



**2015-16**  
**RENEWAL SCHOOL**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(RSCEP)**

**DBN: (i.e. 01M001):**

**12X692**

**School Name:**

**MONROE ACADEMY FOR VISUAL ARTS & DESIGN**

**Principal:**

**RICHARD J. MASSEL**

## Renewal School Comprehensive Educational Plan (RSCEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Monroe Academy for Visual Arts & Design School Number (DBN): 12X692  
Grades Served: 9-12  
School Address: 1300 Boynton Avenue , Bronx NY 10472  
Phone Number: 718-860-8160 Fax: 718-860-8110  
School Contact Person: Richard J. Massel Email Address: rmassel@schools.nyc.gov  
Principal: Richard J. Massel  
UFT Chapter Leader: Thomas Porton  
Parents' Association President: Elcira Arte  
SLT Chairperson: Thomas Porton  
Title I Parent Representative (or Parent Advisory Council Chairperson): Zahira Soto  
Student Representative(s): Daniela Diaz  
Joel Rodriguez  
CBO Representative: David Lopez

**District Information**

District: 12 Superintendent: Elaine Lindsey  
Superintendent's Office Address: 1 Fordham Plaza, Rm 842A, Bronx NY 10458  
Superintendent's Email Address: Elinde@schools.nyc.gov  
Phone Number: 718-741-3157 Fax: 718-741-7098

**Borough Field Support Center (BFSC)**

BFSC: Bronx Director: Jose Ruiz  
Director's Office Address: 1230 Zarega Avenue , Bronx NY 10462 ; 1 Fordham Plaza, Bronx NY 10458  
Director's Email Address: JRuiz2@schools.nyc.gov  
Phone Number: 718-828-7776/ 718-741-88895 Fax: 718-828-6280

## 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.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> 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.
<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
<b>Collaborative Teachers:</b> 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.
<b>Effective School Leadership:</b> 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.
<b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
<b>Trust:</b> 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)
	Richard J. Massel	*Principal or Designee	
	Thomas Porton	*UFT Chapter Leader or Designee	
	Elcira Rodriguez	*PA/PTA President or Designated Co-President	
	William Negron	DC 37 Representative (staff), if applicable	
	Zahira Soto	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Mark Gonzalez	Community School Director (staff)	
	Daniela Diaz	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Joel Rodriguez	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Tatiana Rodriguez	Student Representative	
	Kailah Russell	Student Representative	

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Corleen Bennett	UFT/ Teacher	
	Deissy Kelly	UFT/ Teacher	
	Sonia Silvia	Parent	
	Julia Mateo	Parent	
	Lazette Samuel	Parent	
	Annagine Lewis	Parent	

## 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.

Mission Statement: MAVAD has a data-driven mission focusing on student attendance data, credit accumulation, and Regents results to improve graduation rates. We ensure that student programming addresses credit accumulation and preparation for Regents examinations in order to meet graduation requirements.

Monroe Academy for Visual Arts & Design is a high school with approximately 420 students from grade 9 through grade 12. The school is located in the Soundview section of the Bronx which is in the 15th Congressional District, currently the poorest Congressional District in the United States .

The Monroe Academy for Visual Arts & Design (MAVAD) is a comprehensive high school that is currently refining its curricula to include a clear course of study leading to either a college pathway or employment in the visual arts. Our goals are to provide students with the best educational opportunities in all major content areas; and to help students develop their leadership potential and skills. We offer a wide range of school and community activities.

2. MAVAD believes that if teachers design coherent instruction and implement rigorous tasks across all grades and all content areas that are relevant to visual arts and student interests, students will show measurable gains in the skills needed for college and career readiness.

3. The school population includes 25 % English Language Learners and 28% special education students. We have both bilingual and ESL programs to meet their needs. We have established SETTS supports, integrated classes and self-contained classes to address individual learning needs.

4. To help students meet their goal of success, MAVAD has developed a culture of school wide expectations, including that all students: 1) are respectful; 2) apply effort; 3) have a willingness to learn; 4) are responsible, confident and creative. The greatest challenge has been in the area of rigorous instruction, specifically related to credit accumulation and raising Student Achievement

5. As a 21st Century Partnership school, MAVAD has established collaborations with Play Rugby, which provides training and support for students; Creative Connections which provides college and career advisement to 11th and 12th grade students; Learning through Expanded Arts Program (LEAP), which provides drama and digital art classes for students; Innovative Design for Education (IDE), which provides professional development in strategies for student engagement for faculty; Omni Learn, which provides enrichment for students taking Chemistry and Living Environment; and South Bronx Overall Economic Development Corporation (SOBRO), which provides English and a Second Language and outreach to parents. In addition, as a new Community School , MAVAD will partner with ASPIRA of New York to provide a range of services and supports that are currently being determined.

6. Students were offered ELT through teacher office-hours after/before school, online credit recovery, and 21<sup>st</sup> Century grant initiatives.

## 12X692 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	446	SIG Recipient	No
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	15	# SETSS	N/A	# Integrated Collaborative Teaching	2
Types and Number of Special Classes (2014-15)					
# Visual Arts	10	# Music	N/A	# Drama	N/A
# Foreign Language	7	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	85.5%	% Attendance Rate			75.1%
% Free Lunch	87.2%	% Reduced Lunch			2.6%
% Limited English Proficient	22.0%	% Students with Disabilities			23.0%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.2%	% Black or African American			21.5%
% Hispanic or Latino	75.2%	% Asian or Native Hawaiian/Pacific Islander			0.9%
% White	0.9%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	9.34	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			3
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			17.1%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)			7.9
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	55.0%	Mathematics Performance at levels 3 & 4			53.5%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	60.3%	% of 2nd year students who earned 10+ credits			41.3%
% of 3rd year students who earned 10+ credits	52.3%	4 Year Graduation Rate			44.3%
6 Year Graduation Rate	56.9%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School	X				
<b>Accountability Status – Elementary and Middle Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
<b>Accountability Status – High Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			YES
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			YES
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			NO
Economically Disadvantaged	YES				

**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><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>		
<b>Tenet 3 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
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.	I
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.	I
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.	I
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>		
<p>3.2 Although the school has been using EngageNY Curriculum in English and Math, and the NYS Scope and Sequence in all other subject areas, as available, the staff has not engaged in formal curriculum alignment or mapping, and the school does not have a consistent curricula that meets the academic needs of students, as evidenced by the 44% graduation rate. Furthermore, while the school is designated as an “academy for visual art and design,” the school does not have a strong emphasis on visual arts or a sequence of study leading to college/career readiness in visual arts and design.</p>		
<p>3.3 The staff has not engaged in formal curriculum alignment/ mapping or unit planning, and the school does not have a consistent curricula that meets the academic needs of students, as evidenced by the AIR Survey of Enacted Curriculum results.</p>		
<p>3.4 Despite scheduling that addresses student coursework needs in regards to regents preparation, student scheduling does not include a variety of electives. MAVAD feels that if programming made room for more electives and/or sequences of study related to visual arts and design, then student attendance will improve along with their perception of the importance of their learning. As per the 2014-2015 student survey, only 43% of respondents indicated that “most of my teachers make me excited about learning.”</p>		

3.5 Teachers utilize the Regents and all MOSL assessments, but they do not regularly engage in INQUIRY work or utilize formative/summative assessment data to inform instruction.

## **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)

1. Teachers from each dept. are meeting in the summer and throughout the school year to adapt the engageNY modules to meet the needs of the students and co-construct curriculum to fill gaps in all core subjects. The teachers will utilize the NYS Scope and Sequence across all grades and content areas and supplement engageNY with text books and other resources as needed in response to their curriculum alignment/mapping work. The school is going to implement an arts sequence beginning in 2015 based on the National Arts Standards. The school is going to implement AP Spanish.

2. During ELT, students will be programmed for credit recovery using Gradpoint, Regents Prep, SAT prep, and non-credit bearing courses, homework help, and college essay writing. Gradpoint is online learning and will take in the computer lab with a certified teacher. All other courses will be taught using certified teachers as required and supplemented with CBO personnel as needed.

3. Curriculum mapping and unit planning will be specifically designed with the visual arts and student interests in mind to develop multiple entry points. Teachers are meeting over the summer and throughout the school year to map/plan curriculum. The principal is reaching out to the Borough Field Support Center to acquire coaching for teachers around strategies to develop multiple entry points.

4. School/CBO staff will meet during the Tuesday OPW time to discuss their classes/students and ensure consistency across the learning day.

5. Assessments will be Regents and the various MOSL assessments as well as teacher created unit assessments. Teachers will collect and analyze the data in dept. teams and will utilize the data to inform their ongoing curriculum alignment/unit planning

6. n/a

7. The expectation is that there will be an increase of 19.0% in progress towards graduation for years 2 and 3, resulting in an at least 50.2% benchmark met after the 2015-2016 school year.

8. By year two, we aspire to achieve a 21.8% increase in our four-year graduation rate, represented by an at least 66.1% graduation rate.

**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, the curriculum committee will collaboratively develop rigorous CCLS-aligned units of study and performance tasks across all core subjects and the Visual Arts to improve rigorous instruction as measured by the development of at least 5 units of study. If Instruction is customized, inclusive, motivating, and aligned to the Common Core with high standards being set in every classroom, students will be actively engaged in ambitious intellectual activity and developing critical thinking skills as evidenced by a 21.8% increase in the 4 year graduation rate in the 2016-2017 school year.

**Part 4 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>
<p>Provide training and professional development in backwards planning to develop units and lessons in all content areas.</p> <p>Provide teachers with training on how to use the results of assessments to determine appropriate teaching strategies and group placement for each student.</p>	<p>All Teachers</p>	<p>Ongoing, Including Summer</p>	<p>Principal, AP, BFSC Coaches</p>
<p>Teachers will collaborate to develop CCLS aligned curriculum maps for each core course, including the new visual arts curriculum and course sequences. Teachers will begin the process over the summer, ensuring that at least (1) unit is completed in every course by school opening. Teachers will then meet bi-weekly during the 80 minutes allotted for professional development on Mondays to continue with curriculum/unit planning/mapping.</p>	<p>All Students</p>	<p>August 2015- June 2016</p> <p>By end of September 2015</p>	<p>Curriculum committee and administration</p>

The school will assess all students, including SWDs and ELLS, using the NYCDOE Performance series as a strategy to assign students appropriately.			Teachers AP/Principal
The Principal and Assistant Principal will design a structure and calendar to complete and support teachers in designing their units of study.  Distribute assessment results to all core teachers to analyze results during OPW.	All Teachers	Ongoing, Including Summer  Sept '15- June '16	Principal, AP, BFSC Coaches  Teachers  AP/Principal
Juniors and Seniors with credit gaps will be programmed for Gradepoint	Juniors and Seniors	Sept '15- June '16	Teachers, CBO

**Part 5 – Budget and Resource Alignment**

<b>Part 5a.</b> 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"> <li>• Per session for a curriculum writing committee consisting of 2 English teachers, 2 Science teachers, 2 Math teachers, 2 Social Studies teachers, 1 Art teacher, 1 ELL teacher, and 1 Special Education teacher meeting twice a week for 4 hours over the course of 8 weeks.</li> <li>• NYCDOE provides the performance series/baselines</li> <li>• Gradpoint – 21<sup>st</sup> Century</li> <li>• BFSC Coaches</li> </ul>											
<b>Part 5b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> 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, the curriculum committee will collaboratively develop rigorous CCLS-aligned units of study and performance tasks across all core subjects and the Visual Arts to improve rigorous instruction as measured by the development of at least 3 units of study. If Instruction is customized, inclusive, motivating, and aligned to the Common Core with high standards being set in every classroom, students will be actively engaged in ambitious

intellectual activity and developing critical thinking skills as evidenced by a 21.8% increase in the 4 year graduation rate in the 2016-2017 school year.

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

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

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

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>		
<b>Tenet 5 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
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.	I
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.	I
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.	I
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>		
<p>Monroe Academy for Visual Arts and Design understands that establishing a classroom and school culture where students feel safe, supported, and challenged is vital for the wellbeing of students, families, teachers and staff and contributes to the academic success of students. Systems to promote social and emotional developmental health, which are connected to learning experiences result in safer and healthier environments for all members of the school community.</p> <p><b>5.2</b></p> <p>Based on the SRP Self-Assessment and the HEDI rating from High School Quality Snapshot 2013-2014, Monroe Academy for Visual Arts and Design is working to cultivate the development of overarching systems and partnerships that support and sustain social and emotional developmental health.</p> <p><b>Current status :</b> The school uses an online grading portal and has systems in place to inform students and families of progress toward learning objectives electronically. The school hosts 2-3 college planning and financial aid workshops for families annually in order to help students apply their skills and knowledge in post secondary opportunities. Teachers</p>		

are available after school three days per week to help students with academic needs. However, these systems do not adequately support the needs of students.

**Needs :** On the High School Quality Snapshot 2013-2014 44% of students graduated within 4 years, and 28% of students enrolled in a college or other postsecondary program within 6 months. 60% of students earned enough credits in 9<sup>th</sup> grade to be on track for high school graduation.

