



**Department of
Education**

Dennis M. Walcott, Chancellor



**2012-2013
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL NAME: MEYER LEVIN SCHOOL FOR THE PERFORMING ARTS

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 18K285

PRINCIPAL: FREDERICK UNDERWOOD

EMAIL: FUNDERW2@SCHOOLS.NYC.GOV

SUPERINTENDENT: BEVERLEY WILKINS

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Frederick A. Underwood	*Principal or Designee	
Walter Knox	*UFT Chapter Leader or Designee	
Tamara Morris-Nelson	*PA/PTA President or Designated Co-President	
Donna Phillips	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Melvyn Chavkin	CBO Representative, if applicable	
Marshay Smith	Member/ Teacher	
Claudia Gordon	Member/ Teacher	
Denise Kentish	Member/ Teacher	
Audrey Rhoden	Member/ Parent	
Walter McIntyre	Member/ Parent	
Norine Medas	Member/ Parent	
Monifa Morgan	Member/ Parent	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

CEP goals are generally intended to guide school-wide planning and development. CEP goals may be coordinated with goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, the principal and assistant principal will conduct three (3) formative observations for each teacher using domains 2b and 3b of Danielson's Framework for Teaching as a rubric for providing meaningful feedback and improving instruction.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Over the past year, New York State adopted the Common Core Learning Standards and passed a law defining new guidelines for teacher evaluation. These changes will be fully implemented over time. In 2012-13, most educators will be evaluated in new ways and State tests will begin to align to the new standards. To this end, the collective focus for this school year is strengthening teacher practice by examining and refining the feedback teachers receive.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal.

Instructional strategy/activity

- **Professional Development:** The principal and assistant principal will set up and follow a schedule for teacher observation and feedback using Danielson's Framework for Teaching. Pre and post observation conferences will focus on domains 2b and 3b. Our professional development committee will develop and implement a coherent plan of improvement for teachers that integrate the selected components based on the pattern of feedback collected.
- **Target Population(s):** The formation of teacher teams that will focus on the development of curriculum units, performance based tasks and the incorporation of reading and writing informational texts across the curriculum.
- **Responsible Staff Members:** Staff Developer, Assistant Principal, Principal
- **Implementation Timeline:** September 2012 through May 2013

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
 - Parent Educational Workshops
 - Walk through for parents during school hours

- Parent Orientation Meetings
- ARIS Parent Link Workshops
- Pupil Path Workshops

Budget and resources alignment

• Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

• Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

- A SAPIS worker was hired to support academies as part of the school’s efforts to improve attendance for students that are in our regression cohort.
- Secured a partnership with the Interborough Developmental Mental Health Facilities to offer additional in-depth counseling and in-house support to our students.

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, 85% of classroom teachers will begin to implement the Common Core Learning Standards in their planning. These plans will include focus on each of the following:

- In math require fluency, application and conceptual understanding; and
- In ELA, social studies, and science require students to ground reading, writing, and discussion in evidence from text

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

In order to align our instructional practices to the citywide instructional expectations for 2012-13 school year, teachers are required adjust their curriculum and instruction to help students move toward the higher expectations of the Common Core.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal.

Instructional strategy/activity

- **Professional Development:** Teachers will attend Common Core workshops and turn key strategies to the staff through faculty conferences, inquiry team meetings, common planning time meetings, grade conferences, and professional development days.
- **Target Population(s):** The formation of teacher teams that will focus on the development of curriculum units, performance based tasks and the incorporation of reading and writing informational texts across the curriculum.
- **Responsible Staff Members:** Staff Developer, Assistant Principal, Principal
- **Implementation Timeline:** September 2012 through May 2013

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

- Parent Educational Workshops
- Walk through for parents during school hours
- Parent Orientation Meetings
- ARIS Parent Link Workshops
- Pupil Path Workshops

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy
 Title I
 _____ Title IIA
 _____ Title III
 _____ Grants
 _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
 - A SAPIS worker was hired to support academies as part of the school's efforts to improve attendance for students that are in our regression cohort.
 - Secured a partnership with the Interborough Developmental Mental Health Facilities to offer additional in-depth counseling and in-house support to our students.

