



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

DRAFT - PENDING SUPERINTENDENT APPROVAL

School Name: Meyer Levin School For The Performing Arts
DBN (i.e. 01M001): 18K285
Principal: FREDERICK UNDERWOOD
Principal Email: FUNDERW2@SCHOOLS.NYC.GOV
Superintendent: BEVERLEY WILKINS
Network Leader: NATE DUDLEY

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
Frederick Underwood	*Principal or Designee	
Rocco Romano	*UFT Chapter Leader or Designee	
Rhonda Joseph	*PA/PTA President or Designated Co-President	
Garry McClellan	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Melyvn Chavkin	CBO Representative, if applicable	
Donna Rose	Member/ parent	
Marshay Smith	Member/ UFT	
Norine Medas	Member/ UFT	
Edward Wosu	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.
- 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).

Guidance for Developing 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.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. 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 directly to respond to the parental involvement section of each goal and action plan.
- 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
X	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ 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.

By June 2015, we will have formed teacher teams at each grade and department level to focus on the development of curriculum units, performance based tasks, as well as the incorporation of CCLS Reading and Writing Standard 1 across content areas as evidenced by reflection of weekly meetings in our daily programming and at least (1) common rubric in each content area across a grade-level.

Comprehensive Needs Assessment

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

In order to meet the citywide instructional expectations, we have created and regularly support professional collaborations in which teams of teachers continually align curriculum and instructional practices to the CCLS so that our students may move toward the high expectations of the Common Core.

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. **Creating Coherent Curriculum Maps:** Engage all students in at least two literacy and math tasks aligned to strategically selected Common Core standards. These tasks will be embedded in Common Core-aligned curricula and include multiple entry points for all learners.

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

1. Teachers, Lead Teacher, Assistant Principal, Principal

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

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

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

1. September 2014 through May 2015

2. The school community will track and monitor our success through each of the following:

a. Teachers will show evidence of Common Core Learning Standards in their planning.

b. Teachers will incorporate higher-level tasks that align with the standards in their planning.

c. Teachers will turn key information from professional development session during their weekly common planning time meetings.

3. The attendance sheets, agendas and minutes will document their participation in the professional development sessions.

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

Common Planning Time will be integrated into our teachers' program.

Supervisor per session (twice a month).

Professional instruction materials to support curriculum development during the school year.

Consumable instructional materials for use during extended day programs.

Teacher per session (3 days a week) for after school programs and differentiated professional 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).

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

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		Title IA		Title IIA		Title III		Set Aside		Grants
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.

By June 2015, students in grades 6-8 will improve proficiency in citing evidence from textual sources (RI/L 6.1, 7.1, 8.1) as well as reading information texts as evidenced by a 10% increase in 2015 NYS ELA exam scores.

Comprehensive Needs Assessment

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

After conducting a three year trend analysis of student performance data on state assessments, it was determined that the rate of regression slightly increased as students moved up one grade. As a result, we have made progress for all of our students a priority for the school year.

Instructional Strategies/Activities

Describe the research-based 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. **Professional Development:** Common planning time and professional development plans will reflect the elements of differentiation and the interpretation and use of data in the classroom.
2. **Data Analysis:** Teacher teams will focus on all level 1 and 2 student.
3. **Academic Intervention Services:** Enrichment and academic intervention services will be provided for the target population for the 2014-2015 school year

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

1. Teachers, Lead Teacher, Assistant Principal, Principal

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

1. Unit Assessments, Baseline Assessments, Progress Reports and Report Cards

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

1. September 2014 through May 2015

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

1. Common Planning Time will be integrated into our teachers' program.
2. Supervisor per session (twice a month).
3. Professional instruction materials to support curriculum development during the school year.
4. Consumable instructional materials for use during extended day programs.
5. Teacher per session (3 days a week) for after school programs and differentiated professional 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).

- Parent Educational Workshops
- Walk through for parents during school hours (Mon.-Fri.)

- Parent Orientation Meetings
- Pupil Path Parent Link Workshops

Pupil Path Workshops

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	Title IA	Title IIA	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.

By June 2015, students in grades 6-8 will improve proficiency in solving expressions and equations (CCLS 6.EE.A.2, 7.EE.A.2, 8.EE.A.2) as evidenced by a 10% increase in 2015 NYS math exam scores.

Comprehensive Needs Assessment

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

After conducting a three year trend analysis of student performance data on state assessments, it was determined that the rate of regression slightly increased as students moved up one grade. As a result, we have made progress for all of our students a priority for the school year

Instructional Strategies/Activities

Describe the research-based 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.

