



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: MOUNT EDEN CHILDREN'S ACADEMY

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 09x555

PRINCIPAL: JESSICA TORRES-MAHEIA

EMAIL: JTORRES12@SCHOOLS.NYC.GOV

SUPERINTENDENT: DELORES ESPOSITO

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
Jessica Torres-Maheia	*Principal or Designee	
Tasha Ellin	*UFT Chapter Leader or Designee	
Cassandra Hodge	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Vivian Vasquez	CBO Representative, if applicable	
Farid Johnson	Member/ Elected UFT	
Rachael Garcia	Member/ Elected UFT	
Rachel Hondorf	Member/ Elected UFT	
Kadria Benejan	Member/ Elected Parent	
Francis Aponte	Member/ Elected Parent	
Robin Majette	Member/ Elected Parent	
Elizabeth Marte	Member/ Elected 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

To demonstrate at least one year's growth (as evidenced by data collection) in student achievement and progress in Literacy as measured by Fountas and Pinnell reading levels, and aligned to CCLS indicators. By June 2013, at least 70% of all students will read on or above grade level based on the Rigby Assessment Kit.

Comprehensive needs assessment

As a new school, we see the need to align curriculum and assessment to the rigor of the Common Core Learning Standards as mandated by NYS and NYC Department of Educations.

- We are working towards a data driven instruction to more effectively meet students learning needs. The data that we collect and analyze as a school will help us demonstrate at least one year's growth by our students.
- We also must ensure that our teachers are teaching to the CCLS in order for our students to receive a rigorous and meaningful curriculum and learning experience.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) **strategies/activities that encompass the needs of identified student subgroups:**
Teachers will plan curriculum based on the CCLS. They will meet once a week for common planning to review standards, develop rubrics, and create goals for their students aligned to the CCLS, and modify instruction based on their students' needs as indicated by performance data. All classroom teachers will meet weekly by grade for 90 minutes. The planning will be supported by our AUSSIE ELA consultant and weekly by our reading specialist, ESL coordinator and principal.
Teachers will track and monitor student progress using classroom data to differentiate instruction and meet students identified needs.
Teachers will assess students' reading levels on a regular basis, using Fountas & Pinnell assessments.
Teachers will chart students' growth and submit charts to principal and data specialist for analysis.
Principal will conduct formal and informal instructional visitations and provide meaningful and timely feedback to teachers.
 - b) **key personnel and other resources used to implement these strategies/activities:** Key personnel for this goal consists of the classroom teachers, support specialist, principal, AUSSIE consultant and network personnel. Principal will be present at common planning meetings to assist in facilitating and to ensure the goals and standards are being met.
 - c) **steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities:** Teachers facilitate grade level meetings; they use student work as the basis to modify instruction to meet student needs. We work as a team and encourage teachers to take leadership roles. Per-session will be offered for participation in curriculum development.
 - d) **timeline for implementation:** This goal will be implemented as of September 6, 2012. It is expected this goal will be met by June 2013.

Strategies to increase parental involvement

- **All schools should cite strategies to increase parent involvement that aligned to the goal when applicable:**
All families will receive weekly homework sheets, monthly newsletters, and the school website will be updated regularly. Parents are encouraged to visit their child's classroom and communicate with their teachers around progress. Parents are invited to attend monthly Parents Association meetings and School Leadership Team meetings. Our parent coordinator will maintain ongoing communication with parents regarding various topics. All students will receive two progress reports in addition to the three mandated report cards.

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

- School-wide zero tolerance for bullying program accompanied by RTI for behavioral occurrences.
- Home Work Help afterschool program
- Common Core planning before school

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

Teacher teams will develop a kindergarten and first grade literacy curriculum with units that are CCLS aligned. By June, 2013, all units for kindergarten and first grade will be CCLS aligned and include all applicable rubrics, charts, assessments, DOK questions, skills and strategies, guiding questions, and end unit product.

