



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: MOUNT EDEN CHILDREN'S ACADEMY

DBN (i.e. 01M001): 09X555

Principal: JESSICA TORRES-MAHEIA

Principal Email: JTORRES@SCHOOLS.NYC.GOV

Superintendent: DOLORES ESPOSITO

Network Leader: LYNETTE GUASTAFERRO

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Farid Johnson	*Principal or Designee	
Tasha Ellin	*UFT Chapter Leader or Designee	
Casandra 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	
Rachael Garcia	Member/ Teacher	
Rachel Hondorf	Member/ Teacher	
Yudelky Roman	Member/ Teacher	
Elizabeth Marte	Member/ Parent	
Francis Aponte	Member/ Parent	
Kadria Benejan	Member/ Parent	
Robin Majette	Member/ Parent	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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.

To demonstrate at least one year's growth (as evidenced by data collection) in student achievement and progress in Literacy in grades K-2, as measured by TCRWP reading levels, and aligned to CCLS indicators. By June 2014, at least 70% of all students will read on or above grade level based on the Rigby Assessment Kit.

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.

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 Education.

- 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. As of December 2013, we are approaching the proficient level, as we are at 64%.

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 school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified 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.

1.

B. Key personnel and other resources used to implement each strategy/activity

1. 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. Benchmark data is collected and analyzed every six weeks since September 2013.

2.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Observations by administration, faculty conferences, walkthroughs, cabinet meetings, professional conversations

D. Timeline for implementation and completion including start and end dates

1. This goal will be implemented as of September 9, 2012. It is expected this goal will be met by June 2014.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Teachers facilitate grade level meetings; they use student work as the basis to modify instruction to meet student needs.

2. We work as a team and encourage teachers to take leadership roles. Per-session will be offered for participation in curriculum development

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).

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 Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA		Title IIA	X	Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #2

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.

Teacher teams will develop a kindergarten and first grade literacy curriculum with units that are CCLS aligned. By June, 2014, 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

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.

- We have set this goal to fulfill the Citywide Instructional Expectations for 2013-2014. 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 2014. 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 school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified 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 each strategy/activity

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. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Observations by administration, faculty conferences, walkthroughs, cabinet meetings, professional conversations. In January 2014, we meet as a school to determine where we stand in terms of CCLS alignment. Teachers bring student work with rubrics to a meeting with our data specialist and administration to ensure all tasks are CCLS aligned.

D. Timeline for implementation and completion including start and end dates

1. This goal will be implemented as of September 9, 2012. It is expected this goal will be met by June 2014.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. 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

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).

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

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	Title IIA	X	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.								

Goal and Action Plan #3

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.

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 2014, 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

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.

As a fairly 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 school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. 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 each strategy/activity

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. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Observations by administration, faculty conferences, walkthroughs, cabinet meetings, professional conversations

D. Timeline for implementation and completion including start and end dates

1. This will begin on September 9, 2013 and will continue until June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. 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.

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).

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 Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	Title IA	Title IIA	X	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

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.

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 2014, 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

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.

As a fairly 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 school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified 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 each strategy/activity

1. Key personnel consists of principal, math coach, classroom teachers, and network support staff

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Observations by administration, faculty conferences, walkthroughs, cabinet meetings, professional conversations

D. Timeline for implementation and completion including start and end dates

This will begin on September 9, 2013 and will continue until June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. 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.

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).

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 Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA		Title IIA	X	Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #5

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

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

n/a

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.

n/a

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. n/a

B. Key personnel and other resources used to implement each strategy/activity

1. n/a

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. n/a

D. Timeline for implementation and completion including start and end dates

1. n/a

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. n/a

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).

n/a

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

n/a	Tax Levy	n/a	Title IA	n/a	Title IIA	n/a	Title III	n/a	Set Aside	n/a	Grants
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List any additional fund sources your school is using to support the instructional goal below.

n/a

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
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	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.
Social Studies	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.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	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.

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
As a second year 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.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
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

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <u>the intent and purpose</u> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
The money we receive is used to better our students. For example, money we receive from Title I and Fair Student Funding is used to pay HQT to work an extended day. This ensures that our students are receiving the highest quality education possible. Funds such as Title III and Title I can be combined to conduct ESL workshops and resources for parents experiencing language difficulties.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
We use cumulative records, turning 5 reports, vertical planning, faculty conferences, and professional development for all staff. Our Pre-K teachers plan with our K teachers once a month to discuss expectations and trends in both grades.

