learning time will be incorporated into the school day.

Principal and AP will implement and oversee the program. Grand Street Settlement will partner to provide attendance outreach, tutoring, and advocate counseling.

ELT program will be monitored by through reviewing overall student performance at the end of each marking period. The data will be recorded in Skedula. The data-specialist will disaggregate data to reveal performance trends and enable the school to make appropriate instructional decisions.

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

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

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

Part 6 – ELT Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

First marking period will constitute the first major benchmark of success and predictor of student credit accumulation. Attendance and scholarship data will be generated and analyzed to determine whether we are reaching our goal.

- By February 2016, student attendance will be at least 80%.
- By February 2016, the percentage of year 2 and 3 students making progress to graduation will be at least 50%

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

Section 7: Community School Description

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

Part 1 – The Community School Program Goal(s)

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

- By June 2016, student attendance will be at least 80%.

By June 2016 80% of students will earn at least 12 academic credits for the year.

Part 2 – Community School Program Description

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

Foundations Academy High School, located in the Bedford-Stuyvesant neighborhood, has developed into a community school. We share a vision with Grand Street Settlement, our community based organization, of students well supported socially and emotionally, enabling them to form strong attachment to schools and develop their academic skills.

For the 2015-2016 school year, we have partnered with Grand Street Settlement (GSS) has a long history of partnerships with schools, providing students with year- round, out of school programs predicated on a youth development model. The underling core value of Grand Street is closing the achievement gap between the students in the Bedford-Stuyvesant Community and their more affluent peers. GSS will be implementing high leverage, research based practices to improve attachment and student attendance to school.

With a cohesive focus on academics, health and social services, youth and community development is expected to have a positive impact on student learning, stronger families improved community ties yielding positive outcomes for our students.

Vision of Community Based Organization:

We expect the Foundations environment will empower all stakeholders' to feel welcome and safe. Parents and students voice, and access to all resources and the resources of GSS will support the social, emotional and academic needs of our Foundations Family. We anticipate our outreach concerns will be taken care of expeditiously, professionally, respectfully and privately. Confidentially will not be maintained while sharing necessary information with the school faculty to promote student wellness.

The overall goal of the Community School program is to provide additional academic and other supports in order to increase student attendance and academic achievement. As a community we recognize students may need social and emotional support before they are able to engage and appreciably perform in their academic classes.

The entire student population will be targeted to be part of the Community School program. As such, the school will partner with Grand Street Settlement to support the social, emotional, physical and academic needs of the students.

Specific students will gain access to programming based on a variety of criteria including:

- Self-referral
 - Parental referral
 - Teacher referral by consensus when engaging with student-at-a-glance protocols
 - Review of students referrals for inappropriate behaviors
 - Demonstration of aggressive behaviors
- Repeated reports of cutting

3The CBO will perform home visits The CBO will plan incentives, special programming, guidance support for social and emotional wellness and engage the services of a school based mental health clinic to support student ability to come to school and form strong school attachments.

The CBO will also connect students to a constellation of services through a referral process to support their social, emotional health and mental health, enabling them to improve their attendance

The CBO will invite parents to the school and to join parental workshops building parental involvement with the school as a fractal to model and improve student attachment to school

The CBO will maintain records of students referred to outside agencies

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

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

FA will be a Community School where for the 2015-2016 school year, the community-based organization that will partner with the school will be Grand Street Settlement and will act in accordance with the guiding mission and vision of the principal.

1. The school leader, in partnership with the SLT will meet regularly with the CBO and CBO director on-site to develop the action plan for the CBO's scope of work.

The work will be staged to enable the rollout of programs that meet the mission of the school

The school will participate in rolling out surveys to determine community needs

The school will work with the CBO to determine CBO strengths and determine which of the CBO's strengths are relevant to the school's mission enabling a focus and constancy of purpose through strategic alignment. The CBO will develop all programming and interventions to meet or exceed the school's stated performance goals.