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

- 2. Professional Development:** Common planning time and professional development plans will reflect the elements of differentiation and the interpretation and use of data in the classroom.
- 3. Data Analysis:** Teacher teams will focus on all level 1 and 2 student.
- 4. Academic Intervention Services:** Enrichment and academic intervention services will be provided for the target population for the 2014-2015 school year.

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

1. Teachers, Lead Teacher, Assistant Principal, Principal

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

1. Unit Assessments, Baseline Assessments, Progress Reports and Report Cards

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

1. September 2014 through May 2015

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

1. Common Planning Time will be integrated into our teachers' program.
2. Supervisor per session (twice a month).
3. Professional instruction materials to support curriculum development during the school year.
4. Consumable instructional materials for use during extended day programs.
5. Teacher per session (3 days a week) for after school programs and differentiated professional 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).

- Parent Educational Workshops
- Walk through for parents during school hours (Mon.-Fri.)

- Parent Orientation Meetings
- Pupil Path Workshops

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		Title IA		Title IIA		Title III		Set Aside	Grants
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.

Throughout the 2014-15 school year, we will increase the number of professional development opportunities we facilitate for staff in order to build capacity and effectively address the academic and behavioral challenges of all students as evidenced by workshop attendance sheets and related feedback forms.

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.

To increase the knowledge of teachers regarding the instructional shifts related to the Common Core Learning Standards (CCLS) and to provide professional support to assist them in developing rigorous tasks embedded with multiple entry points for all learners.

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.

1. Program teachers' schedules to allow for professional development sessions during their daily common planning time schedules.

2. Implement a new teacher orientation meeting at the start of the new school year.

3. Engage teachers in leadership opportunities.

4. Promote awareness of online resources, such as webinars and podcasts.

5. Engage teachers in leadership opportunities to build capacity for turn keys.

6. Teacher leaders will attend PD training with the Danielson Group.

7. The principal and assistant principals will observe practices and provide timely feedback using the Danielson's Framework for Teaching.

8. Create Individual Professional Development plans for new and struggling teachers.

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

1. Teachers, Lead Teacher, Parent Coordinator, Community Assistant, PTA President, Assistant Principal, Principal

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

1. Teacher Leaders will meet each with administration to monitor and receive feedback on the weekly professional development sessions.

2. Teachers will meet each week to share best practices and turn key pertinent information to support their practice.

3. Teachers will analyze the results of their common assessments to revise and adjust the curriculum.

4. Teachers will analyze the results of the skill of the week assessments to identify clear evidences of exemplar practice to use as an additional resource for continued professional development.

5. Teachers will form a PD committee to devise, revise and monitor the allocation of resources utilized for supporting teachers.
- 11. Timeline for implementation and completion including start and end dates**
1. September 2014 through May 2015
- 12. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Common Planning Time will be integrated into our teachers' program.
 2. Supervisor per session (twice a month).
 3. Professional instruction materials to support curriculum development during the school year.
 4. Consumable instructional materials for use during extended day programs.

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).
1. Parent Educational Workshops
 2. Walk through for parents during school hours (Mon.-Fri.)

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

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	Differentiated instruction will be implemented in the ELA classrooms. Acuity, Performance Series, Uniform Assessments, Conference Notes from teachers, Classroom Observations and DRA Reading Analysis.	Frequent content and skills based assessments. (Small group and one-to-one tutoring)	Three 45-minute periods per week. Two hours of small group intervention each Saturday.
Mathematics	Differentiated instruction will be implemented in the Math classrooms. The use of Acuity, Performance Series, Uniform Assessments, Conference Notes from teachers, Classroom Observations and DRA Reading Analysis.	Frequent content and skills based assessments. (Small group and one-to-one tutoring)	Three 45-minute periods per week. Two hours of small group intervention each Saturday.
Science	Differentiated instruction will be implemented in the Science classrooms. The science lab will be utilized for hands on instructions.	Frequent content and skills based assessments. (Small group and one-to-one tutoring)	Three 45-minute periods per week.
Social Studies	Differentiated instruction will be implemented in the Science classrooms. The science lab will be utilized for hands on instructions.	Frequent content and skills based assessments. (Small group and one-to-one tutoring)	Three 45-minute periods per week.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social	The AIS team meets periodically with students who are “at risk” behaviorally, socially, and	The program includes one-on-one sessions around issues related to students’ social,	Students are required to attend tutorial classes during extended day. Two hours of small group