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Assessments are discussed school wide during faculty conferences and during grade common planning meetings

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in 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
REQUIRED OF ALL SCHOOLS
MAY 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
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 9	Borough Bronx	School Number 555
School Name Mount Eden Children's Academy		

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

Principal Jessica Torres-Maheia	Assistant Principal Farid Johnson
Coach Jacqueline Radoslovich	Coach Rachael Garcia
ESL Teacher Yudelky Roman	Guidance Counselor type here
Teacher/Subject Area Caroline Cahn/1st Grade	Parent Cassandra Hodge
Teacher/Subject Area Leah Revi/Kindergarten	Parent Coordinator Isis Payan
Related Service Provider Stephanie Ruiz/Special Ed	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

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 currently teaching in the ESL program.	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	3	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	164	Total number of ELLs	44	ELLs as share of total student population (%)	26.83%
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Part II: 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	0	0											0
Dual Language <small>(50%:50%)</small>	0	0	0											0
Freestanding ESL														
self-contained	12	18	14											44
SELECT ONE														0
Total	12	18	14	0	44									

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	44	Newcomers (ELLs receiving service 0-3 years)	44	ELL Students with Disabilities	3
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6+ years)	0

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	0	0	0							0
Dual Language	0	0	0							0
ESL	44	0	3							44
Total	44	0	3	0	0	0	0	0	0	44

Number of ELLs who have an alternate placement paraprofessional: 1

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0													

*EP=English proficient student

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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	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
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									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
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	11	18	14											43
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	18	14	0	0	0	0	0	0	0	0	0	0	44

Part III: Assessment Analysis

Assessment Breakdown

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

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)	8	1	5											14

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	0	4	8											12
Advanced (A)	4	13	1											18
Total	12	18	14	0	0	0	0	0	0	0	0	0	0	44

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					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									0
7									0
8									0
NYSAA Bilingual (SWD)									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 (SWD)									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 Foreign Language				
Government				
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								

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

1. 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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Mount Eden Children's Academy 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 and Fountas and Pinnell Running Records. . The preemergent checklists allow teachers to track development and individualize instruction to the needs of the student. The Rigby PM Benchmarks and Running Records 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. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data patterns seen in the LAB-R scores reveal that 67% of Kindergarteners are beginner ELLs while 33% are advanced. The NYSESLAT reveals that 28% of 1st grade students and 29% of 2nd grade students are beginner or intermediate while 72% of 1st graders and 71% of 2nd graders are advanced. Looking at the modalities of the NYSESLAT, it is clear that our 1st and 2nd grade students are stronger in listening and speaking than in reading and writing.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Our data reveals that our 1st and 2nd grade students are stronger in listening and speaking. This helps us to understand that we need to shift our focus onto the reading and writing while still supporting the listening and speaking in our content areas.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?Formal assessments are administered in English only. In some instances, native language support is given when it does not effect the content of the test (for example, reading a math word problem in Spanish), however these instances are few and far between. ELL periodic assessments are used to evaluate the progress of students and help to guide planning of ESL modifications and focuses moving forward.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
All data is used to assess the growth, understanding, and development of each student. Teachers use the data to track trends grade wide, class wide, and for individual students. This information helps ESL teachers to focus in on what strategies can be used whole class, in small groups, and 1 on 1. Additionally, this information allows teachers and administration to track the success of programs in place.
6. How do you make sure that a child's second language development is considered in instructional decisions?
Since a majority of our ELLs have a native language of Spanish, we offer a variety of materials in Spanish including books, hand outs and games. Additionally, parents are encouraged to come to meetings and workshops that are held in dual language. This fosters the development of the native language while still focusing on instruction in English.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
ESL teachers meet regularly with the ESL coordinator and administration to discuss the performance of the students. Additionally, ELL assessment data is analyzed to track growth and achievement of individual students, groups, and the ESL program as a whole. Goals are set for teachers and students and their progress is tracked throughout the year.