2. Foundations Academy plans to personalize the needs of all students through strategic programming and services in partnership with Grand Street Settlement. A key feature of our programming and includes the extended learning time for credit bearing work. We plan to add extra time each period for enhanced instruction. Through strategic programming we plan to limit time spent for passing and lunch to enable Time for labs and advisory. Grand Street will contract for mental health services to be delivered at Foundations in the form of a clinic. This will enable our students experiencing profound challenges to receive the support they need through a venue closely tied to mental health facilities offering a constellation of services.

Global studies will be double blocked with a media-speech-presentation course to enable students to address the common core learning standards of speaking listening and 21st-century technology skills, while supporting the content of Global Studies.

The CBO will lead an advisory class promoting student wellness across domains including social, emotional, health and 21st century skills

The CBO will contract with a mental health facility to provide school based mental health services in a clinic model to support student and family wellness.

3. We recognize the value of having families engage in and decision-making and advocacy for their students. We'll plan to hold monthly meetings with families through the SLT. Additionally we engage families one morning every week, on parent engagement afternoons and evenings, through ongoing texting and messaging in support of two-way asynchronous communications, and through our Angel program.

Additionally we plan to engage families in a school visit protocol. Parents visiting the building will receive a curriculum package outlining the learning experiences their student will be exposed to this year. The parents will be given a tour of our learning spaces and visit with the guidance counselor and social worker and CBO Director. This will enable parents multiple contacts within the school to improve our communication with our families. Parents will also be surveyed so we may learn their needs and leverage Grand Street Settlement's existing partnerships to assist our community members.

4. The principal and the Community School Director will meet weekly with our assistant principal, DSR, family coordinator, attendance teacher, social worker, and guidance counselor to review student progress demonstrating the efficacy of our community school initiatives. The team will also review student work as a lens to determine how our work is translating into student achievement.

The team will develop and implement agendas and protocols for team processes and reporting tools to enable sharing of school-wide progress.

Part 3 – Community School Program Implementation and Oversight

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

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

Foundations Academy is partnered with Grand Street Settlement to develop our community school model. The program will be overseen by the principal with support from the assistant principal. The director of the community school program will work with the principal and the SLT to develop the needs assessment, programs and implementations of services.

Grand Street Settlement has committed to supporting the delivery of mental health services and coordination the leveraging of general health services for our students and our community. They have also committed to facilitating attendance improvement initiatives and family programming to improve adult literacy and career readiness. We also

anticipate Grand Street Settlement will participate with us in the delivery of programming for foreign language acquisition, an advisory program centered on improved student communications and character development.

We also plan to collaborate on the development of a college going culture with elements including a college office, application assistance, SAT prep, College Fridays (Staff members in college sweatshirts), providing college sweatshirts to all students accepted to college.

We believe student outcomes can be improved by shaping behaviors. The school will partner with GSS to set clear instructional and behavioral expectations, support those expectations and positively recognize on-task behaviors and habits of mind.

We will recognize students for:

- s Deciding to attend college
- s Selecting high school courses to prepare for college
- s Maintaining good grades
- s Obtaining information about colleges and academic programs s Visiting college campuses
- s Exploring college major and career interests
- s Preparing for and taking college admissions tests
- s Completing college admission applications
- s Applying for financial aid and scholarships
- s Selecting a college to attend

We also anticipate developing curriculum for and implementing programming to support programmatic thinking through computer programming and robotics. We also plan to leverage CBO partners to establish an internship program. The CBO will introduce their INTEL partnership to support our technology initiatives while the CBO will also share their robotics curriculum and expertise, and their media production curriculum and expertise with our staff to enable Foundations to begin to develop a CTE program centered on Media, production, advertising and promotions.

The goal is to enable students to brand themselves and communicate their personal value proposal to college admissions officers and HR personnel as they seek a living wage to support themselves while attending college.

We will partner with Grand Street Settlement to develop benchmarks to assess the impact of the initiatives on student development.

- Intensive Parental Outreach- The CBO will communicate with parents via flyers, phone calls , home visits The content of communications will be cleared in advance with the school principal.