Comprehensive needs assessment

- We have set this goal to fulfill the Citywide Instructional Expectations for 2012-2013. This will comply with the Chancellor's "Ask" of engaging all students in meeting the Literacy benchmarks aligned to CCLS which is required to achieve proficiency by June 2013. It will also meet the requirement of the State mandated alignment with the CCLS.
- We will teach to these new learning standards in order for our students to receive rigorous instruction that effectively prepares our students to achieve proficiency as indicated by the state exam.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups:**

Design and implement professional development sessions to support teachers in the development of their curriculum maps and units of study aligned to CCLS.

In department meetings, teacher teams will collaboratively plan and write upcoming units of study aligned with CCLS. They will use student data with an emphasis on addressing the needs of our English Language Learners and Special Education students. Teachers will develop instructional strategies to meet the needs of all students.

Principal, AUSSIE consultant, and instructional coaches will conduct regular classroom observations and visits and provide teachers with timely feedback.

Per-session funding will be available for Common Core aligned curriculum planning.

Low-inference transcript of teacher observations will reflect the use of questioning strategies aligned to DOK and CCLS.
 - b) key personnel and other resources used to implement these strategies/activities:**

Principal will participate in team meetings to provide support and ensure alignment. Other key personnel are classroom teachers, instructional coaches, and our AUSSIE consultant.
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities:**

Teachers will attend Network professional development on topics such as, CCLS curriculum writing workshops. Teachers are also encouraged to take a leadership role in writing, implementing, and reviewing the curriculum based on CCLS.
 - d) timeline for implementation**

Implementation of this goal will begin on September 6, 2012 and will continue through June 2013.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Conduct parent workshops with topics that may include: parenting skills, **understanding educational accountability grade-level curriculum and assessment expectations; literacy**; accessing the community and support services; and technology training to build parents' capacity to help their children at home.

All families will receive weekly homework sheets, monthly newsletters, and the school website will be updated regularly. Parents are encouraged to visit their child's classroom and communicate with their teachers around progress. Parents are invited to attend monthly Parents Association meetings and School Leadership Team meetings. Our parent coordinator will maintain ongoing communication with parents regarding various topics. All students will receive two progress reports in addition to the three mandated report cards.

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

- School-wide zero tolerance for bullying program accompanied by RTI for behavioral occurrences.
- Home Work Help afterschool program
- Common Core planning before school

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

To improve teacher effectiveness, administrators and teachers will engage in frequent goal setting & data meetings (using a research-based rubric) to monitor and ensure individualized professional growth and effective teaching practices. By June 2013, 100% of teachers will meet with the administration at least 3 times to discuss student data and professional goals based on a research-based instructional framework.

Comprehensive needs assessment

As a new school, there is a need to develop a common language and a shared understanding to assess teacher effectiveness, and develop a school culture of high expectations and excellence. In light of that, we will be using a research-based instructional framework to guide our coaching conversations with teachers as well as to monitor, analyze, and assess teachers' professional growth and improvement in their teaching practices.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) **strategies/activities that encompass the needs of identified student subgroups:**
All teachers will participate in goal-setting and data review meetings with the principal. At these meetings, teachers will self-assess and review class data in literacy and math as indicators for progress towards end-of-year goals.
 - b) **key personnel and other resources used to implement these strategies/activities:**
Principal will participate in team meetings to provide support and ensure alignment. Other key personnel are classroom teachers, instructional coaches, and our AUSSIE consultant.
 - c) **steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities:**
Provide professional development around the Citywide Instructional Expectations to ensure instructional alignment with CCLS, using a research-based instructional framework. Participate in Network support professional development of Teacher Effectiveness Training. Teachers will be involved in peer visitations, and learn how give and receive feedback to each other in order to become more reflective practitioners.
 - d) **timeline for implementation.**
This will begin on September 6, 2012 and will continue until June 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.

All families will receive weekly homework sheets, monthly newsletters, and the school website will be updated regularly. Parents are encouraged to visit their child's classroom and communicate with their teachers around progress. Parents are invited to attend monthly Parents Association meetings and School Leadership Team meetings. Our parent coordinator will maintain ongoing communication with parents regarding various topics. All students will receive two progress reports in addition to the three mandated report cards.