Monroe Academy for Visual Arts and Design needs to establish clear systems and procedures that build partnerships between parents, teachers, students, administration, and community organizations. The school needs to establish a code of rules and regulations and develop enforcement procedures.

All stakeholders need to be informed of the procedures and expectations, rules and regulations, and enrichment activities and support services offered. These need to be reinforced periodically throughout the year so the school community is able to align goals and students can benefit from the systems and partnerships put in place.

On the NYC School Survey 2013-2014 Report 60% of students agreed or strongly agreed that there is an adult helping them plan their next steps after graduation. 64% reported that there is an adult whom they trust and can go to for help with a problem. The school needs to implement a system that allows each student to be known by a designated adult who coordinates social and emotional developmental health needs and whom they trust.

The school needs a mentoring system that links students with adults and has provisions for frequent follow-up to track progress, address areas of need, and celebrate achievements. Students and parents need to be informed of requirements for graduation and given on-going support in monitoring progress toward graduation. Systems need to be established so that students and parents are informed of college and career readiness skills and programs and postsecondary opportunities.

Based on internal data from the Department of Education presented in April 2015, The percentage of English Language Learners graduating in 4 years is 37%, 21% of overage students graduate in 4 years, and 30% of students with disabilities graduate in 4 years. The school needs to create and maintain a system for referral and support for all students that addresses barriers to social and emotional developmental health and needs. The school needs systems and procedures to support at-risk and struggling students.

31% of parents, 68% of students, and 61% teachers responded to the NYC School Survey 2013-2014 and parent, student, and teacher satisfaction decreased from the previous survey. The school needs to improve data collection and use data to identify areas of need and cultivate partnerships that impact student social and emotional developmental health.

### 5.3

To better support students, Monroe Academy for Visual Arts and Design needs to promote a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers, and students.

**Current status:** Once per week, teachers are expected to call parents and guardians in order to keep them abreast of their child progress and struggles both academically and developmentally. Some students receive small group or individual counseling once or twice per week with the school's social worker. Additionally, students with IEP's meet with parents, teachers, and related services providers annually to discuss academic progress, postsecondary options, educational setting, and areas of need.

**Needs :** Based on data presented by Department of Education personnel in April 2015, 68% of teachers reported they felt order and discipline is maintained at school, 71% of students reported feeling safe in the hallways, bathrooms, locker rooms, and cafeteria, 64% reported feeling safe on school property outside the school building.

Monroe Academy for Visual Arts and Design needs to take measures to so that school constituents can articulate the skills and behaviors that demonstrate social and emotional developmental health and lead to academic success.

The school needs a system of clear outcomes for student behavior with transparent and consistent policies that is enforced uniformly. The school needs systems to incentivize positive social and academic choices. The school needs to communicate these systems with students, parents, and teachers throughout the school year.

On the 2013-2014 NYC School Survey Report, 37% of students agreed or strongly agreed that students treat each other with respect, 41% felt students treat adults with respect, and 51% felt students respect students who get good grades. On the same report 63% of teachers feel the school is teaching the social and emotional skills needed to succeed in and be prepared for the next grade level.

The school needs to put curriculum and programs in place that teaches, supports and measures social and emotional developmental health for students that results in a significant number of students demonstrating these skills. These programs and curriculum need to teach students the skills and behaviors that promote safety as well as social and emotional developmental health and lead to academic success and a secure learning environment.

The school needs to implement ongoing professional development in order to build adult capacity in supporting students' social and emotional developmental health that results in a safe, respectful learning community.

The school needs to regularly inform parents and staff of the skills students need to demonstrate social and emotional developmental health and provide training and professional development opportunities to help adults promote these skills in students at home and in the school environment.

The school needs additional and improved support services for families and students that address social and emotional developmental health. During the 2013-2014 academic year, the school had 91% of students eligible for free and reduced lunch. 79% of the population was Hispanic and 22% of the school population was English Language Learners. On the 2013-2014 NYC School Survey Report, 47% of teachers feel students' use of alcohol and illegal drugs or abuse of prescription drugs is a problem and 68% of students reported students drink alcohol, use illegal drugs, or abuse prescription drugs while at school some of the time, most of the time, or all of the time.

#### 5.4

According to an Integrated Intervention Team School Review Report, Monroe Academy for Visual Arts and Design needs to take additional measures to increase feelings of security and foster a sense of ownership so that all school constituents report feeling safe in the school community and student outcomes will improve.

**Current status:** The School Leadership Team consisting of the principal, Parent Association President, UFT Chapter Leader, and teachers, parents, and students meets once a month to discuss and make decisions concerning school-based educational policies.

**Needs :** In the 2013-2014 NYC School Survey Report, 71% of students reported students harass or bully other students some of the time, most of the time, or all of the time and 72% of students reported there is gang activity at school. On the same survey, 47% of parents reported being invited to an event at their child's school, 57% reported attending a parent-teacher conference fewer than 3 times, and 73% reported attending a Parent Association/Parent Teacher Association meeting fewer than 3 times. Monroe Academy for Visual Arts and Design needs to put systems in place so that the voices of stakeholders are both heard and acted upon.

The school needs to take measures so that parents are able to recognize that the work the school is doing is tied to the school's vision and to see how the work is linked to the social and emotional developmental health of their children. The school needs to provide opportunities for students, parents, and teachers to celebrate students' progress, interests, and achievements.

During the 2013-2014 academic year, the official attendance rate was 75%. 68% of students reported being satisfied their education and 52% of students felt the school offers enough variety of programs, classes, and activities to keep them interest in school based on the 2013-2014 School Survey Report. The school needs to enable programs, activities, and procedures so that students feel safe and supported in their social and emotional developmental growth. The school needs extension and enrichment activities that expand on students' learning and incorporate a variety of methodologies. The school needs extracurricular activities that are promoted regularly and supported by the administration, parents, staff, and students.

On the High School Quality Snapshot 2013-2014, 58% of teachers reported they would recommend this school to parents and 47% believe teachers do not understand key shifts in pedagogy that the Common Core Learning Standards require. 72% reported receiving feedback that helped improve instructional performance and 63% reported receiving feedback on practice that helped them integrate Common Core Learning Standards into instruction.

The school needs to take measures so that teachers are able to promote the school vision and connect it to student social and emotional developmental health as well as understand the role teachers play in achieving that vision.

## 5.5

The team at Monroe Academy for Visual Arts and Design wants students to be academically and social successful. The school leader and student support staff at Monroe Academy for Visual Arts and Design need to work together further to develop teachers' ability to use data to respond to students' social and emotional development.

**Current status:** Attendance is taken via optical scanning every period. The third period of the school day is considered an official attendance period. Parents of students absent during this period are contacted via telephone. Messages are left for unanswered calls if possible. Teachers receive a list of students absent during the official attendance period daily with phone numbers.

Data for all absences and late arrivals for each class are collected and reported on student report cards given to students and mailed home 6 times during the academic year. There are also systems in place to record grade data and credit accumulation but these are not being used effectively to promote student achievement.

**Needs :** Monroe Academy for Visual Arts and Design needs to develop systems and procedures in which the school leader and student support staff work with teachers to develop an understanding of how to use data to address students' social and emotional developmental health needs.

The school leader and student support staff need to identify way to utilize data to increase student awareness of progress toward graduation and increase academic and social success. Data needs recorded consistently, compiled, presented regularly, and used effectively by the school leader and student support staff to effectively address student needs.

## **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?

**1. How would you want school stakeholders to describe the school?**

We want stakeholders to feel that the school environment supports the social and emotional developmental health of all students. We want students to report they feel respected, valued, and can identify an adult in the school environment whom they trust.

**2. What do the CBO partnerships look like? How do they sustain and support the social and emotional growth and health of your students?**

The CBO will work with the school community including administration, teachers, staff and students in the planning and implementations of support and enrichment programs and activities aligned with school goals. The CBO will work with teachers to continually monitor student attendance and achievement. The CBO will assist school in implementing and carrying out systems and procedures.

ASPIRA (CBO) incorporates a Community and Youth Development framework consisting of fundamental key elements and positive youth development principles tied to a holistic approach to support students. The framework supports each of ASPIRA 's overall Community School Program (CSP) goals as follows:

- Foster academic, social and emotional competencies and physical well being in a safe and nurturing environment
- Provide opportunities for youth to explore their interests and creativity
- Build skills supporting academic achievement while raising expectations and confidence
- Cultivate youth leadership and community engagement
- Engage parents and other caretakers in supporting program goals

**3. How is student voice and leadership supported?**

Student voice and leadership will be supported by programs such as Youth ACTION/Yes! and Overcoming Obstacles Life Skills Program to provide critical life skills. These programs will help students develop social, political, and analytical skills. The school will implement a Student Council to promote student voice and leadership.

**4. What social-emotional learning framework will your school adopt (RULER, PBIS, etc.)?**

In order to help students develop in the areas of social and emotional developmental health, the school and CBO will create and promote an incentive program for positive social, behavioral, and academic choices to increase self-awareness and relationship skills. The school will establish and promote a system of clear outcomes for student behavior based on the school's established ladder of referrals with transparent and consistent policies that is enforced school-wide to help students develop self-management skills and responsible decision-making.

**5. How should the school be more proactive in promoting improved students social-emotional skills ? How should counseling happen?**

The CBO will provide advisors who are assigned a caseload of students so that every student is linked to an adult who assists them in monitoring their social, emotional, and academic progress through mini-conferences and links them with support services and enrichment programs. The school and CBO will provide support services and enrichment programs based on student needs/interests.

**6. How will your school team measure social-emotional development?**

The CBO and school will measure social-emotional development of students in the areas of attendance, academic achievement, and social and emotional health using case management software provided by ASPIRA.

**7. How would teachers, community partners, and school leaders use data to respond to student social and emotional needs?**

CBO and school will monitor student attendance and achievement through case management software and use data to identify students in need of support and enrichment. This process will be applied over the course of the school year in order to ensure that activities are responsive to the changing holistic needs of students.

**8. Indicate how your attendance and chronic absenteeism rates will improve?**

In order to improve attendance and address chronic absenteeism, the school and CBO will make home visits, phone calls and create incentive programs to increase attendance. The attendance at Monroe Academy for Visual Arts and Design will improve from 75.1% to 83.0% by June 2016.

**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.

Monroe Academy for Visual Arts and Design will create learning experiences and provide support to promote student social and emotional developmental health resulting in an increase in attendance rate from 75.1% to 83.0% by June 2016.

**Part 4 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Engage families and expand their understanding of a supportive environment in order to support their children at home.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>
<ul style="list-style-type: none"> <li>• Parents will be informed of student expectations, college readiness, ongoing activities, and support and</li> </ul>	<p>Students and Families</p>	<p>Sept '15 and</p>	<p>CBO</p>

enrichment programs through a monthly newsletter, email blasts, and phone blasts.		February '16	
<ul style="list-style-type: none"> <li>The school will implement a SAVE room utilizing circular 6.</li> <li>School staff and CBO will facilitate the creation and maintenance of a student government program or student council.</li> </ul>	Students	Sept '15 and February '16	CBO Administration Teachers
<ul style="list-style-type: none"> <li>The CBO will provide a family worker who will make home visits to check in with students who do not regularly attend school (2 or more absences per week over a two week period).</li> <li>The CBO will provide advisors who are assigned a caseload of students so that every student is linked to an adult who assists them in monitoring their social, emotional, and academic progress through regular mini-conferences and links them with support services and enrichment programs. Each caseworker is responsible for school/home contact.</li> <li>The CBO will provide bilingual counselors to manage and support specified caseloads of students, at-risk students, students with IEPs, English Language Learners, over-age under-credited students, and students who are struggling socially, emotionally, and academically. Each caseworker is responsible for school/home contact.</li> <li>The CBO and school will use data to track the progress of students in the areas of attendance, academic achievement, and social and emotional health. The CBO and school will apply the data collected to link struggling and at-risk students with additional support.</li> <li>The CBO and school will create and promote an incentive program for positive social, behavioral, and academic choices.</li> </ul>	Students and Families	Sept '15 and February '16	CBO Support Staff Service Providers
<ul style="list-style-type: none"> <li>The school will facilitate a General Assembly at the beginning of each semester to disseminate and reinforce information about graduation requirements, credit accumulation, safety and culture, and highlight students who have made major academic and attendance gains</li> </ul>	Students and families	Sept '15 and February '16	Teachers, CBO, Administration

### **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.

CBO resources will supplement the school's budget

**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 <sup>st</sup> Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant		Other

**Part 6 – Progress Monitoring**

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

By February 2016 Monroe Academy for Visual Arts and Design will create learning experiences and provide support to promote social and emotional developmental health resulting in an increase in attendance rate from 75.1% to 79.0%.

