



MEYER LEVIN SCHOOL FOR THE PERFORMING ARTS

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

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

Name	Position and Constituent Group Represented	Signature
Frederick A. Underwood	*Principal or Designee	
Jermaine Cameron	*UFT Chapter Chairperson or Designee	
Yvette Bryant	*PA/PTA President or Designated Co-President	
Maxine Lee	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Marshay Smith	Member/	
Paula Saikali	Member/	
Christine Alston-Williams	Member/	
Charmaine Joseph	Member/	
Tamara Morris	Member/	
Christine Hines	Member/	
	Member/	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

It is the mission of our school community to develop the child academically, emotionally, socially and artistically by creating a forum where teachers, students, and parents can work collaboratively. We will strive to develop a cohesive family learning environment that is enjoyable for both children and adults. Students will enhance their self-esteem and self-respect as well as their respect for differences in others. We will create small learning communities that will provide opportunities for the development of personal empowerment and civic responsibility, while striving to maximize each child's academic potential. Our institution will teach all students to become creative thinkers and problem solvers thus developing their desire to become lifelong learners.

Our vision is to create a safe learning environment where all children have the opportunity to succeed. Small learning communities are essentially different from large schools and should not be confused with smaller large schools. Small learning communities are best suited to professionals who value **relationships and teamwork**, and who are **rethinking traditional concepts of education and their own practices**. In these communities, everyone is known well and students are not allowed to "fall through the cracks." These communities create trust and respect, both essential conditions for effective student learning and social and emotional development.

Learning will be personalized with students assigned to one of three multi-grade small learning communities that will grow to a maximum of 375 students, each with its own dedicated faculty. Students will have a faculty-advisor who meets with them in an advisory group of no more than 18 students. These small learning communities will foster an intimate learning environment where students will develop a mutual relationship with their peers and adults, and have their individual learning styles acknowledged.

We host both the ASTRAL and JAVITS Programs for gifted and talented youngsters. The ASTRAL program provides our academically gifted and talented students with the opportunity to follow an accelerated curriculum while pursuing an area of study in the Performing Arts. Students are accepted on the basis of District 18 examination and are enrolled in one of the performing arts areas. Our ASTRAL program provides an enriched curriculum, which expands their learning experience in the form of challenging activities designed for critical and creative thought. Acceleration is provided within subject areas based on individual ability and achievement. The JAVITS program services those students who are gifted and talented in academic and non-academic areas. Students are assigned to IS 285 on the basis of a District 18 screening process. JAVITS students are offered placement in performing arts and non-performing arts classes. In addition, IS 285, a Magnet School for the Performing Arts, provides a focus on integrating instructional activities with the dramatic and performing arts. In keeping with a tradition which goes back a generation, IS 285 produces an annual Broadway play which is performed for the IS 285 community-at-large.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT											
School Name:	I.S. 285 Meyer Levin										
District:	18	DBN:	18K285	School BEDS Code:	331800010285						
DEMOGRAPHICS											
Grades Served:	Pre-K		3		7	√	11				
	K		4		8	√	12				
	1		5		9		Ungraded	√			
	2		6	√	10						
Enrollment					Attendance - % of days students attended:						
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>			2007-08	2008-09	2009-10		
Pre-K	0	0	0				93.0	93.2	92.4		
Kindergarten	0	0	0								
Grade 1	0	0	0								
Grade 2	0	0	0								
Grade 3	0	0	0								
Grade 4	0	0	0								
Grade 5	0	0	0								
Grade 6	341	277	306								
Grade 7	367	345	304								
Grade 8	348	361	327								
Grade 9	0	0	0								
Grade 10	0	0	0								
Grade 11	0	0	0								
Grade 12	0	0	0								
Ungraded	1	0	2								
Total	1057	983	939								
Student Stability - % of Enrollment:					Poverty Rate - % of Enrollment:						
<i>(As of June 30)</i>					<i>(As of October 31)</i>						
					2007-08	2008-09	2009-10				
					95.8	96.9	94.3				
					2007-08	2009-10	2010-11				
					57.4	74.4	76.5				
Students in Temporary Housing - Total Number:					Recent Immigrants - Total Number:						
<i>(As of June 30)</i>					<i>(As of October 31)</i>						
					2007-08	2008-09	2009-10				
					3	8	12				
					2007-08	2008-09	2009-10				
					4	3	5				
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:							
<i>(As of October 31)</i>				<i>(As of June 30)</i>							
				2007-08	2008-09	2009-10					
# in Self-Contained Classes	45	42	51	Principal Suspensions			23	52	120		
# in Collaborative Team Teaching (CTT) Classes	0	10	14	Superintendent Suspensions			25	37	56		
Number all others	66	46	43								
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:							
				<i>(As of October 31)</i>							
				2007-08	2008-09	2009-10					
				0	0	0					
				0	0	0					
English Language Learners (ELL) Enrollment:				Number of Staff - Includes all full-time staff:							
<i>(As of October 31)</i>				<i>(As of October 31)</i>							
				2007-08	2008-09	2009-10					
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers			61	58	70		
# in Dual Lang. Programs	0	0	TBD								
# receiving ESL services only	16	15	TBD								

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	0	3	TBD	Number of Administrators and Other Professionals	12	12	13
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	3	2	6
Overall Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	4	4	25	% fully licensed & permanently assigned to this school	100.0	100.0	90.7
				% more than 2 years teaching in this school	85.2	81.0	64.3
				% more than 5 years teaching anywhere	73.8	70.7	77.1
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	85.0	84.0	85.7
(As of October 31)	2008-09	2009-10	2010-11	% core classes taught by "highly qualified" teachers (NCLB/SED	70.1	83.6	86.2
American Indian or Alaska Native	0.4	0.5	0.1				
Black or African American	95.3	94.9	97.2				
Hispanic or Latino	3.7	3.7	2.6				
Asian or Native Hawaiian/Other Pacific Isl.	0.3	0.3	0.0				
White	0.4	0.4	0.0				
Male	46.6	48.6	48.0				
Female	53.4	51.4	52.0				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:	2007-08	2008-09	2009-10	2010-11			
			√	√			
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase			Category			
	In Good Standing (IGS)	Improvement Year 1	√	Basic	Focused	Comprehensive	
	Improvement Year 2	Corrective Action (CA) – Year 1					
	Corrective Action (CA) – Year 2	Restructuring Year 1					
	Restructuring Year 2	Restructuring Advanced					