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, 50% of teachers will develop curriculum maps that are focused on key standards that incorporate the effective teaching strategies to promote higher order thinking skills in our students.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

After conducting a three year trend analysis of student performance data on state assessments, it was determined that the rate of regression slightly increased as students moved up one grade. The overall score for student progress is 18 out of 60, which gives us a grade of D for the category of Student Progress. This is down from last year's score of 22.6 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. As a result, we have made progress for all of our students a priority for the school year.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal.

Instructional strategy #1

- **Professional Development:** Common planning time and professional development plans will reflect the elements of differentiation and the interpretation and use of data in the classroom.
- **Target Population(s):** Students, Teachers, Parents
- **Responsible Staff Members:** Teachers, Parent Coordinator, Staff Developer, Assistant Principal, Principal
- **Implementation Timeline:** September 2012 through May 2013

Instructional strategy #2

- **Data Analysis:** The Inquiry team will focus on all level 1 and 2 students per academy. The team will share its findings with the faculty.
- **Target Population(s):** Students
- **Responsible Staff Members:** Teachers, Assistant Principal, Principal

- **Implementation Timeline:** September 2012 through May 2013

Instructional strategy #3

- **Academic Intervention Services:** Enrichment and academic intervention services will be provided for the target population for the 2012-2013 school year.
- **Target Population(s):** Students
- **Responsible Staff Members:** Parents, Teachers, Staff Developer, Assistant Principal, Principal
- **Implementation Timeline:** September 2012 through May 2013

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
 - Parent Educational Workshops
 - Walk through for parents during school hours (Mon.-Fri.)
 - Parent Orientation Meetings
 - ARIS Parent Link Workshops
 - Pupil Path Workshops

Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy
 Title I
 _____ Title IIA
 _____ Title III
 _____ Grants
 _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

- A SAPIS worker was hired to support academies as part of the school's efforts to improve attendance for students that are in our regression cohort.
- Secured a partnership with the Interborough Developmental Mental Health Facilities to offer additional in-depth counseling and in-house support to our students

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

The formation of teacher teams that will focus on the development of curriculum units, performance based tasks and the incorporation of reading and writing informational texts across the curriculum.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

In order to align our instructional practices to the citywide instructional expectations for 2012-13 school year, teachers are required adjust their curriculum and instruction to help students move toward the higher expectations of the Common Core.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal.

Instructional strategy/activity

- **Creating Coherent Curriculum Maps:** Engage all students in at least two literacy and math tasks aligned to strategically selected Common Core standards. These tasks will be embedded in Common Core-aligned curricula and include multiple entry points for all learners.
- **Target Population(s):** The formation of teacher teams that will focus on the development of curriculum units, performance based tasks and the incorporation of reading and writing informational texts across the curriculum.
- **Responsible Staff Members:** Teachers, Staff Developer, Assistant Principal, Principal
- **Implementation Timeline:** September 2012 through May 2013
 - The school community will track and monitor our success through each of the following:
 - Teachers will show evidence of Common Core Learning Standards in their planning.
 - Teachers will incorporate higher-level tasks that align with the standards in their planning.
 - Teachers will turn-key information from professional development session during their weekly common planning time meetings.
 - The attendance sheets, agendas and minutes will document their participation in the professional development sessions.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
 - Parent Educational Workshops

- Walk through for parents during school hours (Mon.-Fri.)
- Parent Orientation Meetings
- ARIS Parent Link Workshops
- Pupil Path Workshops

Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy
 Title I
 _____ Title IIA
 _____ Title III
 _____ Grants
 _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
 - A SAPIS worker was hired to support academies as part of the school’s efforts to improve attendance for students that are in our regression cohort.
 - Secured a partnership with the Interborough Developmental Mental Health Facilities to offer additional in-depth counseling and in-house support to our students.