**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><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>		
<b>Tenet 4 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
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.	
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.	
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.	
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).	
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>.</li> <li>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.</li> </ul>		
<p>4.2 Results of the SRP Formative Needs Self-Assessment indicate that all departments do not have established curriculum or unit plans; therefore, teachers generally create daily lesson plans based on individual interpretation of effective sequencing, pacing, and instructional practices to address Common Core Learning Standards. While Administration conducts observations, feedback is not always provided to address how a teacher’s instruction can be modified or shifted to address all student goals and needs. Administration’s feedback generally considers only the instructional practices and strategies that facilitate a single lesson and does not extend to overarching objectives of a unit and curriculum. Teacher leaders play an initial role in ensuring that instructional practices and strategies meet student needs. For example, teacher leaders facilitate weekly PDs that may address this tenet.</p> <p><i>Needs: Administration needs to actively participate in department planning meetings and share its school-wide findings relating to instructional practices and strategies, including feedback for teachers to develop strategies to address all student goals and needs. Weekly PD needs to provide targeted instruction for teachers to address all student goals and needs as it relates to their content areas. In addition to teacher and administration-led Professional Development, PD needs to be conducted by outside organizations that specialize in areas that help teachers improve their practice.</i></p>		
<p>4.3 In October of 2014, the staff collectively chose a lesson plan template to be used to demonstrate how teachers align their instruction to the Danielson Framework and the Common Core Learning Standards. Within the lesson plan template structure, teachers can identify and outline differentiation strategies to ensure that all student needs are considered and addressed. Findings from the 2014-2015 QR indicate that “...the work of teacher teams has not yet</p>		

strengthened the instructional capacity of teachers to align with the school's goals and the instructional shifts, thus hindering improved progress towards goals for all learners."

*Needs: Teacher teams require more planning time and will teach a maximum of two different classes (preps, in order to effectively develop strategies and learning activities to address the diverse learning needs of student population. Teachers have approximately 40 minutes per week of designated time to plan with their departments. This is an insufficient allotment of time when considering that teachers must analyze student work samples, discuss formative assessments, create unit plans, modify curriculum, share best practices, turn-key material from PDs, and discuss what works and what does not within their classrooms. Teachers require more targeted PD to learn strategies (which directly relate to their content) that can be implemented on a daily basis to address multiple-entry points. Teachers also need allotted time to debrief and turn-key strategies that were presented at PD.*

*Common rubrics need to be developed across all departments. Teachers need to reflect and offer relevant feedback to students using the common rubrics. This will allow students to understand expectations of rigorous tasks.*

4.4 Results of the SRP Formative Needs Self-Assessment indicate that the school does not currently have a system where teachers and students work together to implement a program or plan to create a learning environment which is conducive to or considerate of students' varied experiences. Generally, the school and teachers create curriculum and develop a learning environment based on their perceived understanding of students' backgrounds, experiences and needs. Currently, baseline assessments and learning inventories are not conducted school-wide. Baseline assessments in reading and mathematics (Scantron Performance Series Assessments) are administered to SWDs in the fall of each school year.

*Needs: Baseline assessments will be administered, no later than the second week of school, for all students and at all grade levels. Student interest and student learning style inventories should be administered no later than the first week of the 2015-2016 school year. Results from baseline assessments will be utilized for various purposes such as grouping, targeting students at risk, targeting early AIS, differentiated instruction.*

*An interest survey for core subjects and for electives will be administered before the end of the 2014-2015 school year in preparation for 2015-2016 curriculum and program planning. Results from this survey will be used to plan and design differentiated lessons tailored to the interest and strengths and needs of the student.*

4.5 Students are able to monitor their individual progress in all content areas through the Engrade system. Freshmen teachers use 8<sup>th</sup> grade assessment outcomes to inform their curriculum decision-making in the fall. Teachers conduct item analyses on midterm, final, and Regents examinations, but generally do not use the same practices after administering mid-unit and summative unit assessments. Trends and whole-class outcomes of assessments are inconsistently shared with the students. Some teachers use self-assessment rubric activities with students; however, it is not a school-wide practice. Generally, students are not given choice in how they will be assessed and assessments do not vary.

*Needs: Teachers need to incorporate different assessment options so that students are provided with more choice in how they will demonstrate their understanding of a standard/concept. This will ensure that students are more invested in mastering objectives in addition to developing a stronger ownership in their learning.*

## **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?

Teachers will alternate the 80-minute professional development time, and will meet to discuss curriculum alignment to the CCLS, unit lesson planning, inquiry work, assessment development, and professional development PD on the Danielson Framework. The 40-minute “other professional” time will be utilized for co-teacher planning, grade-level meetings, common planning, departmental meetings, and student/teacher collaborative meetings.

As a successful and renewed school, teaching and learning will be flexible and will not be one-dimensional. Teachers and students will explore and employ innovative techniques to reach a deeper understanding of concepts. Students will have input in the design of learning activities that are aligned to the CCLS. Students will be invited to the 40-minute “other professional” meetings once a month to develop these learning activities.

Curriculum design will include enrichment activities and extra credit questions during assessments in order to foster deeper meaning for higher achieving students. Students who have earned required credits to obtain high school diploma will have the option of taking elective such as Art History, Creative Writing, Statistics, and Spanish Literature.

Baseline, Mid-Unit and Final Unit assessments will be reviewed by individual teachers and teacher teams during the inquiry and assessment development component of the 80-minute professional development time. Special education teachers will share and recommend best practices and strategies to meet specific needs of SWDs during 80-minute unit lesson planning meetings and 40-minute co-teaching, grade-level, and departmental meetings. If a student(s) is consistently not meeting standards, those students will be targeted when reviewing and analyzing student work.

At least one time per month, the PD committee will reach out to the borough center to request that instructional coaches assist teachers in implementation of the Danielson Framework within the classroom. Instructional coaches will be asked to visit classrooms during the instructional day, and then to provide actionable feedback to the staff during 80-minute PD time.

Teachers are going to be trained on positive behavior intervention and support strategies which, when implemented, will allow students to be safe in every class. Furthermore, the school has NYPD trained safety officers who monitor the entrance and school hallways to ensure safety.

MAVAD will utilize community educators/partners to support a collaborative teaching approach through the courses offered during the “Renewal Hour” and through the weekly collaborative meetings.

### **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 collaborate in department and grade-level teams using a variety of summative and formative data to ensure that instructional practices and strategies include multiple points of access, are tailored to the strengths and needs of all students, and are appropriately aligned to the CCLS as evidenced by an increase of 6% regents completion by August 2016.

**Part 4 – Action Plan**

<p><b>Activities/Strategies:</b> 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"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Teachers will collaborate to develop CCLS aligned curriculum maps for each core course, including the new visual arts curriculum and course sequences. Teachers will begin the process over the summer, ensuring that at least (1) unit is completed in every course by school opening. Teachers will then meet bi-monthly during the 80 minutes allotted for professional development on Mondays to continue with curriculum/unit planning/mapping</p>	<p>all students</p>	<p>August 2015- June 2016</p>	<p>BFSC coaches, Curriculum committee and administration</p>
<p>Teacher Committee will be responsible for revising the Faculty and Student handbooks to include scholarship standards so that students are explicitly aware of the credits and Regents needed for graduation. This committee will meet over the summer to create updated handbooks.</p>	<p>Students Teachers</p>	<p>By September 2015</p>	<p>Teachers  AP/Principal</p>
<p>Teachers will engage in student inquiry work bi-monthly during 80 minute professional learning time</p>	<p>Students Teachers</p>	<p>Ongoing September '15-June '16</p>	<p>Teachers  AP/Principal</p>

**Part 5 – Budget and Resource Alignment**

<p><b>Part 5a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Teachers</p> <p>Summer Per session for committee to create school handbooks</p> <p>BFSC coaches</p> <p>Principal/AP</p>
<p><b>Part 5b.</b> 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	X	21 <sup>st</sup> Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 6 – Progress Monitoring**

<p><b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>Teachers will collaborate in department and grade-level teams using a variety of summative and formative data to ensure that instructional practices and strategies include multiple points of access, are tailored to the strengths and needs of all students, and are appropriately aligned to the CCLS as evidenced by completion of at least 3 units in each core subject area and the Visual Arts by February, 2016.</p>
<p><b>Part 6b.</b> In <b>February 2016</b>, 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 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><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>		
<b>Tenet 2 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
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.	D
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.	D
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><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>.</li> <li>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.</li> </ul>		
<p>School leadership communicates the SMART goals/mission of the SCEP through the SLT. Parents, students, and community agencies, are aware of an emphasis on student graduation, need to improve attendance, and the need to improve credit accumulation.</p> <p>School leadership has a data-driven mission focusing on student attendance data, occurrence reports, credit accumulation, and Regents results to improve graduation rate. The school leader ensures that student programming addresses credit accumulation and Regents exam needs, in order to meet graduation requirements.</p> <p>School leadership uses resources to support programming for students and teachers that addresses graduation requirements and expanded learning time programs for all groups of students. A schedule that includes extended learning time has been implemented to ensure that all students receive appropriate classes. Afterschool, Saturday programs, and regular day scheduling are used to support students in preparation for Regents exams. English language learners (ELL) are programmed for additional instruction during the extended day program. Students are block programmed in 9<sup>th</sup> grade and individually programmed for other grades by the school leadership to ensure that their academic needs for graduation are addressed.</p> <p>School leadership has a plan aligned to the APPR for frequent observations with feedback that is aligned to targeted components of the Danielson Framework. School leadership does not consistently provide timely feedback to teachers.</p>		

While school leaders conduct observations according to the APPR, leaders monitor progress to address the improvement of teacher practices.

School leadership has made the collection of data regarding credit accumulation, Regents scores, and attendance the focal point of the school in order to improve the graduation rate. Data regarding credit accumulation is disseminated to students each semester. The attendance team meets weekly to discuss all students with attendance issues and any related personal or family problems. School leadership and guidance counselors track each student's credit accumulation and Regents scores.

Common planning time is held daily to facilitate that teachers plan together and inquiry work.

## **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?

1. A shared vision and mission for the school will be articulated through professional development (teachers), report card/ attendance conference groups (students), and evening information sessions (parents). School Leadership will meet at least weekly with the CBO partner. The CBO partner will join into academic, attendance, and disciplinary constituent meetings to help provide insights and alternative interventions to help students progress in all of these categories.

2. School Leadership will meet at least weekly with the CBO partner. The CBO partner will join into academic, attendance, and disciplinary constituent meetings to help provide insights and alternative interventions to help students progress in all of these categories. School leadership will work the members of the academic, attendance, and disciplinary constituent meetings to create a bi-weekly summary of students in need of improvement. These summaries will be shared with partners to determine the best actions for each student. The attendance team will be separated into two teams, one to address the long term absences, and the other to address students with struggling attendance. EngradePro data will be used to target struggling students and work with the CBO partner and teachers to reach out to students before they fail a class.

3. School leadership and guidance will review all students to determine their best course placement. Teachers programs will be determined based on students needs. Additionally, school leadership and guidance will review students' social and emotional needs. Based on this review students will be placed into learning groups for instruction through the CBO and report card/ attendance conference groups.

4. School leadership will put in place a calendar for the APPR observation structure including a schedule for ongoing feedback to teachers. School leadership will look at best practices as to how to include more student data into the APPR observation process.

5. School leadership will work the members of the academic, attendance, and disciplinary constituent meetings to create a bi-weekly summary of students in need of improvement. These summaries will be shared with partners to determine the best actions for each student. The attendance team will be separated into two teams, 1 to address the long term absences, and the other to address students with struggling attendance. EngradePro data will be used to target struggling students and work with the CBO partner and teachers to reach out to students before they fail a class.

6. The assistant principals will be vital in the APPR process, and the ongoing teacher support. School Leadership will work collaboratively with the Community School via weekly meetings. At those meetings, goals will be discussed and roles established with a focus on collaboration and accountability. The ultimate goal is for the community school director to be represented in all possible facets of school life so that responsibilities are not carried out in isolation but with full understanding of the school context.

### Part 3 – Annual Goal

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

By June 2016, the school leader will implement ADVANCE with fidelity and provide teachers with professional development that builds their capacity to perform effectively on the Danielson Framework, as evidenced by consistent observation/feedback data commensurate with the benchmarks provided by the Office of Teacher Effectiveness.