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:		√		ELA:			
Math:		√		Math:			
Science:		√		Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
	Elementary/Middle Level			Secondary Level			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native	-	-					
Black or African American	√	√					
Hispanic or Latino	√	√	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-					
Multiracial							
Students with Disabilities	√sh	√	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	5	5	1				
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2009-10				Quality Review Results – 2009-10			
Overall Letter Grade:	C			Overall Evaluation:	P		
Overall Score:	32			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data	P		
School Environment:	3.9			Quality Statement 2: Plan and Set Goals	P		
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals	P		
School Performance:	5.5			Quality Statement 4: Align Capacity Building to Goals	P		
<i>(Comprises 25% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise	P		
Student Progress:	22.6						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	0						
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				U = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				UPF = Underdeveloped with Proficient Features			
X = Did Not Make AYP				P = Proficient			
- = Insufficient Number of Students to Determine AYP				WD = Well Developed			
				NR = Not Reviewed			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							
** http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf							

SECTION IV: NEEDS ASSESSMENT

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

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

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

(Source: Progress Report – Last 2 years)

Student Progress for English Language Arts indicates the following:

- The Median Growth Percentile: The median growth percentile for ELA students is 68.0%, which is 51.5% of the way from the lowest (51.0%) to the highest (84.0%) score relative to our Peer Horizon and a difference of 2.7% as it relates to the City Horizon.
- Median Growth Percentile for School's Lowest Third: The median growth percentile for our school's lowest third is 74.0%, which is 48.9% of the way from the lowest (60.3%) to the highest (88.3%) score relative to our Peer Horizon and 39.0% of the way to our City Horizon.

Student Progress for Mathematics indicates the following:

- The Median Growth Percentile: The median growth percentile for math students is 52.5% which is 25.7% of the way from the lowest (40.6%) to the highest (86.9%) score relative to our Peer Horizon and a difference of -1.8% as it relates to the City Horizon.
- Median Growth Percentile for School's Lowest Third: The median growth percentile for our school's lowest third is 58.0%, which is 27.8% of the way from the lowest (46.8%) to the

highest (87.1%) score relative to our Peer Horizon and 25.4% of the way to our City Horizon.

The overall score for student progress is 22.6 out of 60, which gives us a grade of C for the category of Student Progress. This is down from last year's score of 33.3 out of 60.

There is clear evidence of a disparity in the student performances and growth trends in ELA when compared to math. This growth is consistent when compared to our Peer Horizon and is even more notable when compared to our City Horizon.

Greatest Accomplishments over the last couple of years:

Secured additional funds from our political representatives:

- Borough President Marty Markowitz – 100,000 Capital Improvement funds
- Councilman Kendall Stewart – 400,000 Capital Improvement funds
- Councilman Jumane Williams – 500,000 Capital Improvement funds
- Assemblywoman Helene Weinstein – 50,000 Performing Arts funds
- Assemblyman Nick Perry – 9,500 – Performing Arts funds

The completion of a 1.7 million-gymnasium renovation project

- Replacement and installation of lighting
- Fiber-glass backboards
- State-of-the-Art electronic scoreboard
- Motion-sensor room divider
- Bleachers
- Hardwood floors

The completion of a 400,000 auditorium renovation project

- Replacement and installation of lighting
- Replace and installation of a state-of-the-art media and sound system
- Installation of remote Commercial LCD Projector
- Installation of remote projector screen
- Installation of new curtains
- Installation on new auditorium chairs
- Painting

Awarded capital improvement projects to commence 2010-2011:

- Video Surveillance Camera system with a custom designed center console unit.
- Boiler and climate control upgrades
- Installation of an athletic field with synthetic turf.
- Installation of a track around the athletic field.
- Upgrade of the support services in the cafeteria by the installation of a new POS system with kiosk capabilities for all students

Secured a donation of furniture from Kensington Publishing Company which was used to:

- Updated the front lobby/reception area
- Updated the teacher's lounge area

- Updated the main office area
- Updated classrooms with new bookcases, desks, chairs, etc.

Restructured the school to address the recommendations from the Quality Review 2009-2010:

- Implemented the writer's workshop (sustained writing model)
- Implemented daily common planning time for teachers
- Increased the instructional day to 6 hours and 50 minutes to maximize instructional time for students
- Implemented and launch an online tool, Skedula, to provide teachers and parents with customized data reports on student progress.
- Renovated a state-of-the-art media center to provide the learning community with resources to develop multi-media project based learning.
- Created and implemented a new centralized support system to alleviate the Assistant Principals from all administrative duties, therefore increasing their time for professional development and instructional supervision by over 50%.

The use of data assessments to drive instruction

- Implementation of uniformed assessments
- Acuity assessments
- Skedula/Datacation
- Scantron
- Classroom assessments
- Increased Professional Development for teachers in data interpretation
- Update and expanded use of the school's website
- Implementation of Advantage 1200

Our IS 285 community offers its students the following program initiatives:

- Preparation for the Specialized High School Exam.
- Peer Mediation programs that enhance the development of students' self esteem and communication skills, thus enabling them to utilize nonviolent conflict resolution skills.
- Secured a partnership with New Pathways d.b.a. Interborough Mental Health Facilities to offer our SBST and Guidance Counselors additional in-house support in meeting the needs of our students.
- The Extended Day Mathematics and Reading Program, where students at Levels 1 and 2 on the NYS Tests receive small group instruction twice per week.
- "Pull out" reading and math services during the regular school day.
- An honor society, which recognizes student achievement through the annual ARISTA induction ceremony.
- The Career Day activities, which expose the students to the wide range of careers that will be available to them.
- Competitive sports
- Science Fair
- Mentorship Program
- I.S. 285 is also involved in the following reimbursable grant initiatives:
- Our OST program, Sports and Arts, provides assistance and additional supports in our academic intervention, athletic and performing arts programs.

- Started a mural project to improve the appearance of the main hallways on the 1st, 2nd, and 3rd floors.
- Implemented the first annual open house for our political representatives to showcase our performing arts department.

In order to enhance our relationship with our parents, IS 285 provides the parents with the following:

- Calendar of Events to continually inform parents of important school events/activities.
- Notices on colored paper to inform parents of upcoming events.
- Purchased and implemented the LED Display units for the exterior and interior of the school to improve communication with all stakeholders and to eliminate constant interruptions during the course of the school day.
- Upgraded Phone Messaging System to send automated and text messages, announcements, and important notices to our parents.
- Added a parent's link to the school's website to communicate with parents via the internet.
- Installed a new automated phone system with voicemail capabilities.
- Provided professional development for accessing Skedula/Datacation.