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Differentiated instruction will be implemented in the ELA classrooms. Acuity, Performance Series, Uniform Assessments, Conference Notes from teachers, Classroom Observations and DRA Reading Analysis.	Frequent content and skills based assessments. (Small group and one-to-one tutoring)	Three 45-minute periods per week. Two hours of small group intervention each Saturday.
Mathematics	Differentiated instruction will be implemented in the Math classrooms. The use of Acuity, Performance Series, Uniform Assessments, Conference Notes from teachers, Classroom Observations and DRA Reading Analysis.	Frequent content and skills based assessments. (Small group and one-to-one tutoring)	Three 45-minute periods per week. Two hours of small group intervention each Saturday.
Science	Differentiated instruction will be implemented in the Science classrooms. The science lab will utilized for hands on instructions	Frequent content and skills based assessments. (Small group and one-to-one tutoring)	Three 45-minute periods per week.
Social Studies	Differentiated instruction will be implemented in the Science classrooms	Frequent content and skills based assessments. (Small group and one-to-one tutoring)	Three 45-minute periods per week.

	The science lab will utilized for hands on instructions		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	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.	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.	Students are required to attend tutorial classes during extended day. Two hours of small group intervention each Saturday.

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

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

- Administrative staff regularly attends hiring fairs to identify and recruit highly qualified teachers.
- Our HR team, which consists of teachers, administrators and non-teaching personnel, are utilized to screen and interview applicants.
- The pupil personnel secretary will work closely with the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.
- Our lead teachers facilitate a new teacher orientation to acclimate new staff to our policies and procedures before school starts.
- Mentors are assigned to support struggling and un-qualified teachers.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

- Host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- Schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- Translate all critical school documents and provide interpretation during meetings and events as needed;
- Conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and

students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

- Ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- Notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- Arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;

- Planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

- Share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- Attend school regularly and arrive on time;
- Complete my homework and submit all assignments on time;
- Follow the school rules and be responsible for my actions;
- Show respect for myself, other people and property;
- Try to resolve disagreements or conflicts peacefully;
- Always try my best to learn.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K–12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011–12

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 into the submission form. For additional information, hold your cursor over the [i](#).

Part I: School ELL Profile

A. School Information [i](#)

Cluster Leader/Network Leader C. Groll/G. Smith	District 18	Borough Brooklyn	School Number 285
School Name Meyer Levin Intermediate School 285			

B. Language Allocation Policy Team Composition [i](#)

Principal Frederick Underwood	Assistant Principal Graceann Rooney
Coach Jermaine Cameron	Coach type here
ESL Teacher Dustin Brumit	Guidance Counselor Karen Greenwood
Teacher/Subject Area Johnny Sainte/Dean	Parent Tamara Morris–Nelson
Teacher/Subject Area Yvonne Stephens/Math	Parent Coordinator Donna Phillips
Related Service Provider Giuliana Pellegrini	Other type here
Network Leader Gillian Smith	Other type here

C. Teacher Qualifications [i](#)

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	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0

Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0
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D. School Demographics

Total number of students in school	933	Total Number of ELLs	27	ELLs as share of total student population (%)	2.89%
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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 packet by the office secretary. An informal interview is conducted by the secretary to determine the parent/guardian's language needs. If necessary, staff with bilingual abilities will serve to accommodate parents and students with native language support during the intake process. The secretary notifies the fully certified ELL teacher/coordinator if a student's home language is something other than English in order to facilitate the completion of the HLIS. If the HLIS indicates that a child uses a language other than English, the fully certified ELL coordinator will meet with and welcome the student and parents for an initial screening and review of the HLIS 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.

Each spring, when the NYSESLAT is administered, the ELL Coordinator/Teacher will create a schedule for individual speaking exams for each student followed by a general testing schedule for each of the other modalities. Students who were administered the NYSESLAT in Spring 2011 by the fully certified ELL

Coordinator/Teacher, 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 from ATS report RNMR will be taken into consideration. The ELL Coordinator will also consult ATS reports RLER to determine student eligibility for the LAB-R or NYSESLAT and RLAT to see past scores for placement.