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

1. Describe the steps followed for the initial identification of 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
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. This process is administered by the ESL Coordinator and the Parent Coordinator. Then within ten days of their enrollment, these students are administered the Language Assessment Battery (LAB-R) by an ESL teacher 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. Students eligible for the NYSESLAT are determined through ATS report RLAT which specifies eligible students and previous NYSESLAT scores. The NYSESLAT is administered in two sessions: listening/speaking and reading/writing. We use a checklist to monitor when each child has completed each section.
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.
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. This meeting is held by the ESL Coordinator and the Parent Coordinator. Parents are able to converse in their native language and have any questions about programs answered at this time. Parents who are unable to attend the meeting are scheduled in to meet individually with the Parent Coordinator and ESL Coordinator to have their questions answered at another time.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
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. Records of the entitlement letters are filed by grade level and a copy is placed in the student cumulative folders.
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.
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. Placement letters are distributed and filed by grade and in the student cumulative folders.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
NYSESLAT testing is scheduled and overseen by the ESL coordinator. Testing is broken down into listening/speaking and reading/writing. Each student is scheduled for a specific testing period. Attendance is taken and students are checked off when they have completed the section. Students who miss their allotted time are seen during a scheduled make up session. The ESL coordinator keeps track of all students to ensure that each one is given all parts of the NYSESLAT.
6. 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.) 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. 
Based on our parent surveys, 100% of parents requested Freestanding ESL for their children. Moving forward, we will closely

monitor the survey results to make sure that the programs we offer are aligned with parent choice. The program model offered at MECA currently aligns to 100% of the parent requests. As we move forward, we will continue to monitor parent choice to ensure that we remain aligned.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?

ESL instruction on all grades is administered in a self contained model. All ESL students are in a class with a certified ESL teacher. The students in the class consist of non-ELLs and ELLs of all proficiency levels. The classroom teacher is responsible for addressing the needs of the ELL population within each content area. Strategies specific to the needs of their students are used throughout the day in all content areas. Our program model is heterogeneous and students are blocked together in a self contained 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)?

Since our ESL model is self contained, students receive ESL instruction as needed throughout the day. Lessons are modeled to fulfill curriculum requirements while also focusing on the ESL language component. Instruction and support are delivered by direct instruction, small group instruction, and 1 to 1 intensive instruction. The ESL teachers also focus their individualized instruction to ensure that beginner and intermediate ELLs get 360 minutes of ESL instruction a week and advanced students get 180 minutes a week. The size and style of the instruction varies, allowing the ESL teacher to address students' different learning styles.

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 foster language development and meet the demands of the Common Core Learning Standards.

Content areas are delivered in workshop model. Within this model, ESL instruction is delivered only in English with support in the native language. All students are instructed in all modalities in order to move them from the beginning level to the intermediate, from intermediate to advanced, and from advanced to proficient. All instruction is standards based and ESL methodologies and strategies such as scaffolding, TPR, CALLA, moderated speech and inflection, manipulatives, word wall, visuals, and graphic organizers are implemented in all lessons. Implementing such practices allows for the development of both basic and inter-personal communication skills (BICS) and cognitive academic language proficiency (CALP).

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
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. All students were given an informal evaluation in their native language prior to assessment with the exception of one student whose native language is Ashanti.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
All students are assessed frequently in all content areas to monitor growth and learning. ELLs receive reading assessments every 6 weeks and produce an independently written, common core graded writing piece every 6 to 8 weeks. Listening and speaking are assessed throughout all content areas with both formal and informal evaluations used by the ESL teachers to monitor growth and development.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Currently, our school is PreK through 2nd grade only. Because of this, all of our ELLs are newcomers and we do not have any SIFE students. We currently do not have any students who have been receiving services 4-6 years or any long term ELLs. 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. For those students who have been in this country for less than three years, books in their native languages are provided to supplement comprehension. Students experience literature through a variety of methods, including audio books, guided reading, partner reading, and read alouds. In order to make content comprehensible and enrich language development, the ESL teacher presents an abundance of lessons and activities that encourage communication in the classroom and the use of academic vernacular. In addition, the ESL program provides content-based instruction that is aligned to the Common Core standards. Throughout the various ESL instructional practices and activities, lessons are modeled, contextualized, and scaffolded to maximize learning. ELLs who test proficient on the NYSESLAT are given another year in the self contained class to provided added language support.

7. 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?
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.
8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
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.