One of our greatest strengths is the commitment of our parents to the school goals. IS 285 meaningfully involves our parents and caregivers in the education of every child. The staff believes that parents and educators need to work closely with each other in order to make the most meaningful and effective impact on children. It is the aim of the IS 285 community to assist children to develop their potential. It is felt that parent involvement is critical in pursuing this aim. IS 285 parents are involved in the following:

- PA meetings held once a month to discuss and disseminate pertinent information
- PA Fund Raiser/ candy sales, dinner dance and picture taking
- Parent workshops in literacy, study skills, math, computer technology, parenting skills, conflict resolution measures, and language translations of statewide educational information
- Participation in a number of school activities i.e., winter and spring concerts, Black History Month productions, science fair, career day and our annual Broadway show, organizing teacher appreciation day
- Participation in the development of our Comprehensive Education Plan
- Parents are also voting members on the School Leadership Team
- Smart Parents science and math workshop

Significant Barriers to the School's continuous improvement:

- Insufficient funding to sustain academic and social programs
- Upgrade and add a computer lab for each academy
- Additional Professional Development to further enhance each the following:
 - Strategies and techniques to implement the Impact Math curriculum
 - Implementation of the New Performance Standards in Language Arts and Mathematics
 - The integration of technology into the curriculum
 - Greater integration of non-fiction texts into the balanced literacy program

- The use of the portfolio as a means of assessment
- The effective implementation of academic intervention strategies.
- The effective implementation of the New Continuum intervention strategies
- The teaching of writing
- The need for assistance in developing new and effective management techniques to remedy inappropriate behavior exhibited by some students
- The need for the Extended School Day Program to have more consistent student attendance for all grades

➤ Lack of Parental Involvement

- Skills and strategies for promotion of literacy in the home
- More involvement in their children's learning environment.
- Appropriate use of technology to enhance the learning process in the home
- An awareness of the promotional policy
- An awareness of how to log on to ARIS, the school's website, and interpret the school's data reports

➤ Student Support Services

- Crisis intervention
- Grief counseling
- Peer mediation
- Anger management techniques
- Family support services
- Individual and group counseling
- Promotion criteria
- Suicide and child abduction prevention
- Drug prevention
- Pregnancy issues
- Exit interviews
- High School application workshops

SECTION V: ANNUAL SCHOOL GOALS

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

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

- 1. Goal:** By June 2011, there will be a 4 to 6% increase in the number of Level 1 and 2 students who will improve one level or make significant intra-level gains in English language arts as measured by a variety of instruments, including unit assessments, periodic assessments, Acuity ITAs, class work, report cards, and the New York State English Language Arts assessment.

Description:

Students will improve in skills identified by a variety of assessment instruments.

- 2. Goal:** By June 2011, there will be a 5 to 7% increase in the number of students who achieve one year of progress in mathematics as measured by a variety of instruments, including unit assessments, periodic assessments, Acuity ITAs, class work, report cards and the New York State Mathematics assessment.

Description:

Students will improve in skills identified by a variety of assessments instruments.

- 3. Goal:** By June 2011, there will be a 10% increase in student performance as measured by unit assessments, student work, teacher observations, and report card grades due to the use of PD360 and the incorporation of differentiated instruction which will enhance student engagement and address individual learning styles.

Description:

Teachers will work with their Assistant Principal to develop individual professional development plans. Weekly professional development workshops will be facilitated to assist teachers with implementing strategies for differentiating instruction throughout the curriculum.

- 4. Goal:** By June 2011, there will be a 7 to 10% increase in student performance as measured by unit assessments, student work, progress reports, and report card grades due to parent participation, i.e., use of SKEDULA, parent workshops, ARIS Parent link, and school messenger.

Description:

Lack of parental involvement is identified as one of the significant barriers for the school's continued improvement.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary.

Reminder: Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

ELA

Subject/Area (where relevant): _____

<p>1. Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, there will be a 4 to 6% increase in the number of Level 1 and 2 students who will improve one level or make significant intra-level gains in English language arts as measured by a variety of instruments, including unit assessments, periodic assessments, Acuity ITAs, class work, report cards, and the New York State English Language Arts assessment.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <ul style="list-style-type: none"> • The Inquiry Team will focus on all levels 1 and 2 students per academy. The team will share its findings with the faculty. • Professional learning opportunities for staff will be provided in differentiated and data based instruction. • Common planning time and individual professional development plans will reflect the elements of differentiation and the interpretation and use of data in the classroom. <p>Enrichment and academic intervention services will be provided for the target population in the fall of 2010 through the implementation of the New York State English Language Arts exam in May 2011.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/activities described in this action plan.</p>	<p>Funding for substitutes or coverage by teachers funded through Tax Levy Assistant Principals are funded through Title 1 ELA Staff developer is funded through Contracts for Excellence</p>

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Initial indicator September 2010: reviewing the results of the progress report and last year Inquiry team findings. This determined the school-wide target group of students in need of academic intervention.</p> <p>Monthly: Periodic assessments will be used to measure the progress of the target group through the use of SCANTRON, Advantage 1200 and Skedula.</p>
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Subject/Area (where relevant): Math

<p>2. Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, there will be a 5 to 7% increase in the number of students who achieve one year of progress in mathematics as measured by a variety of instruments, including unit assessments, periodic assessments, Acuity ITAs, class work, report cards and the New York State Mathematics assessment.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <ul style="list-style-type: none"> • The Inquiry Team will focus on all students per academy. The team will share its findings with the faculty. • Professional learning opportunities for staff will be provided in differentiated and data based instruction. • Common planning time and individual professional development plans will reflect the elements of differentiation and the interpretation and use of data in the classroom. <p>Enrichment and academic intervention services will be provided for the target population in the fall of 2010 through the implementation of the New York State Mathematics exam in May 2011.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/activities described in this action plan.</i></p>	<p>Funding for substitutes or coverage by teachers funded through Tax Levy Assistant Principals are funded through Title 1 ELA Staff developer is funded through Contracts for Excellence</p>

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Initial indicator September 2010: reviewing the results of the progress report and last year Inquiry team findings. This determined the school-wide target group of students in need of academic intervention.</p> <p>Monthly: Periodic assessments will be used to measure the progress of the target group through the use of SCANTRON, Advantage 1200 and Skedula.</p>
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Subject/Area (where relevant): Professional Development

<p>3. Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, there will be a 10% increase in student performance as measured by unit assessments, student work, teacher observations, and report card grades due to the use of PD360 and the incorporation of differentiated instruction which will enhance student engagement and address individual learning styles</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>The creation of an Instructional Team which includes: The Principal, Administrative Staff, and ELA Staff Developers and our instructional committee Team Leaders who will demonstrate outstanding classroom practices to other teachers in the school.</p> <ul style="list-style-type: none"> • Weekly Professional Development on best practices in utilizing strategies of differentiated instruction (DI) in a classroom. • Staff Developers modeling DI for teachers. • Professional Development workshops on writing lessons that incorporate the use of DI. • Learning Walks conducted by the Instructional team to give teachers timely feedback on their pedagogy with regards to implementing DI in the classroom. Weekly clinical observations targeted on giving teachers specific and timely feedback on their DI strategies.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/activities described in this action plan.</i></p>	<p>Funding for substitutes or coverage by teachers funded through Tax Levy Assistant Principals are funded through Title 1 ELA Staff developer is funded through Contracts for Excellence</p>