Within three days of a new non-English speaking student's enrollment and LAB-R testing at I.S. 285, parents will be notified by the fully certified ELL Coordinator/Teacher of their choice between Transitional Bilingual (TB), Dual Language (DL), 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. The ELL Coordinator will distribute placement letters to new ELLs for them to take home to their parent. Placement letter records are maintained electronically by the ELL Coordinator. New ELLs will be programmed into homeroom classes with other ELLs to facilitate their transition to a new environment. In the event that a parent who has previously chosen a TBE/DL program needs to be informed when the program becomes available, the ELL Coordinator will make contact by phone and/or mail. Continued entitlement letters are created and distributed to ELLs who have previously been enrolled in an ESL program. The ELL Coordinator is responsible for this and for maintaining an electronic record of these letters.

In most cases, the ELL Coordinator/Teacher will 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 by the ELL Coordinator 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. Parent Survey and Program Selection Forms will be brought to school by the parent or student of an ELL. These will be collected and filed by the ELL Coordinator. Entitlement letters will be created and disseminated to students by the ELL Coordinator. Entitlement letter records are maintained electronically by the ELL 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

This

school

offers (check all that apply):

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

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. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
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	27	Newcomers (ELLs receiving service 0-3 years)	18	Special Education	3
SIFE	7	ELLs receiving service 4-6 years	6	Long-Term (completed 6 years)	3

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. [i](#)

	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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
Dual Language										0
ESL	18	7	1	6	0	1	3	0	1	27
Total	18	7	1	6	0	1	3	0	1	27

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
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	
	EL	EP	EL	EP																
Spanish																			0	0
Chinese																			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	
	EL L	EP																		
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							3	1	2					6
Chinese														0

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
Russian														0
Bengali														0
Urdu									2					2
Arabic							1	2						3
Haitian							6	3	6					15
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other									1					1
TOTAL	0	0	0	0	0	0	10	6	11	0	0	0	0	27

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

A. Programming and Scheduling Information

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. The sheltered English class provides English instruction alongside the scaffolded learning of meaningful content area material in order to provide more support in making content both comprehensible and rigorous. All lessons have both content and language and literacy-based/ELL-targeted objectives for the students. Using authentic texts and content-area based instruction to learn academic vocabulary provides ELLs with support for their mainstream classes. In addition, the ELL Coordinator/Teacher is available daily during professional periods for students who need additional assistance in the mainstream classes. The ELL Coordinator will also work with those teachers of ELLs in order to create work that is meaningful, challenging, and targeted to the students' proficiency levels.

The ELL Coordinator will provide a list to the testing coordinator regarding ELLs native language testing needs.

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

A. Programming and Scheduling Information

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.

Teachers of ELL-SWDs will use the same grade-level authentic texts, audio/visual experiences, and technology used with other students and other ELLs. In order to provide access to academic content and accelerate English language development, the curriculum will be scaffolded in a way that is tailored to the students' IEPs.

ELL-SWDs have multiple opportunities to maximize time spent with non-disabled peers. In "breakout" periods, students are grouped heterogeneously according to interest in order to take part in health and fitness, art, band,

A. Programming and Scheduling Information

chorus, drama, etc. Teacher–team meetings afford teachers of ELL–SWDs to plan alongside colleagues in order to develop tailored lesson plans that are synchronized with the mainstream classes. Assemblies and before, after–school, and during lunch periods also afford ELL–SWDs time to interact with their peers.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts	0		
Social Studies:	0		
Math:	0		
Science:	0		