Worker, etc.)	academically. Either administrators and/or teachers refer these students. In conjunction with teachers, they review students' progress reports with them and conduct small group counseling sessions	academic, and emotional state, as well as group discussions and workshops on topics related to teens.	intervention each Saturday.
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Title I Information Page (TIP)
For Schools Receiving Title I Funding

1. All elements of the *All Title I Schools* section must be completed*.
- A. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- B. 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.
<ol style="list-style-type: none"> 1. Administrative staff regularly attends hiring fairs to identify and recruit highly qualified teachers. 2. Our HR team, which consists of teachers, administrators and non-teaching personnel, are utilized to screen and interview applicants. 3. The pupil personnel secretary will work closely with the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines. 4. Our lead teachers facilitate a new teacher orientation to acclimate new staff to our policies and procedures before school starts. 5. Mentors are assigned to support struggling and un-qualified 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).
<ol style="list-style-type: none"> 1. Administrative staff regularly attends professional development to turn key emerging best practices to our learning community. 2. Our lead teachers facilitate a new teacher orientation to acclimate new staff to our policies and procedures before school starts. 3. Mentors are assigned to support struggling and un-qualified teachers.

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.).
<ul style="list-style-type: none"> • A SAPIS worker was hired to support academies as part of the school's efforts to improve attendance for students that are in our regression cohort. • Secured a partnership with the Interborough Developmental Mental Health Facilities to offer additional in-depth counseling and in-house support to our students.

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.).

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.

1. Teachers meet in weekly staff-wide meetings to share data from assessments and co-plan performance tasks.
1. Consultants from Teaching Matters provide in-class support of teachers in the use of formative assessments (implementation, data-gathering, and interpretation).
2. Teachers are given quarterly surveys to determine areas of need and drive the school-wide professional development plan.

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).

Parent Involvement Policy (PIP) Template

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as

described in our Parent Involvement Policy and the School-Parent Compact;

- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 19th 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;

MEYER LEVIN MIDDLE SCHOOL 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 19th of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

DBN: 18K285

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide

plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$696,832.29	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal	\$11,200.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$4,123,782.00	X	See action plan

¹Explanation/Background:

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool

to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities

funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.

- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

**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 18	Borough Brooklyn	School Number 285
School Name Meyer Levin		

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 Frederick Underwood	Assistant Principal Graceann Rooney
Coach type here	Coach type here
ESL Teacher Susie Borchers	Guidance Counselor Geneva Blagrove
Teacher/Subject Area Yong Deng	Parent type here
Teacher/Subject Area type here	Parent Coordinator Donna Phillips
Related Service Provider type here	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.	1	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	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	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	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	912	Total number of ELLs	34	ELLs as share of total student population (%)	3.73%
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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	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
self-contained							2	1	1					4
SELECT ONE														0
Total	0	0	0	0	0	0	2	1	1	0	0	0	0	4

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	34	Newcomers (ELLs receiving service 0-3 years)	22	ELL Students with Disabilities	6
SIFE	8	ELLs receiving service 4-6 years	7	Long-Term (completed 6+ years)	5

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. [i](#)

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
TBE											0
Dual Language											0
ESL	22	8	1	7	0	3	5	0	3		34

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
Total	22	8	1	7	0	3	5	0	3	34
Number of ELLs who have an alternate placement paraprofessional: _____										

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
Yiddish														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	
	ELL	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									
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
TOTAL	0										

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino: ____
Native American: ____	White (Non-Hispanic/Latino): ____	Other: ____

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							4	2	1					7
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							1	1						2
Haitian							12	3	5					20
French							1	1	2					4
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other									1					1
TOTAL	0	0	0	0	0	0	18	7	9	0	0	0	0	34

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)								1	2					3
Intermediate(I)							2	3	4					9
Advanced (A)							16	3	3					22
Total	0	0	0	0	0	0	18	7	9	0	0	0	0	34

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	13	3	0	0	16
7	5	0	0	0	5
8	5	1	0	0	6
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	16		2		0		0		18
7	4		3		0		0		7
8	9		0		0		0		9
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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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:

- 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.
 In order to assess student's early literacy skills – a DRA 2 is used to measure literacy ability. Based on results of the data – teachers are able to identify needed services of the student to add additional support.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

The data results from the New York State English as a Second Language Achievement Test (NYSESLAT) results directly influence the instruction of skills that need to be reinforced through instruction in the ELL program. Analyzing the past NYSESLAT data – it is evident that students are able to reach advanced or proficiency levels in listening and speaking much faster than that of reading and writing skills. Based on the current data – a little under 60% of students were able to reach the advanced or proficiency language levels in listening and speaking skills. However, reading and writing tends to be lower in the achievement scheme at only an 18% achievement rate for ELL students. This data directly implements class grouping and instruction – and allows the teacher to see how students tend to progress in one modality over another. The students who take the NYSESLAT and LAB-R exams their first year of being in the school, tend to prominently score at the beginning level of language learning.