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><u>Initial indicator September 2010:</u> Assistant Principal will give their teachers a composite observation sharing the patterns and trends observed during the month. Individual PD plans are created based on the feedback from the observations of the Instructional Team.</p> <p>Monthly instructional meeting are held with teachers to review the data from multiple instructional sources: informal and formal observations, walkthroughs, class inter-visitations, student assessments and scholarship reports.</p> <p>New goals are made based on the data collected and the assessments made by the Instructional Team. These changes are reflected in the teacher’s individual professional development plan after each instructional meeting.</p>
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Subject/Area (where relevant): Parent Involvement

<p>4. Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, there will be a 7 to 10% increase in student performance as measured by unit assessments, student work, progress reports, and report card grades due to parent participation, i.e., use of SKEDULA, parent workshops, ARIS Parent link, and school messenger.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • The data that was obtained from the parent surveys administered last year will be used to plan workshops to attract parents to attend monthly meetings. • In addition, parents will receive monthly bulletins and/or newsletters reminding them of the latest news, meeting dates, and agenda items. • Ongoing communication between the Principal and the Parent Coordinator will be disseminated via letters and/or calendars to encourage them to attend school activities. • The school will hire a Community Assistant to establish partnerships with community-based organizations that will create programs to benefit and support the parents of our community. • The school will upgrade the school messaging system to enable us to contact parents through email and text messaging systems. This upgrade will provide us with detailed timely reports on success rate achieved through this mode of communication.

	<ul style="list-style-type: none"> • The PA will create a Title 1 committee to determine how to allocate the Title 1 set-asides. • The creation of our own parental surveys will be used to evaluate the programs we have implemented.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>The Parent Coordinator and the Community Assistant are funded through Tax Levy Parental Involvement set-asides through Title 1</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • The attendance from the monthly PA meeting will be monitored and tracked. • The school messaging report will be utilized to upgrade, maintain, and monitor contact information on our students.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	18	18	0	0	24	0	0	0
7	38	38	0	0	13	0	0	0
8	24	24	0	0	13	0	0	0
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<ul style="list-style-type: none"> • Three 45-minute periods per week. • Frequent content and skills based assessments • Differentiated instruction will be implemented in the ELA classrooms • Acuity, Performance Series, Uniform Assessments, Conference Notes from teachers, Classroom Observations and DRA Reading Analysis
Mathematics:	<ul style="list-style-type: none"> • Three 45-minute periods per week. • Frequent content and skills based assessments • Differentiated instruction will be implemented in the Math classrooms • The use of Tabula Digita, Acuity, Performance Series, Uniform Assessments, Conference Notes from teachers, Classroom Observations and DRA Reading Analysis
Science:	<ul style="list-style-type: none"> • Three 45-minute periods per week. • Frequent content and skills based assessments • Differentiated instruction will be implemented in the Science classrooms • The science lab will utilized for hands on instructions
Social Studies:	<ul style="list-style-type: none"> • Three 45-minute periods per week. • Frequent content and skills based assessments • Differentiated instruction will be implemented in the Social Studies classrooms • The use of document based questions will be utilized to increase student content area comprehension
At-risk Services Provided by the Guidance Counselor:	<p>The guidance counselor meets periodically with students who are “at risk” behaviorally, socially, and academically. Either administrators and/or teachers refer these students. In conjunction with teachers, they review students’ progress reports with them and conduct small group counseling sessions. Students are required to attend tutorial classes during extended day. Counselors have created and facilitated an advisory mentoring program for students “at risk” or in danger of not being promoted. The program includes one-on-one sessions around issues related to students’ social, academic, and emotional state, as well as group discussions and workshops on topics related to teens.</p>
At-risk Services Provided by the School Psychologist:	<p>After reviewing student’s profiles during our PPT meetings, students are referred to the school psychologist, if necessary, for assessment and evaluation to determine the proper services to be rendered. Students are also referred to Interborough Mental Health Facilities.</p>

At-risk Services Provided by the Social Worker:	If necessary, students are referred to meet with the social worker through monthly PPT meeting. The social worker can make regular scheduled appointments with students who are “at risk” or students that need to receive mandated counseling as stated in their individualized educational plan.
At-risk Health-related Services:	The social worker and counselor are our trained, designated health resource coordinators who give health related information to students in regards to HIV & AIDS, STDs & STIs, and safe sex programs, when necessary.

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

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

Number of Teachers _____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

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

Section III. Title III Budget

School: _____ BEDS Code: _____

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) - Per session - Per diem	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services - High quality staff and curriculum development contracts.	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel		
Other		
TOTAL		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor’s Regulations – for all schools

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school’s written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

The Parents' Preferred Language Form was disseminated to all students and the school secretary will ensure that each student has one on file. Parents who choose languages other than English for correspondence will receive oral or written notices from school staff. Home Language Identification Surveys are also used to identify those households whose home language may be other than English. An informal survey of faculty language backgrounds was conducted to identify those teachers and staff who are able to communicate with parents and students who may not be fluent in English.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Haitian Creole, Arabic, Spanish, Urdu, Filipino, and French are the primary languages other than English listed on the Home Language Identification Surveys. However, many parents choose English as the language in which they choose to receive information from the school. Staff is made available to address the needs and concerns of parents and students, especially with assistance in completing forms and applications.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

All letters to the home are translated for the families who need assistance. If an in-house staff member is unable to provide this service, then the Department of Education's Translation and Interpretation Unit will be contacted.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Currently, staff members are able to provide Haitian Creole, French, and Spanish interpretation. If an in-house staff member is unable to provide oral translation service, then the Department of Education's Translation and Interpretation Unit will be contacted.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

Interpretation services will be provided upon request for parents who need to meet with school staff or for Parent Association meetings in accordance with needs assessment findings related to the Parents' Preferred Language Form.

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster DSSI Cluster 06	District 18	School Number 285	School Name Meyer Levin
Principal Frederick Underwood		Assistant Principal Graceann Rooney	
Coach Jermaine Cameron		Coach N/A	
Teacher/Subject Area Johnny Sainte/Dean		Guidance Counselor Karen Greenwood	
Teacher/Subject Area Claudia Gordon/ELA		Parent Ms. Bryant	
Teacher/Subject Area Yvonne Stephens/Math		Parent Coordinator Donna Phillips	
Related Service Provider Giuliana Pellegrini		Other type here	
Network Leader Julia Bove		Other type here	

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	965	Total Number of ELLs	25	ELLs as Share of Total Student Population (%)	2.59%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see [tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Parents or guardians of newly enrolled students are required to complete the Home Language Identification Survey (HLIS) that is given as part of the initial enrollment process by the office secretary. The secretary notifies the fully certified ELL teacher/coordinator if a student's home language is something other than English. If the HLIS indicates that a child uses a language other than English, the ELL coordinator will meet with and welcome the student and parents and then administer the LAB-R if necessary. If LAB-R results show that a child is an ELL and Spanish is used in the home, the ELL coordinator will also administer the Spanish LAB. Placement for newly admitted students will be done within a week of their arrival. Those who take the LAB-R will be placed after comparing their result to the cut score for program eligibility. In cases involving special education students, the school will comply with their IEP requirements.