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

- School-wide zero tolerance for bullying program accompanied by RTI for behavioral occurrences.
- Home Work Help afterschool program
- Common Core planning before school

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

To demonstrate at least one year's growth (as evidenced by data collection) in student achievement and progress in Math as measured by CCLS indicators. By June 2013, at least 70% of students will achieve at least a level 3 in math as evidenced by teacher-created benchmark assessments (aligned with CCLS).

Comprehensive needs assessment

As a new school, we see the need to align curriculum and assessment to the rigor of the Common Core Learning Standards as mandated by NYS and NYC Department of Educations.

- We are working towards a data driven instruction to more effectively meet students learning needs. The data that we collect and analyze as a school will help us demonstrate at least one year's growth by our students.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups:**

All classroom teachers will meet weekly by grade level for 90 minutes of common planning.
Teachers will be supported by our math coach and principal.
All students, including English Language Learners and Students with Disabilities will have multiple opportunities to practice skills learned.
All teachers will have frequent informal and formal observations with timely, clear and actionable feedback on how to improve instruction.
All students will have daily opportunities to participate in flexible grouping during instructional time.
Purchase materials to support English Language Learners and Special Education students, including visual aids, texts with appropriate illustrations and math manipulatives.
 - b) key personnel and other resources used to implement these strategies/activities:**

Key personnel consists of principal, math coach, classroom teachers, and network support staff.
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities:**

On a weekly basis, teachers will review the previous week's goals; look at student work to support, and forward plan based on the review. Each lesson will be strategically differentiated to meet the needs of our English language Learners and Special Education students. Principal will meet with teacher teams and with individual teachers to discuss data and create an action plan.
Per session funding will be available for inquiry work and cooperative curriculum planning.
 - d) timeline for implementation.**

This goal will be implemented as of September 6, 2012 and continue until June 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.

All families will receive weekly homework sheets, monthly newsletters, and the school website will be updated regularly. Parents are encouraged to visit their child's classroom and communicate with their teachers around progress. Parents are invited to attend monthly Parents Association meetings and School Leadership Team meetings. Our parent coordinator will maintain ongoing communication with parents regarding various topics. All students will receive two progress reports in addition to the three mandated report cards.

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

- School-wide zero tolerance for bullying program accompanied by RTI for behavioral occurrences.
- Home Work Help afterschool program
- Common Core planning before school

ANNUAL GOAL #5 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 #5

To encourage parental participation. By June 2013, we will have at least 10% of our parents present at each P.T.A meeting and maintain at least a 92% student attendance by regular parent school contact and communication.

Comprehensive needs assessment

As a new school, we encourage and recognize the value of parent involvement in their children's education. We will establish a culture of parental involvement in order for our students to be and feel supported at home in achieving their academic goals. This will also aid in supporting our students in their social-emotional development and growth.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) **strategies/activities that encompass the needs of identified student subgroups:**

We will encourage and support attendance at Parent Association meetings, curriculum conferences, Parent-Teacher conferences, and parent workshops.

We will review agendas and minutes of the School Leadership Team meetings and Parent Association meetings.

We will encourage families to establish ongoing communication with us regarding student progress towards meeting school standards and expectations, discipline concerns and ways to best support their children's development.

We will take a survey of topics that parents may be interested in, to develop a parent workshop calendar collaboratively with the parent coordinator, community assistant, and director of community partnerships.
 - b) **key personnel and other resources used to implement these strategies/activities:**

Key personnel include teachers, parents, principal, parent coordinator, attendance teachers, coaches and community based organization.
 - c) **steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities:**

Teachers will be encouraged to be in constant communication with parent and find ways to involve them in their children's educational success. Such as inviting families to visit classrooms to view the instructional program and participate in school-wide celebrations.
 - d) **timeline for implementation.**

This will be implemented as of September 6, 2012 and continue until June 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.