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 [AMAQ tool](#))

The current breakdown of proficiency levels for the 2013-2014 school year is as follows: There are a total of three beginning level ELL students in our current program – which there is 1 seventh grader and two eighth graders. Of the intermediate students there are a total of nine students - which are two sixth graders, three seventh graders, and four eighth graders. Of those scoring at the advanced level there are a total of four students – sixteen in the sixth grade, three in the seventh grade and three in the eighth grade.

Through examining the ELL performance in the content areas, we find that out of the twenty-seven eligible students for the English Language Arts exam, thirteen sixth graders performed at level one while three other sixth graders scored a level two on the exams. Additionally, out of five seventh grade students – five scored a level one. Lastly, out of the six current eighth graders – five scored at a level one while one scored at level two.

With regard to the state Math scores, out of the eighteen eligible sixth graders who took the exam – sixteen reached a level one while two reached a level two. The seventh graders had a total of seven students take the exam – where four students scored a level one, while the other three students achieved a level two. Lastly, the nine eighth graders all scored a level one. Both exams reflect data that makes it evident that this population is highly in need for additional daily intervention in both core subjects.

Additionally, the results of the ELL Periodic Assessment allow teachers to set new SMART goals for students. The detailed item analysis on the assessment and SchoolNet websites guide teachers in relating instruction and better tailor it to meet the needs of emergent students. Based on this given data, teachers are able to effectively differentiate instruction and group students based on the progress and skill similarities.

4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

The results of the ELL Periodic Assessment allow teachers to set new SMART goals for students. The detailed item analysis on the assessment and SchoolNet websites guide teachers in relating instruction and better tailor it to meet the needs of emergent students. Based on this given data, teachers are able to effectively differentiate instruction and group students based on the progress and skill similarities.

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](#).)
N/A

6. How do you make sure that a child's second language development is considered in instructional decisions?
ELL students are encouraged to speak and keep up literacy skills in their native language. There is a clear connection between strong literacy skills in the home language to that of the English language. Students are permitted to use their native language with peers in order to facilitate comprehension of material and to build a bridge toward English language acquisition. During instruction, no explicit native speaking occurs in the Freestanding ELL program.

7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc).
The aforementioned program plan being achieved, the ELLs enrolled in the pull out program at I.S. 285 will achieve a high English proficiency level, which will be evidenced by their score on the upcoming spring 2014 NYSESLAT exam. Students will score at or

above the grade level on the standardized city and state content area test as well.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of 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](#).)
Upon registering at I.S. 285, parents or guardians of newly enrolled students are required to complete the Home Language Identification Survey – or HLIS. This is given as part of the initial enrollment process by the office secretary. The secretary notifies the certified ESL teacher and coordinator if a student's home language is one other than English. If the HLIS indicates that a child uses a language other than that of English, the ELL coordinator will reach out to meet the student and welcome his or her parents to the school. Following the introduction, the ELL coordinator will perform an informal interview with the student and parent – in both English and that of the native language with a translator as needed. If it is necessary, the ELL coordinator will then administer the Language Assessment Battery Revised (LAB-R) within one to three days of the student registering to assess the need for language services. Additionally, if the HLIS indicates that the child is a native Spanish speaker, the Spanish LAB R will also be administered to the student.
Within one week of their arrival, the ELL student will be appropriately placed – and parents will be given the required information and resources. The ELL coordinator will place students in either the ESL program or mainstream classes after comparing their LAB-R test results to the cut score for the program eligibility. In cases involving special education students, the school will comply with their IEP requirements. Ultimately, students will exit the ELL program by reaching the proficiency level in the annual NYSESLAT exam. The NYSESLAT exam is given to ELL students annually in the spring. The ELL coordinator/teacher works with the school's testing coordinator to ensure the appropriate setting and resources are ordered and available for the scheduled test date. The NYSESLAT is used for measuring student's language growth, and whether the ELL student is in need of additional services.
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.
In order to ensure that parents or guardians are properly notified of their child's language program choices, within three days of a new non English speaking student's enrollment and LAB-R testing, parents will be notified that they have a choice for their child's placement between a Transitional Bilingual, Dual Language, or a Freestanding ESL program.
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 [\[see tool kit\]](#).)
The ELL coordinator/teacher will notify and send guardians a Parent Survey & Program Selection Form – in both English and their home language to the appropriate address and contact. The ELL teacher will also coordinate a meeting through phone or email (with translation services as needed) to have the parent and guardian meet with the ESL coordinator/teacher – as well as the Parent Coordinator – to present them with the citywide program video and brochures, and conduct an overall orientation session. Parents will have the opportunity to ask questions and choose the program after weighing their options. New ELLs will be programmed into homeroom classes with other ELLs to facilitate their transition to a new environment.
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.
Students who were administered the NYSESLAT exam in the spring of 2013 whose scores qualify them as beginners or intermediate language learners will receive 96 minutes of English as a Second Language (ESL) daily. Students qualifying as advanced language learners will receive a 46 minute period of ESL and one 92 English Language Arts (ELA) Instruction per day. To facilitate their placement and ensure appropriate grouping, the students raw scores for each of the NYSESLAT sub –test will be taken in consideration of class placement.