### Part 4 – Action Plan

<b>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:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b>
School Leadership will establish a calendar for the APPR observation/feedback cycle beginning in September and allowing for consistent, actionable feedback aligned to the Danielson Framework	Teachers	Ongoing Sept '15 – June '16	School Leadership
Based on classroom observations, administration will provide feedback in the form of clear strategies. Feedback on clear strategies for areas in need of improvement will	Teachers	Ongoing Sept '15 – June '16	School Leadership

be given within a week of an observation. Administration will group teachers with instructional coaches based on components rated “developing” or lower as reported in the Advance system.			
School Leadership will create a committee consisting of administration, CBO coordinator and other stakeholders to communicate at least monthly to discuss upcoming events, delegate responsibilities, share progress and concerns, and plan for upcoming events and activities. Committee (or members thereof) will draft the monthly newsletter.	Students Families Teachers Administration	August 2015-July 2016	School Leadership

**Part 5 – Budget and Resource Alignment**

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

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> 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, the school leader will implement ADVANCE with fidelity and provide teachers with professional development that builds their capacity to perform effectively on the Danielson Framework, as evidenced by an at least 60% completion rate for all teacher observations indicating actionable feedback and professional development resulting from the observation/feedback cycle.
<b>Part 6b.</b> 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><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>		
<b>Tenet 6 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
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.	I
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><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>		
<p><b>Strengths: (6.2 , 6.3, and 6.5)</b></p> <p>The use of technology via mass text messages to families with grade information. The use of the Phone master system for daily attendance and the use of the schools’ Mavad.org to communicate with students.</p> <p>Timely information is available through our bilingual monthly calendar that is mailed out to all parents with updates on upcoming events.</p> <p>Attendance letters are mailed out via Attendance Teacher, Family Worker, Guidance Counselor, and Social Worker, with copy of RISA report and personalized letter explaining concerns and request for in school meeting with parent and student and/or call back for discussion.</p> <p>MAVAD has open door policy; whereby parents can walk in to school or make appointments through the Parent Coordinator, as well as during designated time, weekly, for parent engagement every Tuesday from 2:35pm-3:45pm, staff also use this time to make phone calls to communicate about academics, attendance and any other relevant information.</p> <p>Letters are mailed when students receive promotion in doubt and quarterly progress reports are sent by teachers.</p>		

Parents and students have access to Engrade; an online system where families and school staff provide academic information on each class, assignments, tests grades, homework and messages. In addition, Engrade provides parents with access to all Teachers' email.

**(6.4)**

Parents are provided with the opportunity to participate in workshops where they are given information that supports students with college, career, and financial aid assistance and information.

Key community partnerships offer ESL, Nutrition, Immigration assistance for the families to take part in. Services are available in English and Spanish.

**Needs: (6.2, 6.3, 6.5)**

The parent handbook needs to be revised and personalized to represent MAVAD. The current handbook does not provide families with specific grade level expectations, promotion/graduation requirements, Regents requirements.

Need to implement parent accountability procedures that educate and provide understanding to families about expectations, parent's rights, and policy changes.

There is a need to bring back attendance meetings and the creation of a uniform attendance system; there are no specific structures among staff to communicate with one another or when there are academic concerns about students.

The use of technology via texts/emails to family's needs to be in English as well as in Spanish (75% Hispanic, SY 2014-15). Moreover, information needs to be limited to academic progress and not report card, daily attendance, finals/Regents schedules, upcoming events such as Parent/teacher conferences, and health emergencies.

The school needs to identify barriers that are preventing family participation at school events and take measures to increased participation and overcoming barriers in order to support the social and emotional developmental health of students.

Lack of teacher/staff training on how to build positive relationships with families.

Facilitate training for ELL and Special Education parents about changes on graduation requirements, regents, transitioning from high school, and college/career readiness.

MAVAD needs Creative Connections to make their college and career readiness program inclusive of all grade levels.

**(6.4)**

The school needs to address social and emotional impediments to students' academic success and offer programs and information to assist and support families in helping students grow socially, emotionally, and academically.

**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?

1. CBO/teachers will use technology via mass text messages to families with grade information. The use of the Phone master system for daily attendance and the use of the schools' Mavad.org to communicate with students. Timely information will be available through the bilingual monthly calendar mailed out to all parents with updates on upcoming events.

2. Attendance letters will be mailed out via Attendance Teacher, Family Worker, Guidance Counselor, and Social Worker, with copy of RISA report and personalized letter explaining concerns and request for in school meeting with parent and student and/or call back for discussion.

3. MAVAD has open door policy; whereby parents can walk in to school or make appointments through the Parent Coordinator, as well as during designated time, weekly, for parent engagement every Tuesday from 2:35pm-3:45pm, staff also use this time to make phone calls to communicate about academics, attendance and any other relevant information. Letters will be mailed when students receive promotion in doubt and quarterly progress reports are sent by teachers. Parents and students have access to Engrade; an online system where families and school staff provide academic information on each class, assignments, tests grades, homework and messages. In addition, Engrade provides parents with access to all Teachers' email.

4. The CBO will offer parents the opportunity to participate in workshops where they are given information that supports students with college, career, and financial aid assistance and information.

5. Key community partnerships offer ESL, Nutrition, Immigration assistance for the families to take part in. Services are available in English and Spanish.

6. All communication related to student data and progress will be provided in English, Spanish, and other languages as needed.

### **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 and CBO will create a welcoming environment for families and take advantage of community resources to enrich the civic life of the school as evidenced by an increase in attendance to the various parent/family outreach events of at least 2% throughout the school year.

### **Part 4 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>
<p>Establish uniform attendance procedures, clarifying each members' responsibilities. Launch bi-weekly committee meetings to allow members to share relevant feedback and follow up action plan and interventions for at risk students, students with 407's, and LTA's , whereby everyone is on the same page. In addition, a procedure to track down attendance and academic gains of these particular students will be shared with teachers and support staff.</p> <p>Information sent via texts/email - Messages will include reminders of term related information, midterms, finals week, regents prep on Saturdays, afterschool tutoring to entice parents to take part and accountability. Messages will be sent in English and Spanish.</p>	<p>Attendance Committee</p> <p>Families</p>	<p>Ongoing All year long 2015-2016</p>	<p>Parent Coordinator, CBO</p> <p>Administration</p>
<p>For the purpose of increasing parental understanding of procedures, involvement, and communication the "Parent Handbook" will be updated and personalized. This new personalized handbook will provide the guidelines on how parental involvement can positively impact students' academic achievements, outlines the school policies, grade by grade expectations, promotion/graduation requirements, and Regents requirements.</p>	<p>Families</p>	<p>September 2015 Through June 2016</p>	<p>Parent Coordinator</p> <p>Guidance Counselor</p>
<p>Posters and other visuals will be designed and displayed around the school floor informing students, parents, and staff of MAVAD's mission, vision, academic expectations, as well as student achievements emphasizing additional communication with students and families, as well as creating a friendly welcoming environment for all.</p>	<p>Families</p> <p>Students</p> <p>Visitors</p> <p>Staff</p>	<p>Throughout the school year 2015-2015</p>	<p>Guidance Counselor</p> <p>Parent Coordinator,</p> <p>Administration, Teachers ,</p> <p>CBO</p>

**Part 5 – Budget and Resource Alignment**

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

CBO  
 Parent Coordinator  
 Community Director  
 Teachers  
 Principal/AP

**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	X	21 <sup>st</sup> Century		C4E
	Title I 1003(a)	X	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.

Parent attendance at events will be monitored after each school-wide event, demonstrating an increase in parent attendance of at least 2% over the 2014-2015 school year.

**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.
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By June 2016, 100% of students will be enrolled in both CBO and School Designed ELT programs called the “Renewal Hour” which will be utilized for credit-bearing as well as enrichment courses which will allow students to meet achievement goals enabling the school to meet their various leading indicators and achievement benchmarks.
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### **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.				
Activities and course will be offered based on students’ needs assessments. Letters will be sent home to inform parents of the compulsory ELT offerings. School announcements will be made to reinforce the importance of students’ participation in ELT programs. Credit bearing course will be offered through ELT GradPoint. Additionally, the school will promote students attending office hours with their teachers through email, flyers, and correspondence with parents. Students will also be able to choose from a menu of opportunities provided through the 21 <sup>st</sup> Century Grant.				

### **Part 3 – ELT Program Description**

<b>Target Population:</b> The ELT program for a Renewal School will be offered to <b>all students</b> in the school.
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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"> <li>• 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.</li> <li>• 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.</li> <li>• What new content areas and opportunities will be offered to students?</li> <li>• Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.</li> <li>• 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.</li> <li>• How will community educators receive professional development? Are there plans to provide joint PD to school faculty and community partner staff?</li> <li>• How will outreach be made to families?</li> </ul>

In collaboration with the CBO, MAVAD will survey students to ascertain their interests and 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.

Unique learning needs and interests of all types of students will be addressed through choice selection of the various compulsory activities taking place in conjunction with the CBO. Even though students must be programmed for the “Renewal Hour” offerings, they will be able to choose the various classes/courses that meet their needs and interests.

Students are being offered courses in the Visual Arts, Regents Prep, and College Essay writing, as well as enrichment opportunities to be determined after the survey results are assessed.

The school and CBO will utilize certified teachers hired through posting as per the collective bargaining agreement to ensure instruction in any core academic subject offered during ELT

Community educators and teachers involved in ELT will receive professional development aligned with the course of study they are teaching. PD will be provided jointly with the school/CBO staff determined as the courses are solidified.

Outreach will be made to families through mailings and through the “General Assemblies” planned to coincide with the beginning of each term

#### **Part 4 – ELT Program Implementation and Oversight**

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

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

The school will leverage the Community School Administrator, the School Leadership Team and the needs and asset assessment, as well as, Expanded Learning Time and Mental Health Programming, by consistently and cohesively engaging teachers and administrators to assure that established and identified Individual Action Plans relevant to the student are appropriately implemented, according to the community school strategy and established protocols. School staff members will closely work with the SLT and the CLT to identify and group eligible students in tiered cohorts, according to their expected level of service, using the NYC DOE Selection Criteria within the community schools framework. Moreover, data derived from the Efforts to Outcome program, and relevant digital school-based programs, will help to inform how to best leverage resources to achieve individual academic success.

Teachers and administrators will be encouraged to work on a consistent basis with the Community School Administrator when issues arise. They will be expected to assure that all resources available through the community schools initiative are accessed to assure student academic achievement and success. In addition, professional training will be conducted to quickly identify and integrate any required emotional or support services for students and their families.

The program will be evaluated to assess impact on student achievement through attendance, credit, and Regents completion data

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

Students will be programmed for 5 additional hours of learning time per week beginning September 2015 and proceeding through June 2016

#### **Part 5 – ELT Budget and Resource Alignment**

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

CBO personnel

Teachers

Principal/AP

**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 21<sup>st</sup> Century Community Center Learning Funds, it must be offered in conjunction with a high quality, high capacity community partner.*

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

**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.

By February 2016, 100% of students will be enrolled in both CBO and School Designed ELT programs called the “Renewal Hour” which will be utilized for credit-bearing as well as enrichment courses which will allow students to meet achievement goals enabling the school to meet their various leading indicators and achievement benchmarks.

**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, The School and CBO partner ASPIRA will collaborate to provide social-emotional and academic/enrichment support to students and families thus enabling students to achieve attendance and achievement goals.

### **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.

With a strong coordinated approach to enhance learning opportunities and improve academic performance among at-risk students, ASPIRA will forge a strong partnership between the principal, teachers and parents, as well as, engaged community partner organizations (i.e., Community Based Organizations [CBOs]). Thus, in general, populations to be served in the community schools model include low-income students with challenges impeding their ability to succeed in school, families, parents and teachers. Relevant community based organizations will provide services to meet identified needs. Since each school is unique -- thus, requiring a *crafted* set of services to meet needs -- ASPIRA, in partnership with the School Leadership Team and the Community School Team (CST), will conduct a needs assessment to determine required scope of services to meet identified needs of targeted populations. For example, ASPIRA will sub-contract with RAMAPO to provide teacher and staff development within the scope of the community schools model. In addition, for students requiring mental health services, ASPIRA will work with the Jewish Board of Family Services and the Puerto Rican Family Institute to work with students and families requiring mental health services.

Scope of services to be provided include the following:

#### **Expanded Learning and Enrichment Activities**

The ASPIRA Expanded and Extended Learning Time (ELT) model is built on the elements of the most effective, research-tested, school-based programs with a strong foundation consisting of school and community partnerships, principal leadership and richly varied curricula offering students multiple avenues to master core skills and knowledge. ASPIRA effectively utilizes its program model to align enrichment activities with community schools, while also meeting the Regent's Reform priority for college and career readiness through the provision of comprehensive ELT services addressing specific student needs.

Within the community schools framework, ASPIRA ELT activities will support and enhance regular school day education standards with program services by matching identified student needs with rigorous academic instruction and enrichment, while addressing the same subjects taught in their schools from a differentiated, more advanced approach. Moreover, to ensure that program activities are useful and significant to students, staff members, school administrators and pertinent community partners will closely collaborate so that ASPIRA's program does not supplant or duplicate in-school efforts. The focus will be to have fully integrated supplemental support offered in areas where students require the greatest attention for subject mastery.

Program activities are customized in consultation with administrative staff, teachers, counselors and students. Teachers participate in the provision of activities, ensuring that lessons are closely aligned with both New York State and New York City Common Core curricula. Students' school-day teachers are consulted when designing schedules for each student. The CSA and program staff members work with teachers to continually monitor student attendance and achievement, ensuring that activities are responsive to respective needs, and adjust to any noted changes.