- Home visit- if a child has missed a three consecutive days of school, the CBO will visit the child’s home and encourage the student to continue their education.
- Morning Pickup- if the parent is worried about the child getting to school safely or on time, they can request a member of the CBO to help them get to school on time.
- The CBO through the services of a case manager will connect families to a constellation of support services for students in crisis, substance abuse, teen pregnancy, health issues and nutrition.
- Improve Attendance- one of the graduation requirements is to have students attend school regularly. Attendance is celebrated once a month with a reward to students and parents.
- Liaison with other CBO’s to partner in delivering services for our students
- Grant Opportunities - Seek grant opportunities to support the sustainability of the CBO program
- Run monthly parent workshops
 - on academic content in partnership with our teachers
 - on financial literacy
 - the college application process
 - cultural events in NYC
 - Speaking with kids about wellness issues
 - navigating peer pressure
 - managing/mitigating substance abuse
- College and Career Discovery
- Substance Abuse Program
- Incentive Programs for parents and students may include trip reward a student and a parent/guardian for students upholding school values

There will be monthly check-ins with data reports supplied by the CBO to school administration that articulate performance measured against the CBO program goal. School administration will provide guidance for the realignment of CBO activities to support program goals.

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

Advisory curriculum

Permits and administrative staff will be required to support after-school and Saturday activities.

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

We will initiate services over the summer with supports for students attending summer school, initiation of a home visit program to warm-up incoming students and a kick-off celebration invigorating our programming for the upcoming school year. We anticipate all programs we develop will include succession planning, seeds for sustainability and opportunities for outside benefactors.

- Outreach to summer school attendees - summer 2015
- Implementation of attendance improvements - September 2015
- Implementation of after school activities - September 2015
- Initiation of tutoring services - October 2015
- Initiation or parent programming - February 2016

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

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	ELL students, students who have previously failed an ELA course or are in danger of failing based on marking period grades	Individualized, targeted assistance through CBO tutoring	one-to-one tutoring and/or small group instruction	Before, during and afterschool day
Mathematics	Students who have previously failed a math course or who are in danger of failing based on most recent marking period grades Students that have previously passed the Algebra Regents but have not met College Readiness standards will be tutored to retake the Regents	Individualized, targeted assistance Period specific tutoring by math teachers CBO tutoring Targeted	one-to-one tutoring and/or small group instruction Small group tutoring	Before, during and afterschool day During and after school
Science	Students who have previously failed a science course or are in danger of failing	Individualized, targeted assistance	one-to-one tutoring and/or small group instruction	During and afterschool day
Social Studies	Students who have previously failed a social studies course or who are in danger of failing	Individualized, targeted assistance	One-to-one tutoring and/or small group instruction	Before, during and afterschool day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students who have attendance/lateness problems, students who are off track or who are in danger of failing based on the most recent marking period grades	intervention techniques and parental outreach	one-to-one counseling and/or small group counseling	During school hours the school social workers and psychologists will provide services. Grand Street Settlement will provide supplemental

				counseling services after school.
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Section 9: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Classes will be taught by teachers licensed to teach the subject. To recruit and retain highly qualified teachers, the school will use funds for Model Teacher positions. These lead teachers will support professional development for other teachers. In addition, the weekly teacher schedule will include 80 minutes of professional development every week.

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
Professional development as previously outlined in section 10 will include strategies for writing across the disciplines using the Hochman's writing methods. Teachers and administrators will engage in a series of workshop at both the introductory level and at the higher stages of writing. The PD will be measured for efficacy through the administration of post-pd exit tickets and surveys of teacher satisfaction with the professional development they are receiving. Teacher progress in implementing the strategies introduced at common planning will enable measurement of progress towards meeting the stated ambition of the PD
Additionally, professional learning on higher order question, rigor and critical thinking will be facilitated through peer professional development and through peer feedback from learning walks and intervisitations.
PD efficacy is measured by teacher implementation of strategies in the week following delivered PD in alignment with best practices articulated in the Danielson Framework for Teaching
On PD completion teachers will complete surveys or exit tickets to determine their qualitative effect on teacher teaching practice.
The principal will collaborate with the assistant principal and School Renewal Initiative staff in cabinet level inquiry to review the teacher performance to identify changing trends in teacher practice resulting from PD

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

An assessment committee will be formed in September to review all assessments embedded in the curriculum. Committee will create an assessment calendar and provide feedback for modifications and extension activities. Committee will select the assessments to be utilized for data analysis and make adjustments to future assessments accordingly.