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.
A schedule is created prior to the examination period to allow students taking the exam to have due notice. All portions of the NYSESLAT are administered in a separate location with any accommodations being provided. The speaking portion is administered by the ELL teacher and the entire process is recorded to be scored by scorers other than the student's teacher. These teachers received training prior to the scoring of the exam through workshops provided by the DOE.
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. *D*
Through the review of Parent Survey and Selection Forms, 100% of parents choose ESL as their primary education choice after receiving information about their options. The program model and practices is aligned with the parent's requests. Parents are in constant communication with the ELL coordinator to ensure academic success and transition in the new ELL environment.

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])?

I.S. 285 practices a Freestanding English as a Second Language (ESL) program which provides all language arts and content are a instruction in English through the use of specific ESL instructional strategies. Beginning and intermediate level language learners are typically pulled out from the English Language Arts (ELA) classes in order to facilitate small group instruction of ELA content with ESL methodologies. Advanced level language learners are pulled from subject areas outside of their core curriculum in order to facilitate the mandated ELA class in their schedule. The ESL classes are heterogeneously grouped according to their proficiency levels. School data reports tend to reflect a trend where most students progress faster with listening and speaking – rather than reading and writing. Therefore, ungraded grouping in the ELL classes creates a homogenous classroom in terms of writing and reading needs. This aids the ELL teacher in addressing specific skills needed to excel in these areas.
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)?

In order to adhere to the mandated unit hours for ELL services, beginning and intermediate ELLs are pulled out from their ELA classroom in order to receive ESL services daily. This ensures that they have 460 minutes of ESL per week, which is additional time above the CR PART 154 instructional unit requirement for ELLs. Advanced ELLs split their time between ESL and ELA classroom, given them a 92 minute period of ELA, which is an additional 46 minute period of language support as per the mandate. These students are receiving 230 minutes of ESL per week, above the required time.

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.

ELL students attend mainstream classes in their core content area subjects. These classes are taught in English and the teacher of these classes work with the ESL teacher/ coordinator in order to best differentiate instruction and meet the language needs for their students. Students will receive content area based instruction through the use of scaffolding with authentic texts and resources. Students will be taught to use bilingual glossaries and materials in order to aid their overall comprehension of the content. ELLs will receive time and a half on mainstream classroom test at the discretion of the teacher.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Paste response to question here:

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Paste response to question here:

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).

Parents of students with interrupted formal education (SIFE) will have the option to enroll their student in the ESL program at I.S. 285 or accept a reference to a school with a bilingual or native language program. If parents choose I.S. 285 for their child's education – students will receive accommodations based on their initial needs defined through appropriate assessment. Students may be pulled from mainstream classes to ensure they are receiving the necessary resources and services available. Through this, it can be ensured that the student is able to work to his or her ability in their regularly scheduled program of classes.

In order to ensure students are emerged in a college ready curriculum and adhering to the NCLB – all students who have been in the country for one year or more are required to participate in the appropriate ELA state testing. Preparation for this exam is regularly incorporated into the daily curriculum of the students. Furthermore, students will be given rigorous test taking preparation opportunity – before, during and after school - in order to prepare the students. Lastly, students will participate in the schools Uniform Assessments – which mirror the ELA exam - as well as practice ELA test and Periodic Assessment which allow teacher to gather data to drive instruction.

ELLs who receive services for 4 to 6 year will be closely evaluated and have their attendance, effort and mainstream class grades closely monitored to ensure that a comprehensive approach to their education is being followed. This will in turn enable the students to score proficient on the NYSESLAT exam and perform well on assessments that their mainstream peers participate in. Lastly, these students will also be involved in SMART goal setting, which encourages them to make progress and personally accountable for academic growth.