Based on the ASPIRA's ELT model the following community school learning enrichment activities are recommended for community schools:

- Mind Over Media Program (Literacy) is designed to promote academic, personal growth, and career readiness through the use of media literacy and multimedia technology. ASPIRA uses lesson plans and curricula provided by the Manhattan Neighborhood Network (MNN).
- Techbridge (STEM) - The curriculum is designed to interest kids in STEM, promote inquiry, and highlight real-world applications so kids can see how STEM careers make the world a better place.
- Academic Enhancement Academy (AEA) - The AEA will consist of academic support components which will be aligned with English Language Arts (ELA), Math and STEM New York City/State Common Core Learning Standards. The Components include: Homework Help (HW Help), Individual Tutoring, and Group Tutoring – AEA students will receive HW Help and/or tutoring in subject areas where need the most assistance.
- Youth ACTION / YES! - Based on the YES Action Service Learning Curriculum staff will facilitate activities whose goals are for students to develop social, political, and analytical skills necessary to participate in their communities. Activities will include workshops that link projects to self-reflection, self-discovery, and the acquisition and comprehension of values, skills, and knowledge content.
- Overcoming Obstacles Life Skills Program - The curriculum provides 20 critical life skills to students enabling them to learn skills like communicating effectively, making sound decisions, setting and achieving goals, and resolving conflicts.
- S.P.AR.K.S. - The Sports and Fitness Academy will use the Sparks Physical Education Program curriculum to engage students in physical fitness/sports and nutrition activities which enable them to live healthy lives.
- ASPIRA ELT Club model provide students with a voice that develops their decision making skill through making positive and productive choices about how they spend their leisure time at the program. Involvement in high yield learning activities such as media arts and technology, performing arts, youth newspaper, book clubs will allow students develop skills in areas of their individual interest.

### **Mental Health Services**

A community school (CS) is both a place and a set of partnerships between the school and other community resources. ASPIRA will integrate the mental health component into the school community through shared leadership/partnerships between ASPIRA, the school, community stakeholders, students, parents and families, and by offering an array of comprehensive services and activities designed to address specific student and family needs.

The ASPIRA CS approach is a strategy – as opposed to a program -- whose model fosters social and emotional skills development based on the NYS Guidelines for Social and Emotional Development and Learning. The approach is augmented with enrichment activities which engage young people with content focusing on prevention, early intervention, community development and youth empowerment strategies.

The following strategies within the community schools framework delineate how ASPIRA will integrate services in partnership with identified and qualified CBO partners to track all pertinent data utilizing its Efforts to Outcome MIS:

- Evaluate students by assessing needs through interviews and various assessment instruments. The Counselor will work with students to develop action plans and conduct reflective self-assessments.
- Provide confidential counseling on a one-to-one basis (minimally consisting of two, 30-minute sessions per month). Counseling will focus on pro-social development, financial education and plans for asset building.

- Maintain contact and progress notes, as well as, running records using a case management methodology.
- Inform school staff (i.e. Guidance Counselors, Parent Coordinator, Teachers, Principal, Deans) on a regular basis of student progress (or impediments with the aim of adjusting action plan when necessary).
- Coordinate co-curricular activities supporting youth development and academic success (e.g., incentive-based projects and educational trips).
- For any community school without an existing on-site mental health program, ASPIRA will sub-contract with one of the following partners depending on the needs of the school: Puerto Rican Family Institute, Jewish Board of Family and Children Services, Morris Heights Health Center and Ramapo for Children. All organizations are licensed mental, community health and resolution providers.

Key strategic partnerships will be used to enhance resource development for mental health services, thereby ensuring high-quality programming and sustainability. ASPIRA will collaborate with a multitude of established partner organizations to offer a full range of health, mental health and social services designed to promote stability and well-being, while removing barriers to learning. Mental health services will be designed according to the identified needs of the community school cohort, and will be grounded in evidence-based, recovery-oriented, family-centered interventions to ensure student, family and school success. Specific services may include: individual therapy to students through an on-site clinic; collateral sessions to parents/family therapy; professional development and education for staff and school personnel engaged in community schools; and, school- and community-wide interventions and outreach to support a culture of awareness, recovery, and wellness throughout the school continuum.

### **Family and Parental Empowerment Services**

ASPIRA uses “Every Person Influences Children’s, Family Engagement Series” curricula to promote work with partner schools and engender a healthy and consistent learning environment among parents. ASPIRA’s impactful parent involvement programs include Culturally Responsive Family Engagement Professional Development, which builds capacity for staff to become culturally responsive, thus enabling them to effectively engage and immerse families as education partners. Topics of the curriculum include the following:

- **“Taking Charge of Your Child’s Future”** - Focuses on inspiring parents to realize the extent to which they play an influential role as their child’s first and primary teacher, while improving student attendance and achievement through supportive activities at home, as well as, enhanced communication with school teachers and administrators within the framework of the community school and expected outcomes.
- **“Taking Charge: Building on the Dream”** – Outlines developmentally appropriate strategies parents can use to prepare themselves and their child to build readiness skills with an eye on planning for college and career.
- **“Building Your Child’s Success in School”** – Custom designed sessions covering specific elements of the parent’s role with respect to: the Regents Reform Agenda; the implementation of the Common Core Standards; homework and school projects; and, finally, improved attendance impact on student success.
- **“Parents as Advocates Training”** – An in-depth multi-session training which develops the skills of parents to help their children succeed academically, build individual relationships with the child and teacher, create a supportive home environment and understand school systems, as well as, academic standards.
- **“Ready, Set, Read”** – A parenting series which promotes literacy in the home while helping parents understand how to support their child’s literacy by providing simple activities to do with their children, regardless of the parent’s education level.

□ **Parent Leadership Academy** – Coursework designed to enhance skills for parents in leadership roles on school-based teams. Curricula will focus on the aims of community school, and how parents can best serve to achieve individual student and school-wide success. Emphasis will be placed on a “big-picture” comprehensive approach and how the community school strategy fits within a community development framework.

As part of ASPIRA’s community schools success vision, Parent Engagement and Empowerment services are provided to targeted families in need of crisis intervention. Referrals to outside agencies or institutions for consistent counseling and guidance are identified by the Community Schools Administrator and CS-based staff members to address serious issues that may be impeding a students’ academic success (i.e., domestic violence, child abuse, substance abuse, health concerns, inadequate housing, cultural assimilation/immigration and socio-economic concerns).

As part of the community schools approach to assure incorporation of parents in the community schools strategy, and to identify needed services among families, ASPIRA staff members, under the guidance of the Community Schools Administrator and in consultation with relevant Community Leadership Team members (i.e., school guidance counselor), incorporates the following proven methods to maximize impact and ensure student success:

□ **Home Visits** – Initial home visits will be conducted at the beginning of the school year to introduce ASPIRA’s role within the community school to both students and parents. Through planned visitations, the Community School Administrator or relevant ASPIRA staff members will meet with the family to assess family dynamics and to foster a family partnership with the aim of developing action plans addressing factors prohibiting students from achieving academic success. Based on the assessment, strategies to address identified factors will be compassionately implemented.

□ **Parent Meetings** – Meetings will be planned with families on an as-needed basis. Informal counseling sessions will provide an outlet for parents to discuss any issues which may be preventing the students’ and/or family progress. Staff will assist parents in designing goals and problem solving strategies to overcome obstacles they may be facing. Referrals to appropriate agencies will be made, as necessary, within the framework of the community schools strategy.

□ **Workshops** – The Community School Administrator and ASPIRA staff members will collaborate with the school’s Parent Coordinator and Attendance Supervisor on parent workshops and work to develop strategies encouraging greater family involvement in other school activities.

## Conclusion

Within the framework of the community schools strategy, a comprehensive needs assessment, as mentioned above, will be conducted. Once needs are identified, adequate community services designed to meet identified needs will be implemented. Services will be coordinated by the Community Schools Administrator in partnership with the Principal, Teachers and Parents engaged in the School Leadership Team and the Community Schools Team.

**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.

1 – The school will leverage the Community School Administrator, the School Leadership Team and the needs and asset assessment, as well as, Expanded Learning Time and Mental Health Programming, by consistently and cohesively engaging teachers and administrators to assure that established and identified Individual Action Plans relevant to the student are appropriately implemented, according to the community school strategy and established protocols. School staff members will closely work with the SLT and the CLT to identify and group eligible students in tiered cohorts, according to their expected level of service, using the NYC DOE Selection Criteria within the community schools framework. Moreover, data derived from the Efforts to Outcome program, and relevant digital school-based programs, will help to inform how to best leverage resources to achieve individual academic success.

Teachers and administrators will be encouraged to work on a consistent basis with the Community School Administrator when issues arise. They will be expected to assure that all resources available through the community schools initiative are accessed to assure student academic achievement and success. In addition, professional training will be conducted to quickly identify and integrate any required emotional or support services for students and their families.

2 – Once the personalized needs of students are identified vis-à-vis the needs and assets assessment, constant monitoring of student progress will be monitored and appropriate programming adjustments will be made based on those observations, and in consultation with the Community School Administrator and appropriate parties in the Community Leadership Team.

Based on prior meetings, planned programming appears to meet needs, which will reflect the needs assessment conducted by the Community Schools Administrator. It has been agreed that if a particular service is required to meet a unique need, the appropriate community based organization will be identified and sub-contracted, or an appropriate referral will take place.

3 – In partnership with the School Leadership Team and the Community Schools Team, a schedule will be designed and implemented to assure the active input and engagement of parents and families in the construct, design and implementation of the community school. Monthly forums involving the SLT and the CLT, parents and community stakeholders will take place as part of a broader engagement strategy, which includes home visits, telephone calls, e-mails and family-friendly, school-based events. Measures will be taken to assure a safe, welcoming school environment where parent engagement and input will be consistently encouraged within the community schools framework and over-arching strategy. Teachers and administrators are encouraged to be highly pro-active and to work closely with the Community Leadership Team to identify and anticipate any family issues which may impede the success and academic achievement of the student.

4 – Weekly meeting will be scheduled with the CSD, relevant assistant principals, teachers and key members of partner CBOs to examine trends in data derived from the Attendance Taking System and the Efforts to Outcome system implemented by ASPIRA. IAPs will be closely examined and programming and services adjustments will be made to assure student success.

In partnership with the SLT, CLT and the CSD, the community school and ASPIRA will track progress toward meeting programmatic goals by conducting a community need and assets analysis report which aides in cultivating a comprehensive impactful program, incorporating school and community resources. ASPIRA will focus on identifying “internal” and “external” barriers relative to student success, as well as, readily available community resources to foster a shared vision. ASPIRA documents agreements with all partners, reflecting a deep commitment with the partner school, as well as, established protocols and procedures. ASPIRA then tracks the following areas by collecting all pertinent data utilizing the Efforts to Outcome (ETO) system:

1. Community School Team - By scheduling regular meetings, keeping decision-makers informed and engaged, and working in conjunction with the School Leadership Team, ASPIRA aligns support with school goals and education standards by providing comprehensive services and activities designed to address specific school and community needs.

2. Parent Engagement – Parent meetings are planned with families on an as-needed basis. Informal counseling sessions will provide an outlet for parents to discuss any issues which may be preventing the students’ and/or family progress. Staff will assist parents in designing goals and problem solving strategies to overcome obstacles they may be facing. Referrals to appropriate agencies will be made, as necessary.

3. Participation in extended learning and enrichment activities - ASPIRA activities align regular school day education standards with CS services and match the targeted needs of individual students with rigorous academic enrichment and social/emotional support. To ensure that program services and activities are useful and significant to students, program staff and the SLT methodically collaborate to ensure support in areas where students need the most help and then formulate individual academic plans which are used to track progress toward goals.

4. Utilization rates for mental health services and improved mental health - Initial home visits will be conducted at the beginning of the school year to introduce the ASPIRA program to both students and parents. Through planned visitations, ASPIRA will meet with the family to assess family dynamics and to foster a family partnership with the aim of developing action plans addressing factors prohibiting students from achieving academic success. Based on the assessment, strategies to address identified factors will be compassionately implemented. Periodic student assessment of needs through interviews and various assessment instruments allow counselors to work with students to develop action plans and conduct reflective self-assessments.

Counselors will maintain contact and progress notes, as well as, running records using a case management methodology. If necessary, staff provides appropriate referrals to certified and qualified partner mental health agencies.

Increasing school resources is driven by a shared success vision. Failure is not an option. Throughout the process, data is gathered and analyzed to inform deeper understanding of issues to alleviate barriers and facilitate movement toward goals and outcomes. Multiple assessments to inform the process, including student and parent needs, teacher and community resource assessments and the construct of a Community Eco Map, detailing community demographics and socio-economic conditions to inform a strategy for increasing resources from the local community and the ASPIRA network (i.e., non-profit partners, corporate funders, local businesses).