All families will receive weekly homework sheets, monthly newsletters, and the school website will be updated regularly. Parents are encouraged to visit their child's classroom and communicate with their teachers around progress. Parents are invited to attend monthly Parents Association meetings and School Leadership Team meetings. Our parent coordinator will maintain ongoing communication with parents regarding various topics. All students will receive two progress reports in addition to the three mandated report cards.

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

- School-wide zero tolerance for bullying program accompanied by RTI for behavioral occurrences.
- Home Work Help afterschool program
- Common Core planning before school

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	Push-in and pull-out for reading and writing. Push-in and pull-out during phonics. Focus groups in reading and writing. We also offer homework help as an afterschool program.	Services are provided in small group and one-to-one instruction.	These services are provided on a daily basis either in the classroom during the day.
Mathematics	Math coach push-in and pull-out services. Specialty teacher push in services.	Services are provided through small group instruction and one-to-one instruction	These services are provided on a daily basis during the school day and during homework help.
Science			
Social Studies			
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At risk services are provided by the school psychologist and speech teacher.	Services are provided on a one-to-one basis	These services are provided as needed during the school day.

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.

As a new school, we are committed to finding high quality teachers whose values are aligned with our school mission, vision, values and instructional goals. We are also committed to developing new teachers to become highly qualified teachers and creating a clear and concrete path for their growth. We have identified high quality teachers through careful recruitment strategies through the use of Job Fairs, leads from other professionals, and a rigorous interview process; Mount Eden Children's Academy is staffed with high quality teachers.

As a first year school, we are deliberate in how we support our teachers so that they continue to be HQT. They will participate in in-house professional development as well as attend professional development hosted by our network and the Department of Education in specific areas relevant to their teaching practice, such as gaining a deeper understanding how to align instruction to CCLS, creating CCLS-based assessments, and using student data to differentiate instruction for English Language Learners and students with special needs.

Professional development will be offered through the Department of Education. We will encourage our staff to attend workshops that will benefit them and in turn improve the academic performance of our students.

We will ensure that our high quality teachers remain in our school by creating a professional learning environment that is safe, respectful and challenging; and by creating a school culture that values collaboration and learning, offers relevant professional development opportunities for professional growth, and multiple opportunities for staff to contribute to our school development.

**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:

- sending home two progress reports in addition to the 3 mandated report cards.
- Periodically sending home a testing folder which encourages parent feedback and requires parent signature
- 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
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2012-13**

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 [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Bob Cohen	District 9	Borough Bronx	School Number 555
School Name Mount Eden Children's Academy			

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

Principal Jessica Torres-Maheia	Assistant Principal
Coach Farid Johnson	Coach
ESL Teacher Jacqueline Radoslovich	Guidance Counselor
Teacher/Subject Area Rachael Garcia/Kindergarten	Parent
Teacher/Subject Area Deidre Leyva/1st Grade	Parent Coordinator Isis Payan
Related Service Provider Stephanie Ruiz/Spec Edu	Other
Network Leader Bob Cohen	Other

C. 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 education teachers with bilingual extensions		Number of teachers of ELLs without ESL/bilingual certification	
Number of teachers who hold both a bilingual extension and ESL certification		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification			

D. School Demographics

Total number of students in school	141	Total Number of ELLs	28	ELLs as share of total student population (%)	19.86%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. [①](#)

1. At Mount Eden Children's Academy (MECA), the ELLs are identified upon admission to the school throughout the school year. After the parents of the newly enrolled students complete a Home Language Survey, which is done in the presence of a certified ESL teacher and a translator who speaks the parent's language, we identify the potential ESL students. Then within ten days of their enrollment, these students are administered the Language Assessment Battery (LAB-R) to determine their level of English proficiency. Based on their scores, the school decides whether they are eligible to receive services as English Language Learners. The test scores also help us determine the amount of mandated instruction time for each student.