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?

Long-term ELLs, who have been in the NYC school system for six or more year, will attend the aforementioned extended day program and early extra help services to receive the needed support services. They also will have the option to participate in the after school reading and math intervention programs to ensure they are receiving the needed academic help. Again, SMART goal setting will be utilized to encourage them to make progress and be held accountable for academic growth.

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?

ELLs with special needs will receive the needed academic support through close attention to their IEP's. The ELL teacher/coordinator works closely with the parents and support service provided to ensure that student is meeting their goals and receiving the best accommodations. If additional accommodations are noticed, these will be immediately provided after consulting with a guardian or parent.

Courses Taught in Languages Other than English 

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

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

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

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

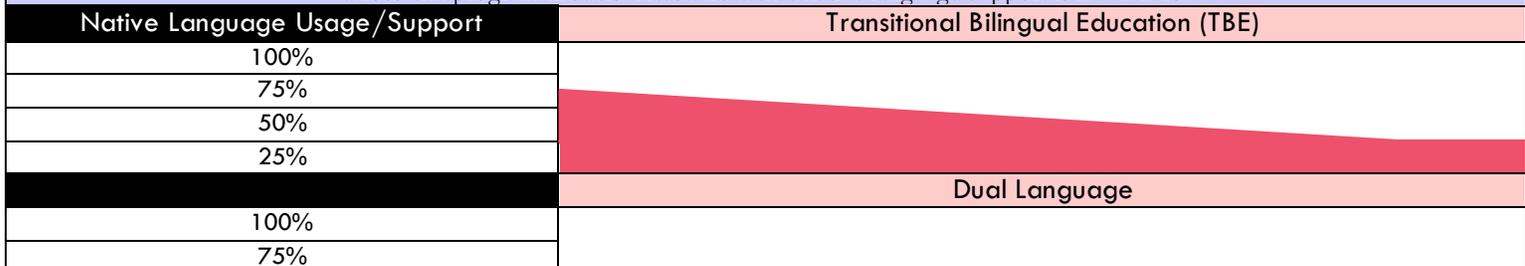
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes 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 order to ensure the academic success of the I.S. 285 ELL population, the ELL coordinator/teacher and content area teacher work closely together to make certain that instruction is differentiated for all language learners. I.S. 285 provides an academic intervention program that aids students in enhancing their literacy skills in both Math and ELA and other content areas. This enables teacher to work closely with students to address and instruct specific skills that the student is in need of. The Saturday Academy program reinforces the same core curriculum skills.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Students who have approached the proficiency level on the NYSESLAT exam will have extra help and resources available to them before and after school in order to sustain their English language development and provide needed transitional support. The ESL teacher will conference and meet with these students to ensure their success in the mainstream classroom. The ESL teacher will monitor other academic progress and work closely with other teachers to see that the needed support is being met. Additionally, ELL students who have achieved proficiency level scores on their NYSESLAT exam receive testing accommodation for two years after testing in order to aide transition and give needed support.

11. What new programs or improvements will be considered for the upcoming school year?

I.S. 285 provides "breakout classes" which allow ELL students to excel in the visual and performing arts, technology and hobby courses outside of their academic contents. Students are able to take classes ranging from Chorus, Computer Technology to Health and Fitness – that allows them to interact with their mainstream peers and expand on their language skills outside of the typical classroom. These programs will continue for the next year, and have room to grow with the current selections.

12. What programs/services for ELLs will be discontinued and why?

Paste response to question here:

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

I.S. 285 offers ELL students targeted intervention program that includes enrollment in the Sports and Art Foundation After School Program, Afterschool Academic Intervention Program, and Hour of Power. ELLs who have IEP's may also be scheduled for one 46 minute period of resource room to supplement a specific skill or subject area. As needed, if an ELL student needs a more restrictive special education environment, while continuing language services, this is available as well.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Resources and instructional material are always available to ELL students. ELL students have a vast variety of content area text books (ELA and Math), as well as a classroom library with a variety of leveled works and genres. The library has a collection of works, level reading series, phonics based selections, bilingual dictionaries, thesauruses, glossaries, and educational magazines. Students also have laptop computers, online resources for home and school, computer software and listening centers readily available to them. The goal of these resources is to overall aid the student in making content comprehensible and enriching, while also enhancing the language development in ELLs.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

ELL students are encouraged to speak and keep up literacy skills in their native language. There is a clear connection between strong literacy skills in the home language to that of the English language. Students are permitted to use their native language with peers in order to facilitate comprehension of material and to build a bridge toward English language acquisition. During instruction, no explicit native speaking occurs in the Freestanding ELL program.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Paste response to question here:

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.