### **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.

1 – In partnership with the SLT and the CLT, ASPIRA will oversee CS programs. ASPIRA understands that staff members, both paid and volunteer, play a crucial role in successful community school program implementation; therefore the hiring strategy includes recruiting individuals with high quality competency levels. Staff members must possess a minimum of an Associate’s Degree, or be a college Junior or Senior in good standing (BA degree a plus). In addition, staff must major in a related area of study (i.e, health, sports & fitness, education, youth development, social work or education). The recruitment and hiring of staff is functionally aligned with ASPIRA’s community school program model and design to ensure that all participants are fully able to achieve strategic goals

In addition, ASPIRA places a high value on the following staff attributes: a significant connection to the program’s host school, often resulting in program staff who are also employed by the day-school (e.g., paraprofessionals,

administrative staff, certified teachers); knowledge of students' backgrounds, cultures, and their communities; ability to write and submit lesson plans; be caring, compassionate and energetic. Staff should have leadership qualities, show initiative, work independently and have a desire to make a positive impact on children's lives. The majority of key staff will be reflective of the community participants' ethnicity with some actually living in the community. This will help to create community identification, allowing community youth to receive more access and responses from the program. It will also help to increase organizational and individual understanding of how the various dimensions of culture impact served families, and how effectively staff members interact with them.

Staff will receive a two week orientation session aligned to support effective performance. Staff will begin their training by receiving a 10-step orientation process covering specific job responsibilities and expectations; overview of the program goals; organization mission, philosophy and history; distribution and review of the personnel handbook; culture and cultural competence principles; understanding of the various cultural groups within communities served by partners schools; and, a cultural competent service delivery process.

In partnership with the Community School, the ASPIRA Expanded and Extended Learning Time (ELT) model is built on the elements of the most effective, research-tested, after-school programs with a strong foundation consisting of school and community partnerships, principal leadership and a richly varied curriculum offering students multiple avenues to master core skills and knowledge.

ASPIRA effectively utilizes its program model to align enrichment activities with school and district goals, while also meeting the Regent's Reform priority for college and career readiness through the provision of comprehensive ELT services addressing specific student needs.

ELT activities support and enhance regular school day education standards with program services by matching identified student needs with rigorous academic instruction and enrichment, while addressing the same subjects taught in their schools from a differentiated, more advanced approach. Moreover, to ensure that program activities are useful and significant to students, staff members and school administrators collaborate so that ASPIRA's program does not supplant or duplicate in-school efforts. Integrated supplemental support is offered in areas where students require the greatest attention for subject mastery.

Program activities are customized in consultation with administrative staff, teachers, counselors and students. Teachers participate in the provision of activities, ensuring that lessons are closely aligned with both New York State and New York City Common Core curricula. Students' school-day teachers are consulted when designing schedules for each student. Program staff works with teachers to continually monitor student attendance and achievement, ensuring that activities are responsive to respective changing needs.

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

CBO personnel

Teachers

Principal/AP

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

**Task**

**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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	State, baseline, and internal assessments	Literacy strategies such as annotating scaffolded writing.	Small group and one-to-one tutoring.	During and after school; Saturdays.
<b>Mathematics</b>	State, baseline, and internal assessments	Chunking and remedial math tutoring and support.	Small group and one-to-one tutoring.	During and after school; Saturdays.
<b>Science</b>	State, baseline, and internal assessments	Literacy strategies such as annotating scaffolded writing.	Small group and one-to-one tutoring.	During and after school; Saturdays.
<b>Social Studies</b>	State, baseline, and internal assessments	Literacy strategies such as annotating scaffolded writing.	Small group and one-to-one tutoring.	During and after school; Saturdays.
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Guidance counselor, teacher, administrator, school psychologist and social worker referrals.	Counseling, mentoring, additional tutoring.	Small group and one-to-one counseling.	During and after school.

## 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.

Attend NYCDOE recruiting events, provide ongoing professional development and offer seasoned teachers opportunities for teacher mentoring opportunities.

#### 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).

UFT lead professional development committee, NYSED Network Training Institutes and Innovative Design for Education Professional Development.

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

N/A

#### 3b. TA Coordination with the Regular Program

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

N/A

### Part 4: SWP Schools Only

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

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

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**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.
MOSL Committee, Common Assessments.

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (RSCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **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	468,688.00	X	14, 21, 25, 29, 33, 37
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	\$89,904	X	14, 21, 25, 29, 33, 37
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,896.00	X	14, 21, 25, 29, 33, 37
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,004,885.00	X	14, 21, 25, 29, 33, 37

**<sup>1</sup>Explanation/Background:**

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

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

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

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

<sup>2</sup>The **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.

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**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. **MAVAD**, 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. **MAVAD** will support parents and families of Title I students by:

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> 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)**

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

## **II. Parent/Guardian Responsibilities:**

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

## **III. Student Responsibilities:**

- attend school regularly and arrive on time;

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>M. A. V. A. D.</u>	DBN: <u>12X692</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>75</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>4</u>
# of certified ESL/Bilingual teachers: <u>2</u>
# of content area teachers: <u>2</u>

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: \_\_\_\_\_

### Proposed Supplemental Instructional Activity #1: Regents Preparation Program

-  
This program targets ELLs in the 10th/11th grade who are enrolled in both English and Social Studies courses, which lead up to a New York State Regents examination. ELLs on all levels (beginners, intermediate or advanced, and transitional) are invited to participate. The program includes required components of essays, research reports, creative writing; mock testing, Social History research and a unit on Regents study skills. Every student in this program will receive a Regents practice guide for both Social Studies and English and will receive Regents preparation assignments during the sessions. In addition, students will receive individualized instruction, small group instruction and literacy focused writing that will prepare them for the English Language Arts, and Global Studies/United States History Regents. The goal of this program is to equip all students with the necessary reading, writing, speaking and listening skills required to meet the rigorous common core learning standards. Content area teachers collaborate once a week with the ESL teachers to analyze the students' work and review students progress, and will coteach classes.

-Frequency of the program/activity: Twice a week (Wednesday and Thursday) select Saturdays

-Teachers: 2 (English/Social Studies)

-Resources: Folders, regents practice guides, loose-leaf binders, Public Library, history/literature books.

-Assessment: research reports, testing, oral presentations, and group collaboration, assessed using rubrics.

-Beginning time: after-school from 3:00 p.m. - 5:00 p.m., Saturdays 9:00 a.m.- 2:00 p.m.

-Duration: Two hours per session

-Beginning date: February 3, 2015 (18 week program)

-Language of interest is in English with native language support

### Proposed Supplemental Instructional Activity #2

#### NYSESLAT Preparation Program:

The program is targeted for all ELLs on all levels (beginners, intermediate, advanced and transitional). The program will provide an instructional plan that is aligned with mandated ESL/ELA and content learning standards and the core curriculum. Through the primary use of the NYSESLAT Preparation Book, the program will promote literacy development and refinement; language functions and structures will be taught within the context of the lesson. The teachers will model the use of the language in ways in which students will be expected to participate, and will implement research based instructional strategies.

-  
In this program, the students will read non-fictional text, short stories, analyze picture books, graphs and charts, listen to audio and media presentations; read documents, write essays to compare/contrast and critique each other's writing. Students will make predictions and inferences; oral presentations and evaluate them using rubrics.

The goal of this program is to help students to make progress or test proficient.

-Frequency of program/activity: Twice a week (Wednesday and Thursday)

-Teachers: 2 (ESL)

-Resources: NYSESLAT Preparation Text, core subject textbooks, libraries, standard-

## Part B: Direct Instruction Supplemental Program Information

based instructional materials.

-Assessment: Oral presentations, portfolio, written project, and other forms of testing.

-Beginning time: after-school from 3:00 p.m. - 5:00 p.m.

-Duration: 2 hours per session (18 week program)

-Beginning date: February 3, 2015

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## Part C: Professional Development

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

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

Begin description here: Professional Development Program

Ongoing professional development is a priority at MAVAD. Throughout the school year, the ESL teacher frequently attends ELL related professional development offered by the DOE, the CFN, and Fordham University, at no cost to Title III. Content area teachers are also encouraged to attend professional development that will support their instruction of ELLs in their classrooms.

Monthly, the ESL teacher meets afterschool with content area teachers to discuss research based strategies that can be implemented in all content area classrooms. Such strategies include QTEL, testing accommodations, ESL/ELA common core standards, Academic Language for ELLs, Explicit vocabulary instruction and annotation skills, Special Education ELLs and differentiating instruction for ELLs in the content area. Teachers will attend five one hour workshop, from February to June. One ESL teacher will facilitate and 10 content area teachers of ELLs will attend one hour workshops after school. The workshops will enhance and support the instruction of all ELLs across all disciplines.

-

## Part D: Parental Engagement Activities

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

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

Begin description here: \_\_\_\_\_

Parental Involvement in Student Education

The program will include sessions, to be hosted by the Guidance Department and the Principal, on graduation requirements, interpreting transcripts, how parents can help in their children's education, and what resources are available to them and their children to succeed in school and be college and career ready.

Activities Parents will be engaged in:

-Revision and inquiry of student academic transcripts

-Analysis of financial aid information for funding a college education

-The learning of specific strategies to assist their child's education

-Frequency of workshops: 2 sessions

**Part D: Parental Engagement Activities**

-Facilitators: Guidance Department, Principal, Parent Coordinator  
Parents will be notified by phone, text, and mail.

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

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

**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 <b>12</b>	Borough <b>Bronx</b>	School Number <b>692</b>
School Name <b>Monroe Academy for Visual Arts and Desig</b>		

### 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 <b>Lyons, Brendan</b>	Assistant Principal <b>Seda, Julie</b>
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher <b>Delao, Silvia</b>	School Counselor <b>Service, Diana</b>
Teacher/Subject Area <b>Simmons, Joyell/ESL</b>	Parent <b>E. Mateo</b>
Teacher/Subject Area <b>Ninan, Premela</b>	Parent Coordinator <b>Vargas, Gloria</b>
Related-Service Provider <b>Terrero, Carmelina</b>	Borough Field Support Center Staff Member <b>C. Mercado</b>
Superintendent <b>E. Lindsey</b>	Other (Name and Title)

### 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	<b>2</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>1</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>1</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	<b>1</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	<b>0</b>	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]	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>425</b>	Total number of ELLs	<b>106</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

Transitional bilingual education program (TBE)	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	If yes, indicate language(s): Spanish
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 #
<b>Transitional Bilingual Education</b>										1	1	0		0
<b>Dual Language</b>										0	0	0		0
<b>Total</b>	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					
<b>All ELLs</b>	106	<b>Newcomers</b> (ELLs receiving service 0-3 years)	62	<b>ELL Students with Disabilities</b>	23
<b>SIFE</b>	25	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	19	<b>Long-Term</b> (ELLs receiving service 7 or more years)	25

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	
<b>TBE</b>	35	9	0	3	1	0	0	0	0	0
<b>DL</b>	0	0	0	0	0	0	0	0	0	0
<b>ENL</b>	27	9	1	16	6	6	25	0	16	0
<b>Total</b>	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										25	13	0	0	0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	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
<b>TOTAL</b>	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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
------------------------------------------------------------------	-------------------------------------------------------------

Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										30	24	14	0	0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>													

## 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
<b>Entering</b> (Beginning)										19	4	1	0	0
<b>Emerging</b> (Low Intermediate)										14	10	1	0	0
<b>Transitioning</b> (High Intermediate)										10	10	6	0	0
<b>Expanding</b> (Advanced)										11	13	6	0	0
<b>Commanding</b> (Proficient)										0	0	0	0	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										0	0	0	0	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	0	0	0	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	106	0	106	0
Integrated Algebra/CC Algebra	0	0	0	0
Geometry/CC Algebra	64	38	64	38
Algebra 2/Trigonometry	64	38	64	38
Math _____	0	0	0	0
Chemistry	64	38	64	38
Earth Science	64	38	64	38
Living Environment	64	38	64	38
Physics	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	64	38	64	38
Geography	0	0	0	0
US History and Government	64	38	64	38
LOTE	0	106	0	106
Government	0	0	0	0
Other _____	0	0	0	0
Other _____	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
The assesment tools we use are F&P, NYSITELL, MOSL, and TCRWP. Through F&P assesment teachers are able to asses students which in turn gives the teacher valuable data on students' reading comprhension, decoding, phonological awareness and levels of fluency. The NYSITELL gives insight as to the student's level of Engelsih acquisition, MOSL determines the amount of growth each student has made in both reading and writing. The analysis of these various quantative date helps to infomr the school's instructional plan and provides a guide as to what interventions and next steps need to be taken to ensure student success. The constant monitoring of the data aids in creating and revamping the targeted instructional intervention plans.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
In looking at the data, students who scored an entering level on the NYSITELL in the lower grades showed a stead progress in phonological awareness and language acqisition. However, most of the students who received Expanding remained on the same level or digressed to a transitioning level. The data suggests that students continue to have difficulty with making meaning of texts and using literary strategies for literary analysis and evaluation. Further assitance with language exposure and idomatic language continues to still be troublesome for many students.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
Approximately 50% of language levels are making progress. Many of the ELLs are remaining at the intermeidate and advanced levels.
- 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?  
A. Across all grades levels we are noticing that, many students are remaining in the intermidiate and advanced levels. In addition, it has been noted that some students are digressing from advanced to intermidate.