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

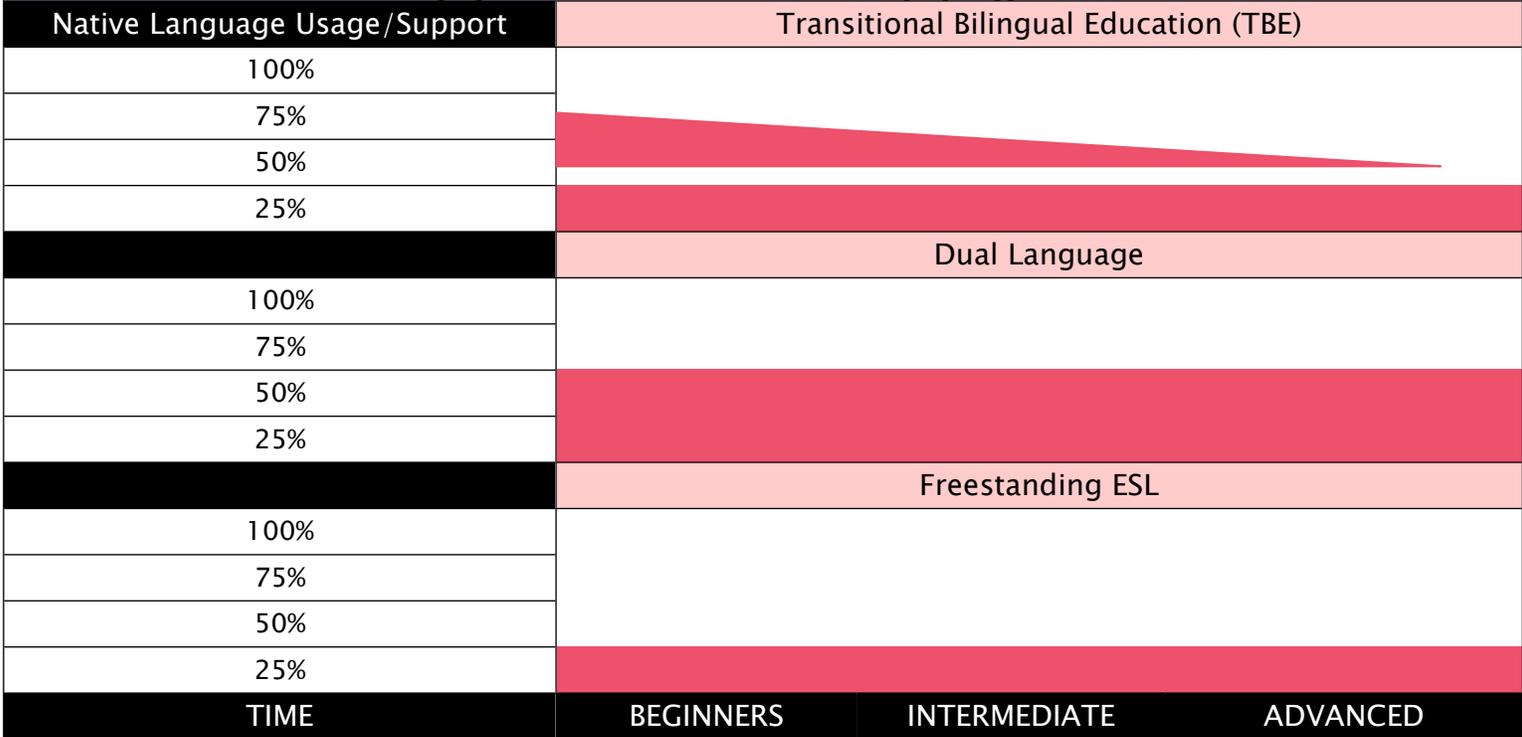
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9–12

	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
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Native Language Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

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

Content area teachers work with the ELL Coordinator/Teacher in order to differentiate instruction for students of all levels. The Hour of Power after-school academic intervention program targets literacy in Math and ELA as well as in Social Studies and Science for all students including ELLs. The Saturday Academy program does the same for targeted students, including ELLs who have regressed in Math and ELA exam scores. Programs for ELLs in the native language are not currently offered.

Students reaching proficiency on the NYSESLAT will have before and after school resources available to them in order to sustain their English language development and provide transitional support. The ESL teacher will monitor their academic progress and recommend attendance at any available before, during, or after school programs that will support them. Additionally, these ELLs now receive testing accommodations for two years after their scoring English proficient to aide in their transition.