In order to ease the transition in a new school setting, newly enrolled ELLs who arrive during the school year will be paired with a student who speaks their native language. This "buddy student" will help the new ELL student transition into the school environment and mainstream classroom. Students will be paired together in the ELL classroom as well – in order to create a comfortable environment for the new ELL students so that effective language learning and can take place. Newly enrolled ELL students will more than likely be pulled from mainstream classroom to provide extra language support and facilitate language acquisition.

18. What language electives are offered to ELLs?

When scheduling permits, ELL students have the opportunity to take a Foreign Language course in either French or Spanish. This

course would serve as a middle school language elective.

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. 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.

In order to better accommodate the ELL population of students at I.S. 285 the ESL teacher - a fully licensed and certified teacher – will work closely with the other content area teachers. Content area teachers will participate in ongoing staff development sessions that clarify and teach skills and strategies, such as differentiated instruction and scaffolding, that will ultimately have a positive impact on the social and academic achieve of the ELL student.

The ELL teacher regularly meets with and discusses the progress of an ELL student with content area teachers. The ELL teacher will attend weekly team meetings in the various contents (which collaborate together three or more times a week) in order to be aware of the current expectations, content and overall lessons that are occurring in the mainstream classroom. Further, detailed curriculum maps from all content areas (ELA, Math, Science, and Social Studies) are readily available through I.S. 285's collaborative network on Shutterfly. This allows the ESL teacher to develop and differentiate instruction for the language learners – and keep them in line with the curriculum of their mainstream peers.

Overall collaborations between all staff members and administrators is an integral component of the academic success of the ELL population at I.S. 285. Teachers share a variety of materials, as some ESL material and strategies prove to be effective in helping a range of students – particularly non ELLs struggling with Literacy skills. Mainstream and content rich materials aligned with the Common Core Standards also provide the needed academic rigor by which ELLs can achieve English progress faster.

Bilingual teachers, paraprofessional, and other support services are made available to the school community. If parents and students prefer to speak Spanish, French or Haitian Creole - these mentioned staff members offer support to the non English speaking population. As needed, translations services and resources are made available to parent. They are provided with links and internet resources to the translation services provided by the New York City Department of Education.

ELL students who are currently in the 8th grade are provided with the support to transition and choose their high school for the following school year. They will meet with guidance counselors and the ELL teacher on an individual basis in order to make a high school selection and have assistance with the overall high school selection process. ELLs in grade six regularly interact with peers of higher grades due to the mix of a language based classroom – opposed to grade based. This allows students to make an easier transition grade to grade. Content area teachers and administrators provide support as well to all ELL students as needed.

With the emergence of the Common Core Standards in the curriculum – changes in standards and material have and will be taking place in order to serve ELLs. The ELL teacher is regularly informed and attends workshops in order to relay information to teachers who have not met their 7.5 hours of ELL training. The ELL teacher serves as a resource of knowledge for teacher in instructing and addressing the ELL population.

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?

Strong parental supports and communication is pivotal to the success of the ELL population at I.S. 285. Parental involvement is constantly encouraged in order to guarantee language growth and overall academic success. In the beginning of the school year, there are parent orientation sessions for new ELL's to inform parents of their child's language options and different services available. It is here where parents communicate any questions and vocalize their choice for their language program. Orientation times are flexible and scheduled to accommodate parents. An orientation during school hours is scheduled, as well as evening time to allow parent to visit the school and meet the parent coordinator as well as staff that will be instructing their child. Orientations are also arranged on an individual basis for parents as - usually if there is a smaller new ELL population entering early in the school year. Throughout the school year, similar orientation sessions or individual parent meeting will take place within a week following a new ELLs registration.

In addition, there are workshops informing parents of the promotion and graduation requirements, as well as the procedures for high school admission. Workshops allow parents to vocalize questions about their child's education. Other workshops are held that stress skills in supervising children's work, improving communication and parent student teacher relations. As needed, parents will be given the option of translated meetings.

Parents will be personally invited to the school's Parent Teacher Association meeting, regional parent meetings for ELL's and into the classroom to observe or lend support services. Notices are sent out - translated as needed - in order to notify parents of these meetings.