2. The parents of ELLs are informed of their child's ESL status and invited to attend a parent orientation meeting where they view the Parent Orientation DVD in their native language and complete the Parent Choice Survey. The parents are given the opportunity to ask questions about the three educational programs (Transitional Bilingual, Dual Language, and Freestanding ESL) and services available for their children in New York City schools and our school respectively before making their choice.

3. While general Parent Orientations are held in the fall and spring, individual parent conferences are held throughout the school year. Entitlement letters are mailed to the parents within the first ten days of initial enrollment. Parents are invited to fill out and leave the survey during the Parent Orientation Meeting. Those who choose not to are asked to return the survey to the office. The parent coordinator follows up with any parents who do not return the survey.

4. All ELL parents who returned a survey have opted for the Freestanding ESL program, which provides all instruction in English through the use of specific instructional methodologies. The program model offered at our school is aligned with the parent requests. To build alignment between parent choices and the program offered by the school, we closely monitor the Parent Choice forms and if fifteen or more parents opt for the Transitional Bilingual Education or Dual Language, we create an additional program to comply with the parents' requests. Our goal is to have ELL's become English proficient by the end of their third school year.

5. Based on our parent surveys this year, 100% of parents requested Freestanding ESL for their children. As a new school, this is the only data we have to refer to. Moving forward, we will closely monitor the survey results to make sure that the programs we offer are aligned with parent choice.

6. The program models offered at MECA currently align to 100% of the parent requests. As we move forward, we will continue to monitor parent choice to ensure that we remain aligned.

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 <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In	12	16												28
Total	12	16	0	0	0	0	0	0	0	0	0	0	0	28

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	28	Newcomers (ELLs receiving service 0-3 years)	28	Special Education	1
SIFE		ELLs receiving service 4-6 years		Long-Term (completed 6 years)	

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									
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	

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	
TBE										0
Dual Language										0
ESL	28		1							28
Total	28	0	1	0	0	0	0	0	0	28

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
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								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	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	12	15												27
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1												1
TOTAL	12	16	0	28										

Part IV: ELL Programming

A. Programming and Scheduling Information

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?

1a. ESL instruction for Kindergarten is delivered as a push-in model. For 1st grade, ESL instruction is delivered as a combination of push-in and pull-out services.

1b. The program model is heterogeneous.

2. The ESL teacher has a schedule that covers the mandated number of instructional minutes required by CR Part 154. During this time, direct instruction, whole group instruction, small group instruction, and 1 on 1 intensive instruction take place. Lessons are modeled to fulfill curriculum requirements while also focusing on the ESL language component.

3. Content areas are delivered in workshop model. Within this model, ESL methods such as visuals and manipulatives, moderated speech and inflection, and scaffolded activities, among others, are used to ensure comprehension of content and the enrichment of language development.

4. Many staff members are bilingual and have the ability to assess in both English and Spanish. Also, the school has a number of books on various levels that are Spanish.

5. Currently, our school is PreK, Kindergarten, and 1st grade only. Because of this, all of our ELLs are newcomers. Our ESL instruction is focused heavily on these newcomers to help them become comfortable with listening, speaking, and early literacy in English. This includes immersion in English text and activities as well as intensive phonics education.

6. When working with ELL-SWDs, content is presented in multiple ways to ensure that students have different avenues to achieve success. This includes visual representation through pictures and text as well as tactile representation through manipulatives and other hands on activities. Instruction is focused on immersion in both the content in the language to aid in development of both.

7. Teachers on each grade level meet twice a week for common planning. Within this common planning time, the ESL teacher and administration are available to plan with teachers to ensure that the diverse needs of our student population are being met. Additionally, curriculum is aligned to the Common Core and is differentiated in the planning process to meet the needs of accelerated and struggling students.