Students who were administered the NYSESLAT in Spring 2010, and whose scores qualify them as beginners or intermediates will receive 96 minutes of English as a Second Language (ESL) instruction per day. Students qualifying as advanced will receive one 46-minute period of ESL and one 92-minute period of English Language Arts (ELA) instruction per day. To facilitate their placement and ensure appropriate groupings, the students' raw scores for each of the NYSESLAT sub-tests will be taken into consideration.

Within three days of a new non-English speaking student's enrollment and LAB-R testing at I.S. 285, parents will be notified of their choice between Transitional Bilingual, Dual Language, and Freestanding ESL programs. If available upon intake, the ESL teacher/coordinator will meet with parents, present them with the citywide program video and brochures, and conduct an orientation session with them on the spot. Parents will have the opportunity to ask questions and choose the program after weighing their options. New ELLs will be programmed into homeroom classes with other ELLs to facilitate their transition to a new environment.

In most cases, the ESL teacher/coordinator can have parents fill out the Program Selection Form at the school, since it is easier to explain the choices and answer questions in person. However, if sent home and not returned promptly, calls will be made or notes sent home, informing the parents of the necessity of providing their choice to the school. If necessary, other school personnel can translate for the secretary or ESL teacher/coordinator.

After reviewing Parent Survey and Selection forms, 100% of parents choose ESL as their primary education choice after receiving information about their options. The program model is aligned with parent requests.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained							2	2	2					6
Push-In														0
Total	0	0	0	0	0	0	2	2	2	0	0	0	0	6

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	25	Newcomers (ELLs receiving service 0-3 years)	20	Special Education	0
SIFE	0	ELLs receiving service 4-6 years	4	Long-Term (completed 6 years)	1

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	20			4			1				25
Total	20	0	0	4	0	0	1	0	0		25

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

C. Home Language Breakdown and ELL Programs

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

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish									1					1
Chinese														0
Russian														0
Bengali														0
Urdu								2						2
Arabic							2		1					3
Haitian							2	8	6					16
French								2						2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other								1						1
TOTAL	0	0	0	0	0	0	4	13	8	0	0	0	0	25

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Beginning and Intermediate level ELLs are typically pulled out from the English Language Arts (ELA) classes in order to facilitate small group instruction of ELA using ESL methodologies. Advanced level ELLs are pulled from subjects outside the core curriculum in order to facilitate the mandated ELA class in their schedule. The ESL classes are ungraded (all students regardless of grade are in one class) and are heterogeneously grouped according to proficiency level, since the trend is for most students to progress with listening and speaking faster than reading and writing. This creates a homogeneous classroom in terms of writing and reading needs.

Beginning and intermediate ELLs are pulled out from their ELA classrooms in order to receive ESL services daily. This ensures that they have 460 minutes of ESL per week, which is additional time above the CR Part 154 instructional unit requirement for ELLs. Advanced ELLs split

their time evenly between the ESL and ELA classrooms, giving them a 92-minute period of ELA and a 46-minute period of ESL each day as per the CR Part 154 mandate. These students are receiving 230 minutes of ESL per week, also above the required level.

ELLs attend mainstream classes in the core content area subjects. These classes are taught in English, and teachers of these classes work with the ESL teacher/coordinator in order to best differentiate instruction for their students. Students will receive content-area based instruction using authentic texts. Students will be taught to use bilingual glossaries, regularly, to aid their comprehension. ELLs will receive time and a half on mainstream classroom tests at the discretion of the teacher.

All I.S. 285 students, including ELLs, are expected to have high literacy accomplishment. Therefore, the ESL program will focus on developing English literacy skills while acquiring the knowledge of academic language in the major content areas. This will be done through the balanced literacy approach that incorporates QTEL strategies aimed at developing students' critical thinking skills. I.S. 285 uses a data-driven research-based approach to modify the ELA curriculum for ELLs. All lessons have both content and language and literacy-based/ELL-targeted objectives for the students. Using authentic texts and content-area based instruction provides ELLs with support for their mainstream classes.

Parents of students with interrupted formal education (SIFE) will have the option to enroll their student in the ESL program at I.S. 285 or accept a referral to a school with a bilingual or native language program. If parents choose Meyer Levin for their child's education, students will receive accommodations based on their individual needs assessment. Students may be pulled from mainstream classes to receive resources from other providers. This will ensure their ability to progress toward attending the regularly scheduled program of classes.

Newcomers, after being assessed as to their level of English proficiency, may be pulled from mainstream classes more than the required amount of minutes per week for supplementary assistance, in order to facilitate their progress with acquiring English language skills. These students, especially, but similar to the rest, will be engaged with the use of images, differentiated reading materials, realia, total physical response (TPR) activities, schema building, and the accessing of prior knowledge in order to scaffold instruction. Immediate focus will be given to learning social and survival English skills upon their enrollment. In most cases, new non-English speaking students will be paired with a student in ESL and also with another student in the mainstream class who speaks his or her home language.

Since No Child Left Behind (NCLB) requires ELA testing for ELLs after one year, these students will receive test-taking preparation opportunities before, during, and after school. They will be involved in all Interim Assessments, practice ELA tests, and in-house uniformed assessments, from which teachers can use the data to drive instruction.

ELLs receiving 4 to 6 years of service will have their attendance, effort, and mainstream class grades monitored closely to ensure a comprehensive approach to education that will enable them to score proficient on the NYSESLAT and perform well on other exams throughout the year. These students will have all of the other accommodations listed for other subgroups. These students will also be involved in specific SMART goal setting activities that encourage them to make progress and be personally accountable for academic growth.

Long-term ELLs (in NYC schools six years or more) will attend the aforementioned extended day program to get extra support services. They also have the option of attending the afterschool reading and math intervention program and the Sports and Arts program to receive additional academic help as well as be immersed in extracurricular activities. These students will also be involved in specific SMART goal setting activities that encourage them to make progress and be personally accountable for academic growth.