The school will evaluate the needs of parents through informal conversation in person (PTA meetings, parent teacher conferences) email, or telephone - as well through written needs assessments. Additionally, student's of I.S. 285 progress and grades for all courses is recorded on an internet based data program called Skedula - where parents can log on and monitor all assignments of their students at home. This allows the parents to see how the students are progressing.

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: **18k285**

School Name: **Meyer Levin**

Cluster: **04**

Network: **403**

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

Part A: Needs Assessment Findings

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

We use a variety of methods to obtain the data to ensure that all parents are provided with appropriate and timely information in a language they can understand. The primary resource is the Home Language Aggregation Report in ATS. This report provides the breakdown of languages by grade of all the students.

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.

92% of the school has English as the home language. 4 students have Arabic, 5 students have French, 5 students have French-Haitian Creole, 1 student has Fulani, 42 students have Haitian-Creole, 1 student has Papiamento and 13 students have Spanish as their home language. This breakdown was graphed and accessible in the data room within the school.

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.

Translations of notices and information disseminated by the school are usually completed internally as the majority of the languages at home other than English are Spanish, French and Haitian-Creole. We have an in-house staff that is able to offer written translation services upon the request of a parent. For languages that we do not have the capabilities of translating, we will be using an external vendor, www.thebigworld.com. For emergencies Google Translate is also another resource to disseminate written information.

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.

Considering the language needs as indicated in Part A, oral translations are similar to the written translations. We have an in-house service of oral translation for French, Haitian-Creole and Spanish. For languages that we are unable to provide, we will seek out the over the phone interpretation service (718-752-7373) or an on-site interpreter.

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>.

Students registering to the school have to complete a Home Language Identification Survey which is collected and fed into the Home Language Report. Whenever possible the nine most common primary languages other than English is adhered in the lobby as well as the main office to offer parents the opportunity to identify the language they speak so that we may be able to further assist them. If a written or oral translator is available amongst our in-house staff, we certainly make use of their expertise. In situations where this may not be the case, an external vendor is used to provide the translation services. These services are provided upon request of the parent at any meetings or scheduled visits to the school building.



Department of English Language Learners and Student Support

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 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

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

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

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

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

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

Part A: School Information	
Name of School: IS 285- Meyer Levin	DBN: 18K285
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 18
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 1
of content area teachers: 1

Describe the direct instruction supplemental program here and include the

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

Begin description here: 75% of students scored at a Level 1 in ELA and Math and are in need of support. The other 25% are approaching standards and would benefit from additional direct instruction. Direct instruction supplemental program will focus on the four language domains: listening, reading, speaking, and writing. Students need to engage in rich verbal and nonverbal language, to learn and practice these active listening skills. In the academic context, students must learn to accurately and successfully use the vocabulary and language structures appropriate for all content areas.

Direct instruction supplemental program will focus on the four language domains: listening, reading, speaking, and writing.

Subgroups will consist of low and high intermediate, and advance levels. These subgroups span across grade levels six through eight.

The program will begin on November 10, 2014 and end on May 11th, 2015. Classes will be held on Monday's and Wednesday's. Each session will be one hour in duration from 3:50-4:50 and 4:50-5:50.

Instruction will be delivered in English.

One ESL certified teacher and two content area teachers.

Language Power is a research-based curriculum. This program targets all four language domains with high interest curriculum themes. The themed text set uses a variety of topics, genres, and content areas in both print and digital format. Students will receive a guided practice book for additional application of skills. Digital resources to be used include audio of texts, student guided practice pages, and assessment resources.

Part C: Professional Development

Part C: Professional Development

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

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

Begin description here: Professional development is a continuous program that provides opportunities for the Title III teachers to develop or improve their skills and strategies in direct instruction of English Language Learners.

Teachers to receive training –Susie Borchers, Amanda Cyrus, Janice Kaul Smith, Ms. Snyder, Michelle Dolen, Lakeisha Meredith, Dhmhtra Voulkidis

Monthly PD's – Two hours

Topics to be covered -Building academic language for ELL's and Design and implementation of literacy instruction to ELL's.

PD's to be provided by The Center for Educational Partnerships, external pd through the DOE, and internal pd.

Part D: Parental Engagement Activities

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

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

Begin description here:

Parental empowerment Title III workshops will impact higher achievement for ELLs by assisting ELL families in their support of language and literacy at home.

Bi-monthly/ 4:00-5:00pm

Math workshop, ELA workshop, and technology workshop

Parent Coordinator- Ms. Donna Phillips

Parents will be notified via letters and voicemail.

Translators will be made available as per parent request.

Part E: Budget

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

Allocation Amount: \$ _____

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