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			
Social Studies:			
Math:			
Science:			

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

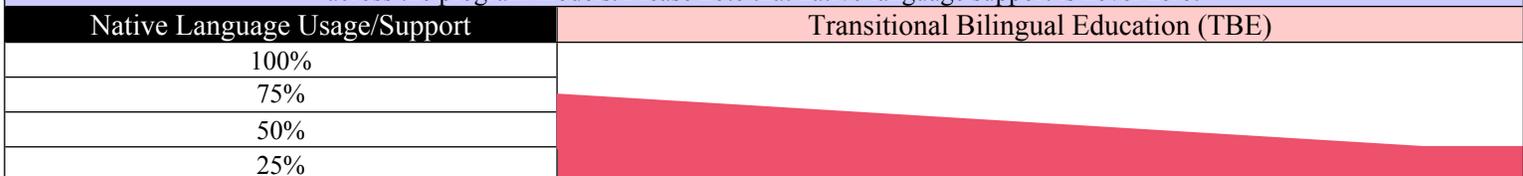
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes 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

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.



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

8. In ELA, at risk students are pulled daily by the reading specialist for guided instruction. Additionally, students struggling in phonics are taken in small groups for intensive phonics instruction daily. In writing, the ESL teacher pushes in to reinforce the language component of the writing mini lesson and also to work with ESL students in small group guided writing. For math, teachers include models within their mini lessons that involve manipulatives and hands on concrete learning.

9. Transitional support will be given to students through the reading specialist, literacy coach, and math coach as they continue their learning after reaching proficiency on the NYSESLAT. Students will be monitored through data and observations and supported as needed.

10. In the upcoming school year, our school is considering self-contained ESL classes for 1st and 2nd grade. These classes will allow for ELLs to receive the highest level of language support and instruction, as they will be learning all day from a certified ESL teacher.

11. As of right now, we are thinking of discontinuing pull-out support for the 1st grade in favor of self contained ESL.

12. Currently, the 1st grade remains in school for 45 minutes after the school day for homework assistance. Their classroom teacher teaches this period. This is another opportunity for teachers to aid in homework completion and reinforce concepts taught during the day.

13. All students have access to technology in the classroom through the use of desktop computers and smartboard activities. Classroom teachers and the ESL teacher both use technology as an engaging and hands on tool to assist in teaching class lessons as well as ESL language based lessons.

14. All information delivered to parents of the ESL program is translated to English and Spanish. Students in the ESL program are taught in English but supported in Spanish when needed.

15. Currently we have ELLs in Kindergarten and 1st Grade. Support and resources are aligned to the developmental and academic needs of these age groups.

16. During registration, when students are identified as ELLs, parents are invited to speak with the ESL teacher to discuss options and plans for their child before the school year begins. Then, once students are given the LAB-R, parents are followed up with for the Parent Orientation and Parent Survey.

17. Currently there are no language electives offered to ELLs.

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)?

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.

1. Our ESL teacher Jacqueline Radoslovich is supported by our CFN. The network provides multiple seminars and meetings monthly for professional development. Additionally, there are contact personnel within the network to respond to any questions or issues that may arise.

2. Support is provided to the staff during common planning meetings and one to one meetings with administration to help prepare students to transition to higher grades.

3. ELL training is conducted during common planning with the staff in conjunction with data analysis and next steps. Teachers discuss strategies and methods of teaching with peers and administration to help aid in moving forward with their ELL population as well as with struggling students.

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?

1. At MECA, parents are encouraged to be involved in their child's learning in many ways. Workshops are offered regularly which deal with various topics such as learning at home and technology. These workshops are offered with all materials translated for parents. The Parent Association holds meetings monthly and activities within the school such as bake sales. In School Leadership, the needs of ELLs are addressed in monthly meetings. Additionally, a newsletter is sent home monthly in English and Spanish discussing what each grade is learning in each subject for the month. All correspondence is available in Spanish. Additionally, the school website can be translated into an language.

2. MECA works with New Settlement Community Center to help parents with information and access to programs for children and for adults. These programs may include afterschool tutoring for students, classes for parents and enrichment classes for students and families.