This year, the majority of ELLs will attend "talent classes," where they are exposed to and participate in, alongside all mainstream students, visual and performing arts, technology, and hobby courses that they choose according to their interests. No programs have been discontinued.

Instructional materials in ESL include mainstream ELA texts, a classroom library with literature of various genres, below, at, and above grade level books, leveled reading series, phonics based readers for newcomers, bilingual dictionaries and glossaries, newspapers, laptop computers, online resources, computer software, and a listening center with CD and tape players, and accompanying CDs/books on tape. These resources will aid in making content comprehensible and enriching language development for ELLs.

In all classes, students are permitted to use their native language with peers in order to facilitate comprehension of material and to build a bridge toward English language acquisition. No explicit native language instruction occurs.

Required services support and correspond to ELLs' age and grade levels. All students are afforded the opportunity

to be with peers who have the same developmental needs and interests. ELLs also receive counseling, academic assistance, and high school application help when needed alongside peers.

Newly enrolled ELLs who arrive during the school year will be paired with another “buddy student” in order to facilitate their inclusion in the mainstream classroom. They will also receive a “buddy” in the ESL classroom, most likely one speaking the same native language. Newcomers, after being assessed as to English proficiency, may be pulled from mainstream classes more than the mandated amount of minutes per week in order to facilitate their English acquisition.

Targeted intervention programs for ELLs include their enrollment in the Sports and Arts Foundation afterschool program, Hour of Power afterschool academic intervention program, and ELLs, especially long-term who have an IEP, may also be scheduled for one 46-minute period of resource room per day for supplementary assistance with any subject areas. If ELLs need a more restrictive special education environment, while continuing language services, then this is available too.

If their schedule permits, ELLs may attend French or Spanish classes as a middle school language elective.

C. Schools with Dual Language Programs

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

Paste response to questions 1–5 here

D. Professional Development and Support for School Staff

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

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, paraprofessionals, psychologists, occupational/physical therapists, speech therapists, secretaries, parent coordinator, and assistant principals, 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. Professional development dates will coincide with monthly faculty and/or departmental meetings.

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.

School leaders will provide opportunities for staff members to attend ELL related professional development opportunities. Guidance counselors will attend professional development related to ELLs social and academic needs and will also provide assistance to teachers of ELLs to help guide the high school application process and welcome new sixth grade students.

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 during a part of the monthly faculty or departmental meetings. Staff will sign for the information session and the ELL Coordinator will maintain a paper and electronic record of hours attained.

E. Parental Involvement

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

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. They will also be invited to parent coordinator workshops and parent brunches to share their needs/concerns.

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 surveys. The parent coordinator is responsible for contacting parents and assisting the ELL Coordinator with outreach. Translation services will be made available through school resources or through the Translation and Interpretation Services Unit of the Department of Education.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB–R FOR NEW ADMITS)

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

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)							6	3	5					14
Intermediate(I)							0	3	6					9
Advanced (A)							4	0	0					4
Total	0	0	0	0	0	0	10	6	11	0	0	0	0	27

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING / SPEAKING	B							2	1	1				
	I							0	1	5				
	A							3	2	4				
	P							4	1	1				
READING / WRITING	B							5	2	5				
	I							0	3	6				
	A							4	0	0				
	P							0	0	0				

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	2	3	1	0	6
7	2	1	0	0	3
8	6	1	0	0	7
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	4		7		2		0		13

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
7	4		1		1		0		6
8	4		6		0		0		10
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	2		5		4				11
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				

New York State Regents Exam

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

Native Language Tests

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

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

- 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.

This year, the school began using the DRA 2 to assess students' literacy skills.

After examining the New York State English as a Second Language Achievement Test (NYSESLAT) results, we notice that 60% 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 levels.

The breakdown of proficiency levels across grade levels is as follows: Of the beginner ELLs, there are 6 in sixth grade, 3 in seventh grade, and 5 in eighth grade. Of the intermediate students there are none in sixth grade, 3 in seventh grade, and 6 in eighth grade. Of those scoring at the advanced level there are 4 in the sixth 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.