Teacher engaged in twice-weekly inquiry will design appropriate assessments to measure student growth trajectories.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	126,326.00	X	24
Title I School Improvement 1003(a)	Federal	22176	X	54

Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	959,365.00	X	33,34,35

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a):** To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/RSCEP.
- **Title I Priority and Focus School Improvement Funding:** To support implementation of school improvement plans that aims to improve instruction and address the identified needs.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and

achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 10: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP)

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

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

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

To support strong family community ties, we developed an angel program; with individual staff members each responsible for a small subset of students and their families. We maintain close contact with our families by texting every morning to inform families if their students are late. These text messages commence immediately after the bell for the first period, enabling parents to get in touch with their students and encourage them to

come to school. Additionally, we text parents on student arrival to the building so they know that their children are safe with us, since having left their homes. Finally, we text families at the end of the day with progress reports or cutting reports. To further improve school family relationships, we have hosted a series of events and rituals to support family interaction in our school. Once each semester we engage families in a passport to graduation ceremony. In celebration of student achievement, families are invited to witness their children cross the stage to collect their passport; a graphic organizer detailing student progress towards graduation. Each passport is stamped for every credit that a student has achieved while in high school and each exam passed. Graduation requirements are listed in the passport and available for ready reference. We held our last passport to graduation ceremony on parent school night. After our ceremony, parents came to our cafeteria to enjoy a celebratory dinner with their students and our teachers. Teachers manning strategic tables around the periphery of the room facilitated staff - student and staff - family conversations and deepened our trusting relationships. By bringing all our families and our teachers into one room, we were able to share both qualitative and quantitative data and make our learning metrics more transparent for our families and students. We were also able to quickly refer and guide parents from one table to another promoting engagement with the greatest number of faculty.

The CBO will provide a morning team to perform student outreach in-home visits encouraging students to arrive at school prepared for work. They will assist us in delivering advisory programming for our students centered on positive actions and positive values with the anticipated growth in student academic achievement and in the learning environment. In partnership with the CBO we will be distributing an interest survey for families and students to complete.

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

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

- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

School-Parent Compact (SPC)

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;

- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

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

2015-16 AND 2016-17 SCHOOL YEAR

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 14	Borough Brooklyn	School Number 322
School Name Foundations Academy		

B. Language Allocation Policy Team Composition

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

Principal Neil Monheit	Assistant Principal Suzane Joseph
Coach	Coach type here
ENL (English as a New Language)/Bilingual Teacher Lara Gerstein	School Counselor Donna Bernstein
Teacher/Subject Area type here	Parent Ms. Fernandez
Teacher/Subject Area type here	Parent Coordinator Sarah Albaz
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent Michael Alcott	Other (Name and Title) type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (excluding pre-K)	77	Total number of ELLs	6	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

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

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

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

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish											1	2	1	0
Chinese														0
Russian														0
Bengali										1				0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other fu												1		0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)														0
Emerging (Low Intermediate)											1	2	1	0
Transitioning (High Intermediate)														0
Expanding (Advanced)										1		1		0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total													1	0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	3	0		
Geography				
US History and Government	2			
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
We assess students using a text for lexile levels embedded in the MyOn program. We also use Dibels to determine specific challenges requiring intervention
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
Our school population of ELLs is too small to render statistically significant trends
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
We do not have enough ELLs to form a subgroup for accounting purposes of AMAO and AYP
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
We find the ELLs are experiencing difficulties passing State exams.**We review the results of assessments to determine the level of additional support needed.**
- Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide](#), Support Services for ELLs (RTI and AIS) section and [RtI Guide for Teachers of ELLs](#).]
Paste response to question here:
- How do you make sure that a student's new language development is considered in instructional decisions?
As a small school we are mindful of student need in both their first and second languages. We support student growth through vocabulary building activities derived from previous Regents exams. Teachers model contextual and morphemic textual analysis for students to build the skills necessary to create meaning from text.
- For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the target language?
- b. What is the level of language proficiency in the target language for EPs?
- c. How are EPs performing on State and other assessments?