3. MECA has an open door policy and parents are welcome to come in to the office throughout the day to discuss any needs or ideas that may arise for the school or the community. Information is also often sent home in English and Spanish discussing any upcoming events or activities going on in the school. There is a suggestion box in the office available to all parents. The school survey will also allow MECA to evaluate the needs of the parents.

4. All of the activities and meetings are offered in both English and Spanish to ensure that all parents are able to participate.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	1	6												7
Intermediate(I)		8												8
Advanced (A)	11	2												13
Total	12	16	0	0	0	0	0	0	0	0	0	0	0	28

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0

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

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

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				
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 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.

1. MECA uses preemergent checklists, which assess concepts of print, letter/sound recognition and basic sight words. Once students show mastery of these preemergent concepts, they are assessed using Rigby PM Benchmarks. The preemergent checklists allow teachers to track development and individualize instruction to the needs of the student. The Rigby PM Benchmarks allow us to track growth and progress. They also allow for teachers to assess if a child's needs fall into decoding, retelling, and/or comprehension.

2. Our data shows that in Kindergarten our ELLs are advanced based on LAB-R scores. Our 1st grade ELLs are beginner and intermediate based on last year's NYSESLAT scores.

3. As further NYSESLAT data is collected for the ELLs, modifications to the ESL program will be made based on the modalities that are identified to need more support.

4. Periodic assessments are given in English. The data collected from these assessments allow teachers and the principal to determine upcoming instructional focuses to better meet the needs of the students. These assessments also help track individual and group growth to highlight any specific areas that need to be addressed either individually or with a group of students.

5. N/A

6. Evaluation for the ESL programming is based on periodic assessments, class and ESL work, and teacher observation. Additionally, the NYSESLAT scores will allow leadership to reevaluate the effectiveness of the program on a yearly basis to better meet the needs of our students.

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.

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jessica Torres-Maheia	Principal		1/2/01
	Assistant Principal		1/2/01
Isis Payan	Parent Coordinator		1/2/01
Jacqueline Radoslovich	ESL Teacher		1/2/01
	Parent		1/1/01
Rachael Garcia	Teacher/Subject Area		1/2/01
Deidre Leyva	Teacher/Subject Area		1/2/01
Farid Johnson	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
Bob Cohen	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013

Requirement under Chancellor's Regulations – for all schools

DBN: 09X555 School Name: Mount Eden Children's Academy

Cluster: HOT Network: 104

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.

All parents who are nonEnglish speakers are Spanish speakers. MECA employs multiple teachers and support staff who are fluent in Spanish. Many staff members, including the parent coordinator, can read and write fleuntly in Spanish as well. This ensures that all parents who communicate with the school can be responded to in their native language. Also, all correspondence that leaves the building is given out in both English and Spanish.

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.

All parents with children at MECA speak either English or Spanish. Because of this, all written material is distributed in both languages. Many staff members speak Spanish as well as English. When a non Spanish speaking teacher needs translation, there are multiple people within the building who can sit in on a meeting to ensure that all parties are heard and understood.

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.

Written translation services will be provided in house by the secretary, parent coordinator and community assistant. All materials to be sent home to parents will be handed in in English to the office for translation. This ensures that all material will be translated quickly and efficiently.

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.

Oral translation services will be provided in house by school staff. Teachers, administration, and support staff that speak Spanish will be on hand at all times for translation services.

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>.

All parents who are nonEnglish speakers are Spanish speakers. MECA employs multiple teachers and support staff who are fluent in Spanish. Many staff members, including the parent coordinator and community assistant, can read and write fluently in Spanish as well. This ensures that all parents who communicate with the school can be responded to in their native language. Also, all correspondence that leaves the building is given out in both English and Spanish. Written translation services will be provided in house by the secretary, parent coordinator and community assistant. All materials to be sent home to parents will be handed in in English to the office for translation. This ensures that all material will be translated quickly and efficiently. Oral translation services will be provided in house by school staff. Teachers, administration, and support staff that speak Spanish will be on hand at all times for translation services. If other translation is necessary, we will reach out to DOE translators for help fulfilling these obligations.