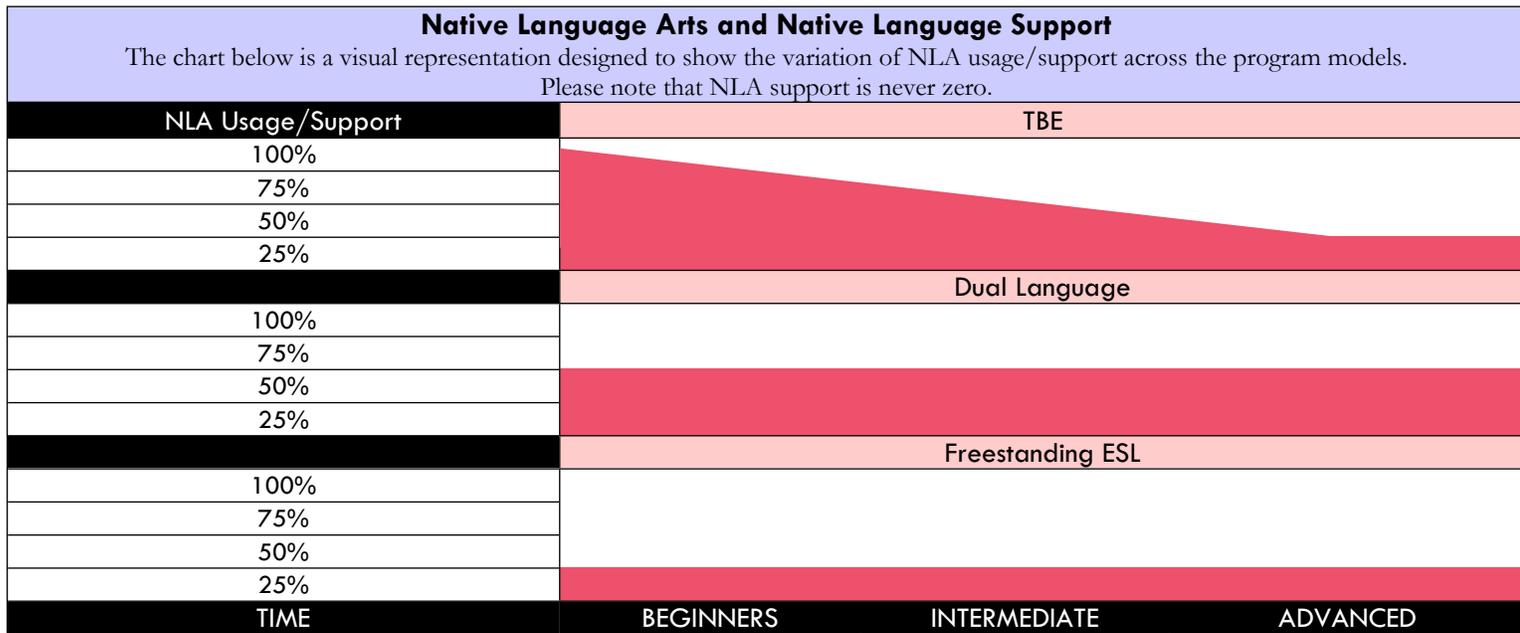
ELLs with special needs will receive academic support through close attention and adherence to their IEPs. If support service providers realize the need for additional accommodations, these will be immediately provided after consulting with parents.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week

ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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



B. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

A.

C. Professional Development and Support for School Staff

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

In order to better accommodate students, the ESL teacher, a fully licensed service provider, as well as the other content area teachers working with ELLs, will participate in ongoing staff development sessions stressing skills and strategies, such as differentiated instruction, that will positively impact the social interaction and academic achievement of their students.

Content-area teachers receive articulation sheets regularly in order for them to coordinate lessons, differentiate instruction, and discuss areas of progress and need for improvement with the ESL teacher. Common prep and lunch periods also afford the ability to collaboratively plan for the success of the ELLs. I.S. 285 teachers share materials, as some ESL materials and strategies may prove effective in helping non-ELL students who are struggling in literacy and other subject areas. Mainstream materials also provide academic rigor by which ELLs can achieve English proficiency at a faster rate when given the necessary scaffolds.

I.S. 285 has bilingual teachers, paraprofessionals, and other staff members who are available to communicate with parents and students who speak Haitian Creole and Spanish in order to support the program and the non-English native language speaking population.

ELLs in grade eight will meet with guidance counselors individually to discuss options for high school and the application process in order to help smooth the transition. ELLs in grade six will be aided by those of higher proficiency levels in grades seven and eight in the mixed grade-level classrooms to help with an easier transition. Teachers and administrators will provide support to both of these groups.

If teachers do not have the minimum 7.5 hours of ELL training, the ESL teacher will turnkey information from workshops attended.

D. Parental Involvement

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

Since parents play an important role in their children's education, parental involvement will be fully encouraged. In the beginning of the school year, there will be a parent orientation session to inform the parents of the different services available for their children and their right to choose an ELL program. During this orientation session, the school year curriculum will also be shared. To give all of the parents an opportunity to participate in the orientation, two sessions will be scheduled: one during the school day and another in the evening. If only a few new students are non-English speaking, orientation will be conducted on an individual basis, which will enable a more personalized student needs assessment after communicating with parents. Continuous similar orientation sessions or individual parent meetings will take place throughout the school year within a week following an ESL eligible student's registration.

In addition, there will be workshops informing the parents of the promotions and graduation requirements as well as the new procedures for high school admission. Other workshops stressing skills in supervising their children's work, improving intrafamilial and parent-student-teacher relations, and use of technology will also be conducted throughout the school year. These meetings will be conducted in the parents' languages or translators will be provided, if needed.

Parents will be personally invited to the school's Parent-Teacher Association meetings, regional parent meetings for ELLs, and into the classroom to observe or lend support services.

The school will evaluate the needs of parents through informal conversations in person (PTA meetings, parent-teacher conferences) and on the phone, as well as through written needs assessments.

Part V: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							1	5	4					10
Intermediate(I)							3	5	4					12
Advanced (A)								3						3
Total	0	0	0	0	0	0	4	13	8	0	0	0	0	25

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	1		2						3
7	6		3		1				10

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		4		1		1		7
8									0
NYSAA Bilingual Spe Ed									0

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

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

After examining the New York State English as a Second Language Achievement Test (NYSESLAT) results, we notice that 54% of the students who took the test scored at or above the standards in listening and speaking. The results clearly show that students tend to progress at a faster rate in these two modalities. With regard to reading and writing, only 16% of those tested scored at or above the standards. The newcomers taking the LAB-R tend to be less proficient in English and score at the beginner and low-intermediate levels.

The breakdown of proficiency levels across grade levels is as follows: Of the beginner ELLs, there is 1 in sixth grade, 5 in seventh grade, and 4 in eighth grade. Of the intermediate students there are 3 in sixth grade, 5 in seventh grade, and 4 in eighth grade. Of those scoring at the advanced level there are 3 in the seventh grade.

The implication for the school's Language Allocation Policy (LAP) and instruction is outlined in the Programming section of this document. In short, much attention and time must be given to intensive work in reading and writing skills while incorporating the other modalities.

The results of the ELL Periodic Assessments allow students to set new SMART goals for themselves. The item analysis on the assessment and ACUIY websites allows teachers to reevaluate instruction and better tailor it to the emergent needs of the students. Teachers differentiate instruction to different groupings of students based on students' progress and similarities discovered.