After examining ELL performance in the targeted content areas we find that out of the 16 students eligible for the English Language Arts exam, 2 sixth graders performed at level 1, 3 sixth graders performed at level 2, and 1 sixth grader performed at level 3. In seventh grade, there were 2 students at level 1 and 1 student at level 2. In eighth grade, 6 students performed at level 1 and 1 student performed at level 2.

With regard to math, in grade six there are 4 level 1 students, and 7 level 2 students, and 2 level 3 students. In grade seven there are 4 level 1 students, 1 level 2 student, and 1 level 3 student. In grade eight, there are 4 level 1 students and 6 level 2 students. ELLs are performing slightly better in math than in ELA. However, the number of below standard scores highlights the need for additional daily intervention in both subjects.

The results of the ELL Periodic Assessments allow the ELL Coordinator/Teacher to guide students in setting new SMART goals for themselves. The item analysis on the assessment and ACUITY 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 ELL Coordinator/Teacher will use this information directly and will communicate findings to colleagues. School leadership will monitor the progress of ELLs and provide the necessary resources and guidance to accelerate English acquisition.

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 2012 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

School Name: <u>Meyer Levin</u>		School DBN: <u>18K285</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 18K285 **School Name:** Meyer Levin Intermediate School

Cluster: DSSI Cluster 4 **Network:** 403

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 assessment of written translation needs occurs in the fall, but is monitored over the school year. Parents complete the Preferred Language Form at enrollment. Through the analysis of this form, emergency contact card, and the Home Language Identification Survey along with data from ATS (Reports RHLA and RPOB), the school has found that only a few parents would require translation services in Spanish and French. School secretaries and the parent coordinator are responsible for ensuring that school staff understand these parent needs and that mailings/handouts to parents are also in accordance with the requested language needs. School files are maintained by the main office secretaries. The ELL Coordinator will assist and serve as a liaison in this process.

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.

The assessment of oral translation needs occurs in the fall, but is monitored over the school year. Parents complete the Preferred Language Form at enrollment. Through the analysis of this form, emergency contact card, and the Home Language Identification Survey along with data from ATS (Reports RHLA and RPOB), the school has found that only a few parents would require translation services in Spanish and Haitian Creole. School secretaries and the parent coordinator are responsible for ensuring that school staff understand these parent needs and that oral correspondence assistance is provided, when needed, for school events and activities. School files are maintained by the main office secretaries. The ELL Coordinator will assist and serve as a liaison in this process. These findings are published in the CEP and will be posted in the main office.

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.

Full-time, bilingual school faculty/staff are able to communicate with parents in both Spanish (Parent Coordinator, teachers) and Haitian Creole (teachers). If they are unavailable, the Translation and Interpretation Unit of the Department of Education will be utilized or a message in Spanish will be inserted to inform parents about where to go for translation services. Documents posted on the school website will include links to translated versions of the text.

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.

Bilingual school faculty/staff are able to communicate with parents in both Spanish and Haitian Creole. If they are unavailable, the Translation and Interpretation Unit of the Department of Education will be utilized. Phone calls to parents are scheduled in coordination with the staff of the school who can translate during and after school so that in most cases the translation services can be provided whenever needed.

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>.

After the needs assessment is conducted at enrollment, parents will confirm with the school secretary or ELL coordinator their choice and request for language translations. The school will use in-house services to translate documents for parents that are not otherwise translated. Documents posted on the school website will include links to translated versions of the text. School signage reflects multilingual parent participation and the ability to use the Translation and Interpretation Services from the Department of Education. Regularly translated forms such as the Parents Bill of Rights are made available upon request in the main office. The ELL Coordinator will assist in ensuring compliance and act as a liaison between parents of ELLs and the school staff. Parent Coordinator and Principal collaborate to ensure fulfillment of school-based implementation of regulation, including translation services at all conferences and meetings, in person or by phone; translation of information sent to parents via mail. If centrally-provided or student-specific documents are not immediately able to be translated into other languages, then parents are notified in a cover letter to contact the parent coordinator for further translation services.