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

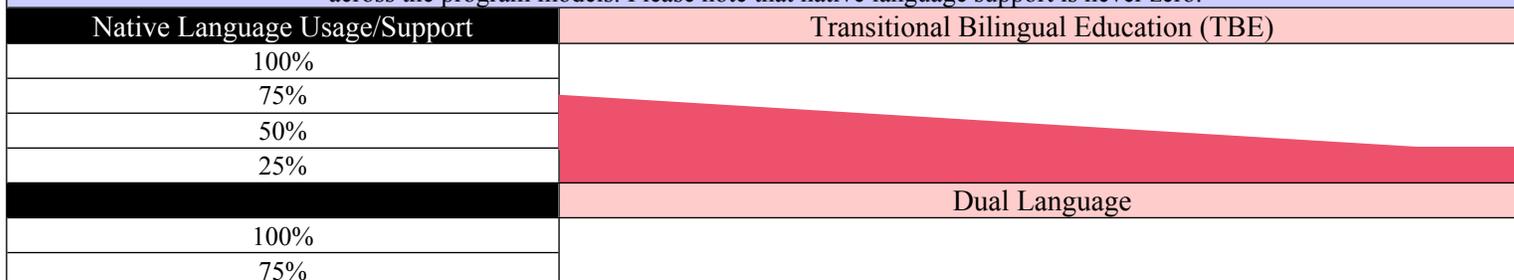
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 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.



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

9. 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.
- 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. During writing, the ESL teacher works with ELLs in guided groups and through conferencing to reinforce the language component of the writing mini lesson. For math, teachers include models within their mini lessons that involve manipulatives and hands on concrete learning. In science and social studies, students are given hands on experiences with concrete models to help understanding. Additionally, pictures and models are used for further engagement.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- This is our first year using the self contained model of ESL. We chose this model so that ELLs receive more ESL instruction throughout the day in all content areas. Since this is a new program, we will need to monitor the outcomes closely to determine the effectiveness for ELLs in both content and language development.
11. What new programs or improvements will be considered for the upcoming school year?
- Once we have more time and data to rate the effectiveness of the self contained ESL model, we will be able to better assess what improvements are needed for the upcoming school year.
12. What programs/services for ELLs will be discontinued and why?
- Once we have more time and data to rate the effectiveness of the self contained ESL model, we will be able to better assess what iprograms or services should be discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Currently, the 1st and 2nd grade remain in school for an additional 45 minutes in order to achieve all of the academic instruction included in our schedule daily. The classroom teacher teaches this period. Additionally, 1st and 2nd grade students who struggle during the week in math, as evidenced by Friday quizzes, are invited to Saturday academy where they review the material in small groups and are able to retake the quiz. The higher grade is kept for records. These programs allow ESL students an opportunity to extend their learning and receive additional small group or individualized instruction.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- All students have access to technology in the classroom through the use of desktop computers and smartboard activities. All teachers and content areas use technology as an engaging and hands on tool to assist in teaching class lessons as well as ESL language based lessons. Also, guided reading and speech services can be supplemented in Spanish for native Spanish speakers.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- 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.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Currently we have ELLs in Kindergarten, 1st and 2nd Grade. Support and resources are aligned to the developmental and academic needs of these age groups including age appropriate books, manipulatives, and academic and social language.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- During regsitration, 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. There is also an open house and a student orientation offered for new incoming students. Then, once students are given the LAB-R, parents are followed up with for the Parent Orientation and Parent Survey.
18. What language electives are offered to ELLs?
- Currently there are no language electives offered to ELLs.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

Our ESL teachers are 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. Each grade meets twice weekly to plan curriculum. During this time, the ESL teacher on that grade works with the teachers to ensure that all ELL needs are being addressed within the curriculum. 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. The guidance counselor will hold professional developments for parents and teachers to help with transitioning students. Teachers will be given strategies for incoming ELLs or for ELLs that may still be struggling with language acquisition. Parents will be given strategies for how to deal with transitions and any challenges that may arise as students transition from grade to grade and beyond. Staff Development will be provided by the ESL coordinator in sixty minutes blocks two times a month to all teachers. These PDs will encompass strategies and methodologies that can be incorporated into all the lessons that will enhance English language acquisition. This will fulfill the 7.5 mandated hours of ESL training for non-ESL certified teachers. In addition, the ESL teacher/coordinator will continue to attend professional developments offered by BETAC or the Office of Language Learners.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?

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. 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. 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. The Parent Coordinator is available at all times to discuss any needs of parents in English or Spanish. All of the activities and meetings are offered in both English and Spanish to ensure that all parents are able to participate. The Parent Coordinator facilitates workshops for the parents which include ideas for at home extensions for learning and homework help. These workshops are planned in conjunction with classroom teachers, support staff, and the ESL coordinator.

E. 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 response to question here:

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)
	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 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **09X555**

School Name: **Mount Eden Children's Academy**

Cluster: _____

Network:

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.