Paste response to questions here:

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

We review student ability to perform on formative and summative exams. Our population is too small to render statistically significant findings for AYP

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

The initial screening procedure is as follows: When ELLs come in the school to register, the secretary provides parents with a Home Language Identification Survey form (HLIS) to identify the child’s language proficiency. Either the ESL teacher or another pedagogue then evaluates the HLIS form. If the child is identified as an eligible candidate for Bilingual instructional services, an informal interview is given to the candidate by a pedagogue and the Language Battery Assessment revised (LAB-R) is given to identify the child as an English Language Learner or English Proficient. If students are Spanish speakers, the Spanish LAB is equally administered. Based on the students’ LAB-R scores, parents receive an Entitlement letter which informs them of their child’s proficiency level. They are also invited to attend a Parent Orientation Session to ensure that they understand all three program choices. At the orientation meeting various programs are described. The child is enrolled in the appropriate program within ten days. Our foreign language teacher Ms. Vadals is a special education teacher.

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

Interim assesemta are given by our Assistant principal upon entering our school. Sife students questionnaire examine student work to Results are used to examine trends across the grades and progress in each individual student. Foundations Academy used assessments from MyOn to discover lexile levels for our students. For students behind in their reading proficiency, we administer a Dibels to determine ares of concern based on our curriculum. We used the assessment results to revisit and revise instructional practices that will lead to all students performing on or above proficiency level. There is a consistent trend based on the assessment results that the students are having trouble with Word Recognition/ Context Clues, Determine Meaning and Capitalization. The implication is that we must focus instruction on reading strategies to help with comprehension. Regarding the SIFE population, there is an urgency to provide academic intervention services as an extension to the regular school program on both push-in and pull-out services. The following interventions are also implemented:

- Making an individualized student needs assessment.
- Grade and age appropriate instructional support materials.
- Differentiation of instruction in all areas to help students achieve their IEP goals, in addition to meeting NYS ESL standards.

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

The school provides the following resources to facilitate the transition of Newcomers: The director of Special Education is the aprincipal, Mr. Monheit, since the school does not have a bilingual liscence teacher, we use the services ofa liscence specail eduator whose native language is Spanish. ms. escalante working for our CBO provides language interpretation services. parents are 20 days to accept or accept the language profiociciency taem recommendations, services are initatted within seven days for your Ells.

- An orientation session for incoming new students.
- A buddy system identifying a similar student in his/her class who will assist the Newcomer during the day.
- Utilization of the Wilson Reading Program.
- Encourage students to participate in Academic Intervention programs such as AIS, afterschool programs, peer tutoring programs, and the Wilson Reading Program.

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

Parents receive an Entitlement Letter in their home languages via mail. In case parents fail to return the Program Selection forms, the ESL teacher and parent coordinator through a translator consistently contact the parents at home. However, should parents require assistance in filling out the Parent Survey and Program Selection forms, they can obtain assistance from a school personnel, i.e. the ESL

Teacher/Coordinator and/or Parent Coordinator with the aid of a translator. Once parents complete the Parent Survey and Program Selection form, students are placed in the chosen program. Foundations Academy offers the freestanding ESL program, and students receive the mandated hours of ESL services as determined by their level of English proficiency.

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

We send out letters in their home language and try to make contact with the families to inform them the right to appeal ELL and the steps that can be taken to do so. Parents of students over 18 are notified of their right to appeal their ELL status within 45 days of enrollment. Our Assistant Principal is responsible to monitor the process and communication to and from parents are maintained in students cumulative records.