The aforementioned program plan being achieved, the ELLs enrolled in the pull-out program at I.S. 285 will attain a higher English proficiency level, which will be evidenced by their score on the Spring 2011 NYSESLAT. Students will score at or above grade level on the standardized city and state content area tests as well.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

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

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	659,042	319,034	978,076
2. Enter the anticipated 1% set-aside for Parent Involvement:	6,590	3,190	9,780
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	32,952	*	
4. Enter the anticipated 10% set-aside for Professional Development:	65,904	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must

be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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

Title I Parent Involvement Policy

I. General Expectations

Meyer Levin School for the Performing Arts agrees to implement the following statutory requirements:

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

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

1. The *Meyer Levin School for the Performing Arts* will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112 – Local Educational Agency Plans of the ESEA:
 - Solicit opinions/interest of parents at PA meetings.
 - Distribute surveys to help in planning, review and improvement of the school’s programs.
 - Provide copies of policy/compact to all parents.
2. *Meyer Levin School for the Performing Arts* will take the following actions to involve parents in the process of school review and improvement under Section 116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA:
 - Parents will be involved in reviewing and modifying the parent policy through monthly PA and SLT meetings.
3. *Meyer Levin School for the Performing Arts* will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: (List activities.)
 - Parents will be informed of all parent workshops and activities by:
 - a. Parent Coordinators Monthly Newsletter
 - b. School Website
 - c. School Messenger System (voice mails to home phone; cell phones, texts)
 - d. E-mail
 - e. School Calendar
 - f. Parents’ Association monthly meetings
 - g. Reminder letters
4. *Meyer Levin School for the Performing Arts* will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the other programs: (*Insert programs such as: Head Start Reading First, Early Reading First, Even Start, Parents as Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs*) by:
 - Parent Workshops (ARIS, computer skills, student safety, nutrition, Middle School Initiative)
 - Title I Grow Report Assessment Meetings
 - Open Access Library
5. *Meyer Levin School for the Performing Arts* will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation of its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
 - Solicit opinions of parents at PA meetings and SLT meetings.
 - Parent Workshop/Activity Surveys
 - Parent Coordinator and PA staff will conduct evaluation.

6. *Meyer Levin School for the Performing Arts* will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents and the community to improve student academic achievement through the following activities specifically described below:
- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. The State's academic content standards;
 - ii. The State's student academic achievement standards;
 - iii. The State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators:
 - Signing School Compact
 - ARIS
 - Progress Reports
 - November/March Parent/Teacher Conferences
 - Parent Educational Workshops
 - DEAR Program (Drop Everything And Read)
 - Walk through for parents during school hours (Mon.-Fri.)
 - Parent Orientation Meetings
 - Open House
 - Website links
 - b. *Meyer Levin School for the Performing Arts* will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:
 - Open Access Library
 - Parent Coordinator Resource Center
 - Parent Workshops for Literacy and Math
 - Parent State Testing Forums
 - Curriculum Parent Workshops
 - Family Literacy Library Section
 - c. *Meyer Levin School for the Performing Arts* will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by:
 - Faculty Conferences
 - Grade Conferences
 - Professional Development Trainings
 - d. *Meyer Levin School for the Performing Arts* will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public pre-school and other programs and conduct and/or encourage participation in

activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children by:

- Open Access Library
 - Parent Resource Center
 - Professional Development Trainings
- e. *Meyer Levin School for the Performing Arts* will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
- Translate important documents
 - Notices to be sent via E-mail to working parents
 - Phone calls to hard to reach parents

III. Discretionary School Parental Involvement Policy Components

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

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by _____. This policy was adopted by the *Meyer Levin School for the Performing Arts* on __mm/dd/yy_____ and will be in effect for the period of _____. The school will distribute this policy to all parents of participating Title I, Part A children on or before _____.

Principal's Signature: _____

Date _____

1. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

School Parent Compact

Meyer Levin School for the Performing Arts, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2009-10.

Required School-Parent Compact Provisions

School Responsibilities

Meyer Levin School for the Performing Arts, will:

- ❖ Provide high-quality curriculum and instruction in a supportive learning environment that enables students to meet State, city, and school achievement standards
 - ⇒ Ensure that teachers are highly qualified
 - ⇒ Provide professional development to all teachers in areas including literacy and differentiated instruction
 - ⇒ Maintain high expectations and support levels in each classroom
- ❖ Hold parent teacher conferences twice a year so that parents have a chance to discuss their individual student's achievement and progress
 - ⇒ October
 - ⇒ March
 - ⇒ Additional parent teacher conferences will be scheduled at the request of parents, teachers, students, or administrators.
- ❖ Provide parents with access to school staff
 - ⇒ Teachers and school staff will be available for parent meetings throughout the school day
 - ⇒ In addition, school staff will be available after school and on weekends, if necessary
 - ⇒ Our school has an open door policy and parents are welcome to visit classrooms at any time
- ❖ Provide parents with frequent reports on their children's progress
 - ⇒ Progress report will be disseminated at the midway point of each marking period.
 - ⇒ Advisors will call home at least once a month to update parents on academic, social, and emotional progress.

- ❖ Provide parents' opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:
 - ⇒ monthly Parental Learning Walks will be used to share with parents our best instructional practices and cutting edge instructional strategies that are implemented in our school.
 - ⇒ parents as our reading partners will convene to support our school wide initiative Drop Everything And Read (D.E.A.R)
 - ⇒ involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
 - ⇒ involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
 - ⇒ hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
 - ⇒ provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
 - ⇒ provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
 - ⇒ on the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
 - ⇒ provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
 - ⇒ provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I (i.e. as per NCLB.)

Parent Responsibilities

We as parents will support our children's learning in the following ways:

- ⇒ supporting my child's learning by making education a priority in our home by:
 - monitoring attendance;
 - making sure that homework is completed;
 - monitoring the amount of television my children watch;
- ⇒ volunteering in my child's classroom;
- ⇒ participating, as appropriate, in decisions relating to my children's education;
- ⇒ promoting positive use of my child's extracurricular time.
- ⇒ staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding as appropriate;
- ⇒ serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.
- ⇒ reading together with my child every day;
- ⇒ providing my child with a library card;
- ⇒ communicating positive values and character traits, such as respect, hard work and responsibility;

- ⇒ respecting the cultural differences of others;
- ⇒ helping my child accept consequences for negative behavior;
- ⇒ being aware of and following the rules and regulations of the school and district;
- ⇒ supporting the school’s discipline policy;
- ⇒ express high expectation and offer praise and encouragement for achievement.)

Optional Additional Provisions
Student Responsibilities (revise as appropriate to grade level)

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

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare, all notices and information received by me from my school every day.