- B. During scheduled team meetings that takes place every Wednesday, teachers discuss the ELL periodic assesment and note the trends. The data is analyzed and used to inform professional deveopment, make adjustments to the curriculum, and provide targeted interventions to the ELLs.
- C. In looking at the data, we are noticing that students are struggling with academic langauge. An emphasis needs to be put in place for further progress in strengthening writing conventations, inferencing, and understanding idioms. At the same time, we are noticing that students are making steady gains in language skills.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]  
This question does not apply.
  6. How do you make sure that a student's new language development is considered in instructional decisions?  
Teachers work in teams, MS ELA and HS ELA, to adjust the curriculum to provide multiple entry points for language learners. In daily lesson plans, content and language targets are made explicit, SIOP, TCWRP, QTEL and AVID strageties are embedded into the lessons. To support ELLs who are on the emerging to transitional levels of second language acquisition, home langauge support is provided.
  7. For dual language programs, answer the following:
    - a. How are the English-proficient students (EPs) assessed in the target language?
    - b. What is the level of language proficiency in the target language for EPs?
    - c. How are EPs performing on State and other assessments?
 This question does not apply.
  8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).  
At different points in the school year, teachers analyze ELL periodic and formative assesments to monior the progress students are making and the efficacy of the programs that are put in place and the students' language developments. The teachers also look at writing performance tasks to determine if the strategies implemented are helping students progress to the next level. Teachers also use TCWRP reading and writing progressions to see where students are and to see where they need to go next.

## 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.  
When a new student to the New York City Department of Education Public Schools comes to our school, Ms.Torres, a full-time certified ENL teacher administers the Home Language Identification Survey (HLIS) and conducts an informal oral interview in English and in Spanish as well ( if needed). If the family's native language is a language other than a language one of our pedagogues speaks, the parent coordinator will call Translation Services in order to bring someone in to administer the HLIS in the student's native language. If the HLIS indicates that the student is potentially an English Language Learner, the ENL teacher will administer the NYSITELL (and LAB-R Spanish, if applicable) within 10 days if a language other than English is spoken, as identified in the HLIS. Before the NYSESLAT administration window opens, the ENL teacher runs the RLER report from ATS to identify the students are eligible to take the NYSESLAT exam. The ENL teacher then proceeds to meet with the ELLs in the school to discuss the format of the exam and explain how they will be assessed. Students will then receive schedules for each modality of the NYSESLAT. The ENL teacher administers the speaking portion one-on-one in a separate location, while the rest of the modalities are administered by the ESL teacher throughout the testing window in a separate location.
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).  
Determining SIFE status begins after the HILS has been conducted and completed when the parent is asked of prior school of child. If there are any indications that the student had an interruption or inconsistencay in their formal schooling, we then proceed with the SIFE Identification Process for newly identified ELLs. During this process, we first administer the oral interview questions. Once a SIFE determination has been made and confirmed, we indicate SIFE status within 30 days of initial enrollment on BNDC screen ATS.
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).  
As per 154.2, NYSITELL eligibility for students entering school with an IEP from a United States School System must be based on the determination of the Language Proficiency team (LPT). The LPT is compromised of Brendan Lyons (Principal), Julie Seda ( Assistant Principal), Joyelle Simmons and Premela Ninan (ENL specialists and certified ENL teachers), Silvia Delao (certified bilingual Special

Education teacher). The student's parent or guardian is also apart of the LPT. A qualified interpreter or translator will be involved with the meeting in the home language of the student and family. These procedures are to take place with a newly arrived student or a returning ELL student who has exited the NYC DOE school system for 2+ years. The LPT team will discuss if the student should take the NYSITELL. During this time, the LPT team will discuss the student's English Language Development, which includes a review of the student's history of language use both at home and school setting, the results from the initial individual evaluation conducted in accordance with procedure in the CR Part 200 that mandates assessments administered in the student's home language and data by the School Support team for Special Education. Based on all the criteria above, the LPT makes a decision as to whether or not the student has second language acquisition needs or whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. If the LPT determines the student may have second language acquisition needs the student must take the NYSITELL.

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.

Within 5 school days, if a student is deemed a non-ELL, the parent is notified via the Non-Entitlement Letter. This letter explains the non-ELL status of the student and the score the student received on the NYSITELL. Students who are deemed as entitled to ENL services, within 5 school days, the parent is notified via the Entitlement Letter. This letter informs them of child's score on the NYSITELL, the resulting entitlement of ENL services, and a brief description of the three program choices available to their child in the City of New York. This letter also informs parents of ELL parent orientation that takes place in mid September. Contact information is provided to the parent so that if this scheduled meeting does not meet their needs they are able to meet and hold an individual parent Orientation on Wednesdays during the allotted Parent Engagement time.

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).

At Monroe Academy, we have established protocol and have assigned qualified and trained staff to manage the initial and re-identification process. Parents are informed of the right to appeal by one of the qualified school staff member. As per part 154.2, the re-identification process is for student who enter having a home language different than English. The school initiates a review of the ELL status determination upon written request of the student's parent or guardian. This process is to be completed within 10 school days.

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.

Twice a year, in the Fall and in the Spring, the parent coordinator and ENL teacher have a workshop to explain the three program choices for ELL students. Workshops are conducted in the parents' native language, and the content of the workshops is based on the EPIC toolkit. The workshop displays the program choices in oral, written and visual formats. Parents are shown the informational video clip obtained from the ELL page on schools.nyc.gov and in the EPIC toolkit. Parents are notified through phone calls, letters mailed home, and in some cases home visits are conducted to ensure all parents attend this workshop. We also hold a workshop when our school receives new students throughout the year, within one month of when the student enters. If a parent misses the workshops, we call them in for an individual meeting or one-on-one phone call.

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.

The parent coordinator sends out a mailing to all ELL parents that includes the Parent Survey and Program Selection forms and explains that the forms need to be returned to the school. We make sure the forms are returned within two weeks or by the time the parent workshop (as described above) takes place at the beginning of the year by reminding the students, e-mailing parents and by placing phone calls. Parents who attend the program choice workshop at the beginning of the school year are reminded at this time to turn in their forms if they have not done so already. If we still do not receive the forms, a home visit will be conducted.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. When a parent does not return the form within two weeks, the student is then placed in an ENL program. This data is collected and saved on a GoogleDoc.

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

Once a student's placement has been determined, the school sends parents a placement letter, in parent's home language, informing them of the program that their child has been placed in.

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

All ELL related documents are saved and stored in the student's cumulative record.

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.

In our school we have students separated by grade level to take the NYSESLAT exam. The exam is administered by a certified ENL teacher. Students are placed in a separate classroom to take the exam one section at a time. In addition to this, ELLs with disabilities

are given the test with their accommodations. For example, if an IEP reads that a student needs a scribe a scribe is provided. Students have a few days to complete the exam. They are given an appointment which indicates date, time, and location of the exam. A make-up date is also given on a case by case basis. For the speaking section, students are tested one-on-one by a certified ENL teacher. To test the other modalities, students are placed in a classroom according to their grade level and are given one section at a time. The students take one or two sections in a day. We do this so that students do not feel overwhelmed with the exam and take the exam with full confidence.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. To ensure that continued entitlement and transitional support is taken place, we as a school use the letter that is provided online on the DOE website before beginning the school year. Letters are sent in parent or guardians preferred 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).

A majority of parents have chosen the Freestanding ENL instructional program. In looking over the Parent choices, parents have consistently chosen Freestanding ENL. Yes, our program models are aligned with parent requests. In addition, we offer tutoring after school not only based on the student academic need, but we also take into account parents' request on one-on-one tutoring.

## 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.  
Monroe Academy currently provides ELL services to the ELLs across grades 9-12. The ESL teacher services these students using a Free Standing ENL model in which students are scheduled for an ESL period. This is in addition to receiving their ELA classes. Students travel as a whole for some classes and are placed in other classes based on academic need. If the non-traveling students are placed in other classes they are at least 3-5 ELLs in the classes to help support one another. Students are also placed heterogeneously.
  - b. TBE program. *If applicable.*  
Monroe Academy currently provides ELL services to the ELLs across grades 9-10. The bilingual teacher services these students in the majority of their classes. This is in addition to receiving their ELA and/or ENL classes as applicable by proficiency level. Students travel as a whole for some classes and are placed in other classes based on academic need. If the non-traveling students are placed in other classes they are at least 3-5 ELLs in the classes to help support one another. Students are also placed heterogeneously.
  - 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)?  
Students are scheduled for an ENL class in addition to their ELA class. This class is delivered by ENL Specialists (Joyelle Simmons and Premela Ninan).
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.  
The ENL Specialists, Joyelle Simmons and Premela Ninan, uses implementations of the SIOP, QTEL and TCRWP to ensure that all content is delivered and comprehensible to all ELLs. These instructional frameworks assist the teacher in planning with a language focus but also ensuring that the content is accessible to all learners in the classroom. Language and Content objectives are made explicit so that students are aware of their learning. To monitor language acquisition, teachers use a variety of formative assessments in the literacy and content used in the classroom and across the curriculum.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?  
We ensure that Spanish Speaking ELLs are appropriately assessed through the Spanish- LAB. Home language is given through translated material and bilingual glossaries.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
The ENL teacher ensures that students are receiving language and content objectives. The ENL teacher makes sure that the students have addressed these targeted objectives by the end of class. In addition during Saturday Academy, the lessons of the week are re-enforced to make sure that students have a full understanding of what was taught as well as targeting the four modalities while learning.
6. How do you differentiate instruction for each of the following ELL subgroups?
- SIFE
  - Newcomer
  - Developing
  - Long Term
  - Former ELLs up to two years after exiting ELL status
- A. SIFE students are identified at the beginning of the year by the ENL teacher. Once these students are identified, the ENL teacher meets with each grade team to talk about strategies to work with SIFE students. These students are provided additional academic instructional support after school by the ENL teacher, a Special Education teacher, and by peer tutors who are former ELL students. Online programs are also provided at level reading and writing activities that students complete 1-2 times a week. As the student progresses, the programs adjust to the students' reading and writing levels and provides appropriate materials.
- B. In addition to ENL instruction during the school day, our newcomer ELLs receive additional support after and before school from the ENL teacher as well as peer tutors. Students also work with language buddies or teacher on learning activities focused on building fluency, early grade literacy, and language acquisition. Students work with technology to receive additional content specific support. They use online programs that are used to improve their writing practices and feedback is given to them in English and in Spanish. Reading passages are provided in English and in Spanish and a read aloud option is also available. Many of our newcomer ELLs also come before school for additional language development from the ENL teacher. Content area teachers meet with the ENL teacher once a week during common planning time to discuss ELLs and come up with strategies to use in the classroom to support their learning.
- C. These ELL students receive two English classes one is ELA and the other is an ENL class. They also attend after school where they receive academic interventions and additional support from the ENL teacher, Special Education teacher and peer tutors. Students work with technology programs to receive additional content specific support. They also receive reinforcement of the lessons that were taught throughout the school day. They also work on building academic language needed for their classes throughout the day. Content area teachers meet with the ENL teacher once a week during common planning time to discuss ELLs and come up with strategies to use in the classroom to support their learning.
- D. These ELL students receive two English classes one is ELA and the other is an ENL class. They also attend after school where they receive academic interventions and additional support from the ENL teacher, Special Education teacher and peer tutors. Students work with technology programs to receive additional content specific support. They also receive reinforcement of the lessons that were taught throughout the school day. They also work on building academic language needed for their classes throughout the day. Content area teachers meet with the ENL teacher once a week during common planning time to discuss ELLs and come up with strategies to use in the classroom to support their learning.
- E. Former ELLs are provided with ENL instruction for 90 mins per week. This is in addition to having the choice to attend After school and/ or Saturday Academy.
7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [\*ELL Policy and Reference Guide, Re-Identification of ELL Status\*](#) section.  
Paste response to questions here:
8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?  
The ENL teacher provides academic interventions both inside and outside the classroom based on the students' IEPs and recommendations given by the Special education teacher. The teacher provides support with addition the the Special education teacher of using and creating UDL lesson plans, teaching techniques, SIOP, QTEL, TCRWP, AVID and small guided conferring lessons. Like other ELLs, they attend after school where they receive academic interventions and additional support from the ENL teacher, Special Education teacher, and peer tutors. Content area teachers meet with the ENL teacher and Special Education teacher once a week during common planning time to discuss ELLs and come up with strategies to use in the

classroom to support their learning. The ENL teacher also collaborates with the Special Education teacher to ensure they are working towards the goals on the student's IEP.

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?
- The schools uses curricular, instructional and scheduling flexibility to achieve their IEP goals and attain English Language proficiency. Through small group instruction, integrated co-teaching and ENL teachers provide the students with the least restricted environment.

**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)	<b>2 units of study per week</b> (360 min.)	<b>2 units of study per week</b> (360 min.)	<b>1 unit of study per week</b> (180 min.)	<b>1 unit of study per week</b> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> 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	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> 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.

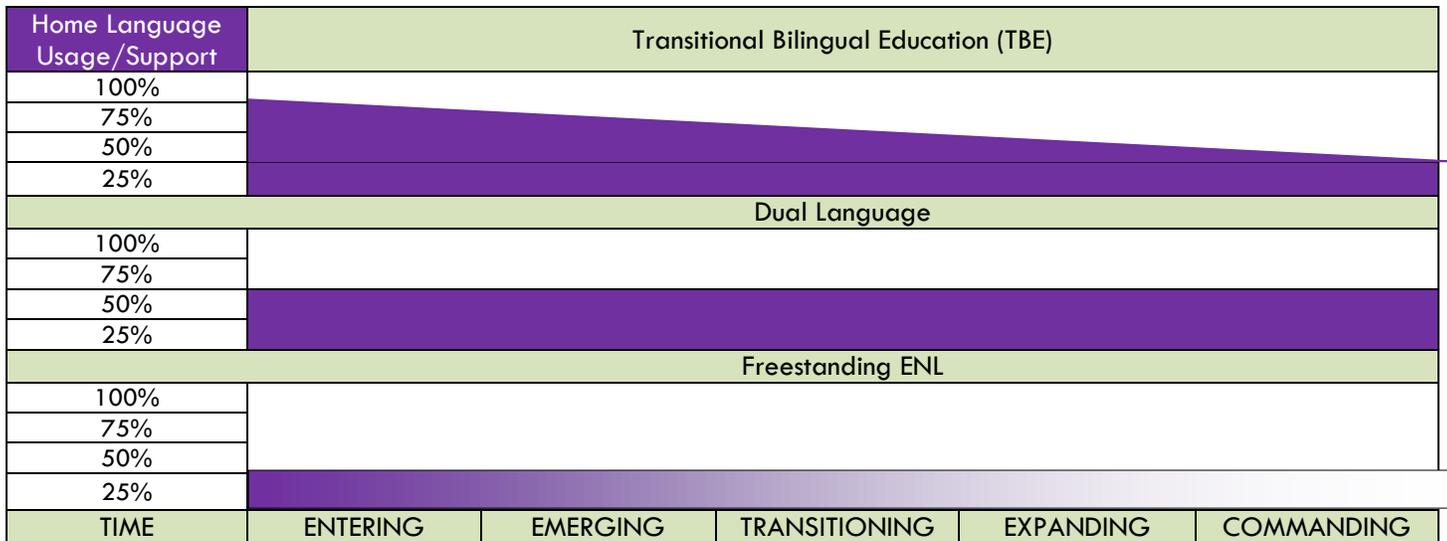


\*Note: “other approved services” does not apply to New York City at this time.

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.
- Extended day program:
- Our extended day program meets after school during 9th period. Currently, all ELLs take part in 60 minutes of additional support per day working with teachers or participating in peer tutoring. We would like to expand the program by 60 percent so that all LTE students can take part in 100 minutes per day of extra support either before or after school.
  - Math and Writing skills: Based on a needs assessment of our 2014 NYSESLAT results and other data sources, our extended day program will focus on both writing and mathematics literacy. In the additional time scheduled, ELLs will focus on improving their writing skills, mathematics proficiency, and math fact fluency by working with online programs.
  - Peer Tutoring: We would also like to expand our after school peer tutoring program, in which former ELLs tutor current ELLs, to include extra support in all subjects. Teachers of this program will take part in Professional Development to develop ELL teaching strategies.
- During the school day:
- We utilize a free standing ENL class in addition to an ELA class in grades 9-12 to provide ELL services during the school day. The ENL teacher and the content area classes meets with the general education teacher for an hour a week. We would like to add to these services by providing LTE students with small group instruction focusing on math, writing, and reading interventions.
  - ELL students will be instructed by an ENL teacher for an hour in small group instruction and conferring techniques.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The NYSESLAT exam is showing that our students are making growth which is the goal of every teacher for her ELLs. Although we are not seeing this happen as quickly as we may want we see that improvements are being made. Any gains that the students are making are because of the hard work being put in by our teachers and students, which is reflected on the NYSESLAT exam.
12. What new programs or improvements will be considered for the upcoming school year?
- We are looking to add an additional ESL teacher.
13. What programs/services for ELLs will be discontinued and why?
- At this time, we do not have any programs that will be discontinued.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ASPIRA and 21<sup>st</sup> Century (CBOs that run programs in our Expanded Learning Time) have bilingual teachers. In this fashion, ELL's are encouraged to attend the program designated for their grade level. These programs offer an array of extracurricular that students can participate in. In addition, ELL students receive modified schedules whenever possible and necessary where they can attend after school tutoring with the ESL teacher as well as sports teams and/or other social clubs with in the school.
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.
- In all classrooms we have digital projectors, document cameras, Ipads and laptops that are accessible to students at all times.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
- Students have the ability to read books in their native language as well as the ability to write in their native language.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
- According to the work that we do we make sure that it is always grade level and age appropriate. To assist with this matter, we use Fontas and Pinell to assess students reading level and make reading books available to them according to what they are able to read.
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).
- Our school offers many after school activities in which we encourage the students to attend. Some activities that we have are track, soccer, baseball, basketball, student government and a few others. For our new ELLs we encourage them to join at least one activity so that they can learn more about American and social culture.
19. What language electives are offered to ELLs?
- Spanish is offered as an elective.
20. For schools with dual language programs:
- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
  - b. In which language(s) is each core content area taught?
  - c. How is each language separated for instruction?

- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to question here:

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
Teacher Talk & Kid Talk: Our ENL and Learning Specialists will meet with subject area teachers 112 minutes a week during common planning. At these meetings, teachers pose questions about their teaching practice and discuss students who are struggling in their classes or need extra support. The ENL teacher and Learning Specialists share specific interventions and ELL strategies teachers can use in their classes to support their work and their students.

Our staff meets an hour a week for Professional Development in grade-level team, subject area teams, or as a whole school. The ENL and Learning Specialists will provide Professional Development during this time at least once a month by presenting strategies and interventions that will support our ELL, including our LTE, population. The weekly Adult Learning time will also be a place for teachers to turnkey "best practices" learned at QTEL and for the Inquiry Team to present information to the whole staff.

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?  
We are committed to implementing the principals of QTEL in all classrooms by having at least 2 teachers per content area (8 total) trained in QTEL every summer. These trained teachers, along with our Learning Specialists and other staff members who are already trained in QTEL, will turnkey the strategies and interventions they learn to other teachers during Adult Learning, Inquiry Team meetings, subject area team meetings, Teacher Talk, and Kid Talk. During the 2014 – 2015 school year we sent a total of 3 teachers to receive training in Quality Teachers of English Language Learners (QTEL). Our goal for this year is send other teachers to also receive training. Through this training we have seen ELLs make tremendous gains in and outside the classroom. We also would like to extend this offer to other teachers using this professional development as we have many first year teachers who can use the information gained through QTEL and the Teacher's College Reading and Writing project to address the learning needs of the ELL students in their classrooms. Teachers will receive Professional Development provided by the OELL to reach and help navigate the learning styles of the ELLs at Monroe Academy.
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 professional development on ELLs provided by the ENL teacher and Administrative Team at our August and September Adult Learning sessions prior to the start of the new school year.
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.

The ENL Coordinator will work with the Math and ELA departments to provide quality professional development to ENL teachers.

### C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Parents of ELL students have expressed interest in learning more about a variety of topics that would help them to better understand their children's schooling. We will provide monthly workshops at the school about the variety of topics that would be of interest to ELL parents. These sessions will present information on a variety of topics including citizenship, the rights of ELL parents and students, parent resources on ARIS, use of New Visions student trackers, and academic interventions ELL parents can provide at home. We will also focus on teaching parents about the technology resources that are available to them through the school in order to communicate with teachers as well as check in on their children's academic progress. Other topics will be determined by a survey of what parents would like to see covered at these works

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.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?  
We partnered with SoBRO, another of our community-based organizations, to conduct an adult ESL program to take place on Tuesday and Thursday evenings, from 6-8pm, and is taught by a certified ENL teacher. These classes will teach Level 1 English and is designed for those parents who have had little or no exposure to English, including new arrivals or adults who have lived in the United States for many years but never formally studied English. Each unit of study branches from self to school, family, home, jobs, and community; thus giving ELL parents the vocabulary, grammar, and the expressions to talk about situations and themselves. In the final hour of the class, parents will have a civics component to assist them in learning about American culture as well as assist with the Citizenship exam.

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

We use surveys that are sent home and also handed out during monthly Parent Association meetings that take place the first Wednesday of every month.

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

Parent Workshops are conducted to provide them with the skills needed to assist their children at home. Adult ENL classes are also offered to all ELL parents and members of the community.

### 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: <u>Monroe Academy for Visual Arts</u>		School DBN: <u>12X692</u>	
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)
Brendan Lyons	Principal		10/30/15
Julie Seda	Assistant Principal		10/30/15
Gloria Vargas	Parent Coordinator		10/30/15
Joyell Simmons	ENL/Bilingual Teacher		10/30/15
E. Mateo	Parent		10/29/15
Premela Ninan	Teacher/Subject Area		10/30/15
Silvia Delao	Teacher/Subject Area		10/30/15
	Coach		1/1/01
	Coach		1/1/01
Diana Service	School Counselor		10/30/15
E. Lindsey	Superintendent		1/1/01
C. Mercado	Borough Field Support Center Staff Member		1/1/01
Carmelina Terrero	Other <u>Related Service Prov</u>		10/30/15
	Other _____		1/1/01
	Other _____		1/1/01



## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **12x6** School Name: **Monroe Academy**  
Superintendent: **E. Lindsey**

### Before you begin, please check the following:

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

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

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

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

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

When a new student to the New York City Department of Education Public Schools comes to our school, Ms. Ninan or Ms. Simmons, both full-time certified ESL teachers, administers the Home Language Identification Survey (HLIS) and conducts an informal oral interview in English and in Spanish as well. If the family's native language is a language other than a language one of our pedagogues speaks, the parent coordinator will call Translation Services in order to bring someone in to administer the HLIS in the student's native language. If the HLIS indicates that the student is potentially an English Language Learner, the ESL teacher will administer the NYSITEL within 10 days if a language other than English is spoken, as identified in the HLIS. Before the NYSESLAT administration window opens, the ESL teacher runs the RLER report from ATS to identify the students eligible to take the NYSESLAT exam. The ESL teacher then proceeds to meet with the ELLs in the school to discuss the format of the exam and explain how they will be assessed. Students will then receive schedules for each modality of the NYSESLAT. The ESL teacher administers the speaking portion one-on-one in a separate location, while the rest of the modalities are administered by the ESL teacher throughout the testing window in a separate location. Twice a year, in the Fall and in the Spring, the parent coordinator and ESL teacher have a workshop to explain the three program choices for ELL students. Workshops are conducted in the parents' native language, and the content of the workshops is based on the EPIC toolkit. The workshop displays the program choices in oral, written and visual formats. Parents are shown the informational DVD in the EPIC toolkit. Parents are notified through phone calls, letters mailed home, and in some cases home visits are conducted to ensure all parents attend this workshop. We also hold a workshop when our school receives new students throughout the year, within one month of when the student enters. If a parent misses the workshops, we call them in for an individual meeting or one-on-one phone call. The parent coordinator sends out a mailing to all ELL parents that includes the Parent Survey and Program Selection forms and explains that the forms need to be returned to the school. We make sure the forms are returned within two weeks or by the time the parent workshop (as described above) takes place at the beginning of the year by reminding the students, e-mailing parents and by placing phone calls. Parents who attend the program choice workshop at the beginning of the school

year are reminded at this time to turn in their forms if they have not done so already. If we still do not receive the forms, we will conduct a home visit.

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

## 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.)

Newsletters & Calendars (monthly)  
Parent-Teacher Conference Announcements  
After-School Program  
New York State Testing Information  
Letters from Teacher Teams/Curriculum Information

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.

Parent Association - 2nd Tuesday of Each Month at 6 p.m.  
Parent Teacher Conferences  
Attendance Teacher Calls  
Family Worker Calls  
Parent Coordinator Calls  
Guidance Calls  
Teacher Parent-Outreach Calls

## 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 will use In-House Translation by School Staff (Spanish). School staff does the vast majority of translation of written communication and translation. We use the NYCDOE Spanish translation of documents whenever possible.

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

We will use school staff for interpretation that is in Spanish either over the phone or in person (Spanish).

## Part D: Training Staff on Policies and Procedures

---

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

We will use the Translation and Interpretation Brochure as well as do a professional development at team meetings and via email.

## 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 have met all of the above requirements and posted our Welcome Posters, Parents Bill of Rights, have copies of guides for Language Access accessible and keep ID guide in SSA desk, Main Office, and Guidance Suite.

## **Part F: Monitoring and Quality Control**

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

We will use the parent survey to gather parent feedback. We also use the PA and SLT monthly meetings as a forum to gather additional feedback from parents on a regular basis.