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

Furthermore, in order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. The ESL teacher, the Assistant Principal, Parent Coordinator, and necessary translators meet with the parents to inform them of program options. During the meeting, parents are assisted in filling out the Program Selection form if necessary. They are also provided with information about ESL services and an opportunity to ask questions so that they can make an informed placement selection as well as information about the core curriculum, learning standards, expectations for students, and assessments. The school does not provide bilingual programs.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

We use school messenger to send out messages in their home language as well as letters sent home with the students reminding them of the deadline. Assistant Principal, Teachers and the Parent Coordinator who are able to communicate with the parent effectively are encouraged to call the parents to make sure they understand the form and answer any questions they have which may be the cause of untimely submission. Parents surveys and program selection forms are distributed, and we monitor the collection and storage of their forms. We correspond with families using the home language and follow up with the families to learn their choices.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

We maintain an Excel spreadsheet to monitor in case parents fail to return the Program Selection forms, the ESL teacher and parent coordinator through a translator consistently contact the parents at home. However, should parents require assistance in filling out the Parent Survey and Program Selection forms, they can obtain assistance from a school personnel, i.e. the ESL Teacher/Coordinator and/or Parent Coordinator with the aid of a translator in their home language.

9. Describe how your school ensures that placement parent notification letters are distributed.

Placement letters are backpacked home with students and mailed to the homes. Furthermore, if parents visit the school for their own needs or if requested by school personnel, the parents are reminded of placement and given a copy of the letter.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

All ELL documentation is filed with the students cumulative records and SESIS if appropriate. Files are maintained by the school secretary.

11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Students are identified for taking the NYSESLAT using the ATS BEDS exam history report and given the exam during the examination period. A native language speaker works with students through the reading and speaking sessions. Ms. Vidals administers the speaking and listening, monitor student attendance and give students the opportunity to take various components of the exam on alternative days.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

Placement letters are backpacked home with students and mailed to the homes. Furthermore, if parents visit the school for their own needs or if requested by school personnel, the parents are reminded of placement and given a copy of the letter in their native language.

13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

Prior to the Principal assuming leadership of the school there was no ESL program. We have implemented a Freestanding ESL and Push-In program supported by Special Education educators. We have a small group of ELLs in our building and consistently register two to four students a year. Yes the program model is aligned according to the parents' requests.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.
Students are in a standalone heterogeneous ESL class. Students at diminished proficiency levels receive extra push-in support throughout the academic day.
 - b. TBE program. *If applicable.*
Paste response to questions here:
 - c. DL program. *If applicable.*
Paste response to questions here:
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
All core classes in our school are taught by a team of co-teachers. In English, Math and Science, teachers are dual language proficient. Special educators use special ed techniques and data informed instruction to support the needs of our ENL population. Students are matched to additional instructional minutes in alignment to their needs.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
All core classes in the school are taught in an ICT model. Special educators modify lessons to provide access to content and alternative methods for students to demonstrate mastery of the subject matter. The school is engaged in school-wide inquiry focusing on sentence level writing supports. The school also has a wide-spread practice of offering students text in a format including line spacing, line numbering, space for annotation, frontloading of vocabulary and an annotation legend to enable students to develop as active readers.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
The ESL teacher administer the Foreign Language and English Language Assessment quarterly throughout the year including lexile checkers and divles.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Our school-wide grading policy includes participation, assessment and project grading. Our school bases lesson plan template promotes teacher attention to reading, writing, speaking and listening skills throughout their lessons. Teachers receive ongoing professional development in pedagogical techniques to support the four modalities during class. The school has initiated inter-visitation as a technique to promote teacher learning of valuable pedagogical techniques that will support student learning as well.
6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL statusSIFE ELLs receive support in basic concepts as well as English language instruction
The free standing ELL class is heterogeneeneous. All students are embedded in ICT classes throughout the day with curricular supports for language acquisition, speaking and presentation skills, use of accountable discourse to promote listening and speaking skills and Judith Hochman writing strategies to promote writing skills
7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

Chart have not experienced student re-identification as ELL or non-ELL. Student performance is monitored through online gradebooks. Teachers are mandated to regularly report student progress. Students with academic challenges are reassessed for language impediments within 30 days after receiving their report cards.

8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
 Teachers use the Judith Hochman writing strategies to accelerate writing skills. Teachers use a text format that promotes student engagement with text as active readers using line numbering, space for annotation, an annotation legend and an area for front-loading vocabulary.

9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
 All our core classes are ICT. Additionally students have the opportunity to participate in tutoring during lunch, after-school and on Saturdays.

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

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

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

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



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

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

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

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

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

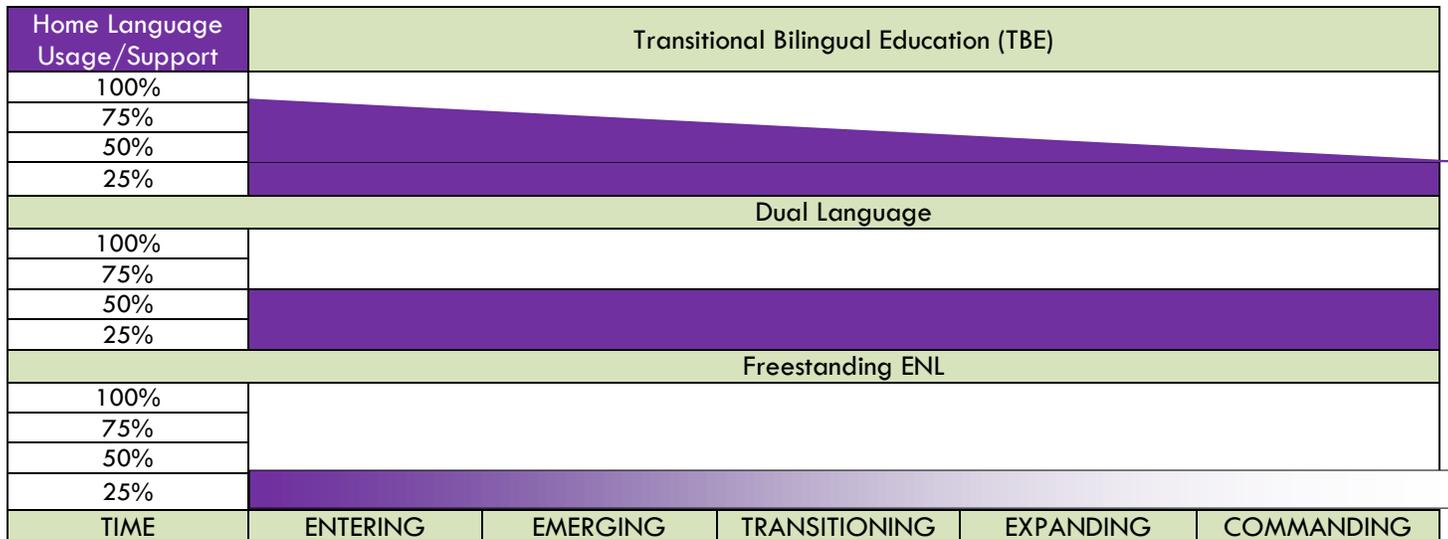


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. The content areas are delivered in English, and the instructional approaches and methods used to make content comprehensible and to enrich language development, Foundations Academy has adopted a Balanced Literacy approach in the instruction of content areas. Students are provided with the opportunity to do read-alouds, shared and independent reading. The writers workshop model is also implemented, and students are knowledgeable about the writing process. Students maintain a writing journal.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Inquiry groups reveal improvements both among ELLs and Native English Language students. Engaging in the Hochman Writing Strategies led to marked improvements in E:LA Regents pass rates.
12. What new programs or improvements will be considered for the upcoming school year?
We are introducing the MYON library
13. What programs/services for ELLs will be discontinued and why?
Paste response to question here:
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELL students are invited to all programming in for after school services. Our CBO sponsored services are supported by bilingual staff.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
We use APEX learning, Lexile.com, and castle learning.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Bilingual instructors support language/vocabulary acquisition across domains. Special Education strategies are introduced in our ICT core classes to facilitate access for all learners.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Teachers are trained in the use of Lexile.com and requested to record the lexile levels of texts they use for instruction. Teachers are also trained in the preparation and acquisition of alternative text appropriate to student lexile levels to be used in spiraled activities.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
The school provides the following resources to facilitate the transition of Newcomers:
--An orientation session given by the ELL teacher for incoming new students.
--A buddy system identifying a similar student in his/her class who will assist the Newcomer during the day.
--Encourage students to participate in Academic Intervention programs such as AIS, afterschool programs, peer tutoring programs, and the Wilson Reading Program.
19. What language electives are offered to ELLs?
Spanish is offered to ELLs.
20. For schools with dual language programs:
- What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - In which language(s) is each core content area taught?
 - How is each language separated for instruction?
 - Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to question here:

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
There is ongoing professional development two days a week for all teachers in the application and analysis of success of the Hochman writing strategies. Additionally teachers are mandated to attend two PD periods a week during common planning. Topics are aligned to the Danielson Framework for Teaching and promote best practices school-wide. Teachers in the SIT also review student performance and develop and implement plans for improving student performance.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
Teachers received job-embedded coaching support from the Office of School Renewal
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
We provide staff with ongoing training, embedded coaching and a structured inquiry program to allow for staff to grow professionally and provide transition services for students. Teachers are also invited to participate in family conferences led by school administrators to model best practices for supporting families and student development.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

Paste response to question here:

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?
Foundations Academy individually meets with the parents or guardians of English language learners at least once a year, in addition to parent-teacher conferences, initial parent orientations, quarterly progress meetings or other scheduled meetings provided for parents or guardians, to discuss the goals of the program, their child's language development progress, their child's English language proficiency assessment results, and language development needs in all content areas. This additional meeting includes school staff necessary to sufficiently inform the parents or guardians about their child's language development in all content areas in English and in the child's home language in the case of students enrolled in a bilingual education program. Such meetings are conducted with a qualified interpreter/translator in the language or mode of communication the parent or guardian best understands. Our schools determines the manner and form of such individual parent meetings, in accordance with collective bargaining agreements. Foundations Academy will record attendance using existing procedures.
2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.
Paste response here:
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
We encourage parent involvement at all Parent Association meetings as well as SLT meetings. Parents have the ability to voice their opinion and become a voice for not only their child but other parents of ELLs. We also send out mail to parents of ELLs on activities that are taking place in the community geared towards helping them and their families.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
Foundations Academy partners with Grant Street and other Community Based Organization which help provide workshops and other different services to parents.
5. How do you evaluate the needs of the parents?
We communicate with the parents and find out how we can assist them with their involvement of their child. At all events, we encourage the parents to indicate their needs so we can better assist them and their child.
6. How do your parental involvement activities address the needs of the parents?
As part of our effort to strengthen the parental involvement, some members of our school community are bilingual and ensure communication between the school and the home

D. Additional Information

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

Paste response here:

Part VI: LAP Assurances

School Name: Foundations Academy

School DBN: 14K322

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Neil Monheit	Principal		10/29/15
Suzane Joseph	Assistant Principal		10/29/15
Sarah Albaz	Parent Coordinator		10/29/15
Lara Gerstein	ENL/Bilingual Teacher		10/29/15
Nancy Fernandez	Parent		10/29/15
Jazmine Nieves	Teacher/Subject Area		10/29/15
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Donna Bernstein	School Counselor		10/29/15
Michael Alcott	Superintendent		10/29/15
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 14k322 School Name: Foundations Academy
Superintendent: #INGEST ERROR!

Before you begin, please check the following:

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

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

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

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

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

We will check blue cards, survey parents as we speak with them and review ATS reports for home languages.
New immigrants will be administered the HLIS.

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

English, Spanish, French, Arabic

Part B: Creating a Communications Calendar

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

Student handbooks - September
Newsletters - Monthly
Opt-Out Letter
Parent-teacher conferences
Title 1 meetings and letters
Testing dates
Messages from Central or State Ed

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

PT conferences occur as scheduled
We call homes every morning for all late or absent students
Passport to graduation ceremony
One on one meetings with individual parents to address singular concerns
IEP meetings

Part C: Providing Language Assistance Services

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

We have teachers on staff that translate for the families in Spanish and French. Arabic will be translated by an outside vendor or the TIU

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

When possible we will translate conversations in-house or attempt to use staff of our co-located campus schools.
Other needs will be met by the TIU

Part D: Training Staff on Policies and Procedures

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

Our parent coordinator will hold meetings with the staff to share our policies and procedures.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

We will order these documents from translation services or download them as appropriate.

Part F: Monitoring and Quality Control

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

We will survey parents every other month as well as elicit feedback from families during face to face and phone conversations