Name	Signature	Date
School – Print Name		
Parent(s) – Print Name		
Student (if applicable)- Print Name		

(NOTE: Signatures are not required. The NCLB law does not require school personnel and parents to sign the School-Parent Compact. However, if the school and parents feel signing the School-Parent Compact will be helpful, signatures may be encouraged.)

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

See pages 9 - 14

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

- Help provide an enriched and accelerated curriculum.
- Meet the educational needs of historically underserved populations.
- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

See pages 9 – 26

3. Instruction by highly qualified staff.

Certified teachers will be hired to teach in their subject area. Teachers will receive professional development that will help them understand how to plan their units of work to address the needs of the students. They will be qualified in understanding how to work with students with Individual Educational Plans and/or English Language Learners. Study groups will be formed to study how to better meet the academic needs of special education students and English Language Learners. The study groups will meet during their common planning time and work with their Network Support Specialist from the Children First Network.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

- **Inter-visitation between teachers, especially newly hired teachers visiting more senior highly qualified staff.**
- **Implementation of a professional development committee with representation of all content areas that will aim to meet the needs of all staff members.**
- **Implementing a mentoring plan for new teachers with the help of the Children First Network advisor and a math and science consultant. Implementation of common planning time and vertical and horizontal meetings.**

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

The school hiring committee composed of teachers, students and administrators will attend career fairs throughout the year that attract highly qualified teachers. The school will use the support of our partner organizations, Teach for America and the NYC Teaching Fellows program to attract student teachers that may later apply for vacant teaching positions.

6. Strategies to increase parental involvement through means such as family literacy services.

During parent teacher conferences, parents will receive information with their children's reading level results from Scantron Performance Series, ARIS and a variety of literacy strategies that can be incorporated at home to help our students improve their literacy skills. The school will develop workshops to help the parents understand the seven habits of proficient readers. Parents will be invited to attend our Parents as Reading Partners initiative during our weekly Drop Everything And Read (D.E.A.R) sessions.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

N/A

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

With the support of the Children First Network, teachers will develop a tool to establish goals and benchmarks for individual students. In addition, teachers will receive training on Scantron Performance Series and Acuity in order to help them understand the results that are accumulated from this assessment and to plan instructional goals and objectives that will address the areas in which students are deficient.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
 - **Extended Day/Saturday Programs – Students will be able to attend extended day programs and receive homework help for current courses where they are having difficulty meeting the standards. Parents will be notified of this program so they can encourage students to attend. Additionally, Regents preparatory classes are offered to students that need to complete Regents course requirements.**
 - **English/Math Skills Classes – Students that are in the lowest third will attend additional English and Math classes to help them build their literacy and numeracy skills. These classes will support the content students receive in their core English and Math classes.**
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.
 - **Title one funds and Contract for Excellence funds will be utilized to implement, develop and meet the needs of struggling students**
 - **Utilize the services of our OST, Sports and Arts and the school clinic to develop programs for parents and students academically and socially.**

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address

its needs using *all* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

Program Name	Fund Source (i.e., Federal, State, or Local)	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool (Refer to Galaxy for FY'11 school allocation amounts)	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic) Hour of Power Academic Intervention Program	Federal	✓			All inclusive – 978,076.00	✓	12, 16, 18, 26, 60
Title I, Part A (ARRA) Hour of Power Academic Intervention Program	Federal	✓			“	✓	12, 16, 18, 26, 60
Title II, Part A - AIS Pull Out Program	Federal	✓			“	✓	12, 16, 18, 26, 60
Title III, Part A – ELL Pull Out Program	Federal	✓			“	✓	28-50
Title IV – Student Support Services	Federal	✓			“	✓	12, 18, 19, 24, 26, 27, 69
IDEA - Student Support Services	Federal	✓			“	✓	28-50
Tax Levy – Saturday Achievement Academy	Local	✓			“	✓	12,16,18, 26, 60

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.

Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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

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

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

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

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

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

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

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

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

All SURR schools must complete this appendix.

Area(s) of Identification: _____

Group/Phase: _____ Year of Identification: _____ Deadline Year: _____

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

There are (8) students in Temporary Housing.

1. Please describe the services you are planning to provide to the STH population.

The school will provide students with their senior dues that will include their senior trip, prom tickets and attire, as well as their graduation tickets. Additionally all students in Temporary Housing will be provided with school uniforms, school supplies which will also include, but will not be limited to: pens, pencils, notebooks and journals.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	I.S. 285 Meyer Levin					
District:	18	DBN:	18K285	School		331800010285

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	0		93.0	93.2	92.4
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	341	277	306				
Grade 7	367	345	304				
Grade 8	348	361	327				
Grade 9	0	0	0				
Grade 10	0	0	0				
Grade 11	0	0	0				
Grade 12	0	0	0				
Ungraded	1	0	2				
Total	1057	983	939				

Student Stability - % of Enrollment:			
(As of June 30)	2007-08	2008-09	2009-10
	95.8	96.9	94.3

Poverty Rate - % of Enrollment:			
(As of October 31)	2008-09	2009-10	2010-11
	57.4	74.4	76.5

Students in Temporary Housing - Total Number:			
(As of June 30)	2007-08	2008-09	2009-10
	3	8	12

Recent Immigrants - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
	4	3	5

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	45	42	51	Principal Suspensions	23	52	120
# in Collaborative Team Teaching (CTT) Classes	0	10	14	Superintendent Suspensions	25	37	56
Number all others	66	46	43				

Special High School Programs - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	61	58	70
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	12	12	13
# receiving ESL services only	16	15	TBD	Number of Educational Paraprofessionals	3	2	6
# ELLs with IEPs	0	3	TBD				

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	4	4	25	% fully licensed & permanently assigned to this school	100.0	100.0	90.7
				% more than 2 years teaching in this school	85.2	81.0	64.3
				% more than 5 years teaching anywhere	73.8	70.7	77.1
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	85.0	84.0	85.7
American Indian or Alaska Native	0.4	0.5	0.1	% core classes taught by "highly qualified" teachers	70.1	83.6	86.2
Black or African American	95.3	94.9	97.2				
Hispanic or Latino	3.7	3.7	2.6				
Asian or Native Hawaiian/Other Pacific	0.3	0.3	0.0				
White	0.4	0.4	0.0				
Male	46.6	48.6	48.0				
Female	53.4	51.4	52.0				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

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

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

American Indian or Alaska Native	-	-					
Black or African American	v	v					
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-					
Multiracial							
Students with Disabilities	vsh	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	5	5	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					P
Overall Score:	32	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					P
School Environment:	3.9	Quality Statement 2: Plan and Set Goals					P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					P
School Performance:	5.5	Quality Statement 4: Align Capacity Building to Goals					P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					P
Student Progress:	22.6						
<i>(Comprises 60% of the</i>							
Additional Credit:	0						

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

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

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf