

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**DBN: (i.e. 01M001):**

**09X555**

**School Name:**

**MOUNT EDEN CHILDREN'S ACADEMY**

**Principal:**

**JESSICA TORRES-MAHEIA**

## Comprehensive Educational Plan (CEP) Outline

**Section 1: School Information Page**

**Section 2: School Leadership Team (SLT) Signature Page**

**Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)**

**Section 4: CEP Overview**

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

**Section 6: Academic Intervention Services (AIS)**

**Section 7: Title I Program Information**

**Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**

**Section 1: School Information Page**

**School Information**

School Name: Mount Eden Children’s Academ School Number (DBN): 09x555  
Grades Served: PreKindergarten through 4<sup>th</sup> Grade  
School Address: 1501 Jerome Ave, Bronx, NY 10452  
Phone Number: 718-294-8155 Fax: 718-294-8154  
School Contact Person: Jacqueline Radoslovich Email Address: [jradoslovich@schools.nyc.gov](mailto:jradoslovich@schools.nyc.gov)  
Principal: Jessica Torres-Maheia  
UFT Chapter Leader: Tasha Ellin  
Parents’ Association President: Carmen Lopez  
SLT Chairperson: Yudelky Roman  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Watson Curry  
Student Representative(s):  
\_\_\_\_\_  
\_\_\_\_\_

**District Information**

District: 09 Superintendent: Leticia Rodriguez-Rosario  
1245 Washington Ave  
Superintendent’s Office Address: Bronx, NY 10456  
Superintendent’s Email Address: [lrosario2@schools.nyc.gov](mailto:lrosario2@schools.nyc.gov)  
Phone Number: 718-579-7143 Fax: \_\_\_\_\_

**Borough Field Support Center (BFSC)**

BFSC: \_\_\_\_\_ Director: Jose Ruiz  
1 Fordham Plaza  
Director’s Office Address: Bronx, NY 10458  
Director’s Email Address: [jruiz2@schools.nyc.gov](mailto:jruiz2@schools.nyc.gov)  
Phone Number: 718-828-7776 Fax: \_\_\_\_\_

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk\*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Jessica Torres-Maheia	*Principal or Designee	
Tasha Ellin	*UFT Chapter Leader or Designee	
Carmen Lopez	*PA/PTA President or Designated Co-President	
Isis Payan	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Rachel Hondorf	Member/ Teacher	
Yudelky Roman	Member/ Teacher	
Awilda Aponte	Member/Parent	
Jacqueline Mirabon	Member/Parent	
Aracelis Espejel	Member/ Parent	
Maggie Torres	Member/ Parent	

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature (Blue Ink)</b>
	Member/	

### Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

#### **Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

#### **The Framework for Great Schools and CEP Development**



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

#### **The Six Elements of the Framework for Great Schools**

**Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

**Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

**Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

**Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

**Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

## The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

### NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

### Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

#### Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

At Mount Eden Children's Academy (MECA), our mission is to ensure children will receive a top-notch education focused on rigorous individualized academics, solid enrichment and social development in order to move on to secondary and post-secondary education successfully. We understand that parents, guardians, families and the community have an abundance of knowledge to offer in regards to supporting their children's education. Students, staff, families and the community will feel welcomed, nurtured, respected and encouraged to participate in school functions and assist in the development of our students.

MECA is a place where children want to come every day because of the support and nurturing they receive, the welcoming environment they encounter, and the fun they have as they are engaged in rigorous hands-on learning activities. All students receive individualized small group instruction daily while immersed in a variety of academic programs and engaged in several enrichment programs. We work closely with families and the community to truly provide a holistic approach to education. We work in close partnership with New Settlement Community Center and Montefiore to provide services for the children, families and within the community.

Our key area of focus this year is to deepen teacher questioning and discussion techniques with a particular focus on student led questioning and discussion. We saw major growth last year in teacher questioning including asking specific and targeted questions that promote deeper thinking. Moving forward we want to extend this growth to incorporate student led discussion and questioning with a major focus on allowing students to further the discussion by asking questions to each other, clarifying information and leading the discussion amongst themselves.

## 09X555 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03	Total Enrollment	272	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	110.4%	% Attendance Rate		94.4%
% Free Lunch	86.4%	% Reduced Lunch		5.5%
% Limited English Proficient	23.6%	% Students with Disabilities		11.6%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.5%	% Black or African American		22.1%
% Hispanic or Latino	75.4%	% Asian or Native Hawaiian/Pacific Islander		N/A
% White	1.0%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	2.34	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		N/A
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		6.7%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		4.08
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
<b>Accountability Status – Elementary and Middle Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
<b>Accountability Status – High Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5A – Framework for Great Schools Element – Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

As the school expands, we see the need to align curriculum and assessment to the rigor of the Common Core Learning Standards as mandated by NYS and NYC Department of Educations. We also must ensure that our teachers are teaching to the CCLS in order for our students to receive a rigorous and meaningful curriculum and learning experience. Based on assessments from last year and early data from the current year, we have identified the need to target more advanced comprehension strategies through more intensive intervention as our school grows into the testing grades.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, at least 70% of all students will read on or above grade level based on the Rigby Assessment Kit.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> <li>• Teachers will plan curriculum based on the CCLS. They will meet once a week for common planning to review standards, develop rubrics, and create goals for their students aligned to the CCLS, and modify instruction based on their students' needs as indicated by performance data.</li> <li>• All classroom teachers will meet weekly by grade for 45 minutes. The planning will be supported by our Generation Ready consultant and weekly by our reading specialist, ESL coordinator and administration.</li> <li>• Teachers will track and monitor student progress using classroom data to differentiate instruction and meet students' identified needs.</li> <li>• Teachers will assess students' reading levels on a regular basis using Teacher's College assessments.</li> <li>• Teachers will chart students' growth and submit charts to principal and data specialist for analysis.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher's College Running Records will be administered to students every 6 weeks to track student growth.</li> <li>• Data analysis and inquiry during common planning will be used to identify trends of need in classrooms and across grades</li> </ul>	<p>This goal will be implemented on September 9<sup>th</sup>, 2015. It is expected this goal will be met by June 2016.</p>	<p>Key personnel for this goal consists of the classroom teachers, reading specialist, administration, Generation Ready consultant and network personnel. Administration will be present at common planning meetings to assist in facilitating and to ensure the goals and standards are being met.</p>

• Principal will conduct formal and informal instructional visitations and provide meaningful and timely feedback to teachers.			

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Teachers will be given time and resources to ensure aligned curriculum in the form of professional development during contractual after school PD time and during scheduled common planning time. Professional development will be given by administration, coaches, and the Generation Ready literacy consultant. The reading specialist will be used to pull students who are in need or at risk. Professional development will be used to ensure standardized and aligned reading goals.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Every 6 weeks, students will be given a running record assessment to track their growth and progress in this area. The results of these assessments will allow for modifications of interventions throughout the year.
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5B – Framework for Great Schools Element – Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

As a growing school, it is important to establish and maintain a strong collaborative culture that is inviting and safe for all students, teachers, staff, and families. As the school expands and new students, teachers and staff come on board, clear lines of communication, time for collaboration, and professional development to align goals and teaching. Additionally, students need to feel that they are cared for and connected to multiple teachers and staff in the building, not just their classroom teacher. As referenced in the School Quality Guide, our goal is to continue to improve school culture and increase positivity amongst parents, teachers and students.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Twice weekly, teachers and support staff will meet for common planning, facilitated by coaches and administration, to norm practices, discuss student work, plan lessons, and discuss important noticings. These meetings will be a time for teachers, staff, and administration to ensure that the needs of all students are being met, discuss ideas or individual needs, and ensure rigorous and aligned teaching. The success of this goal will be evident in increased collaboration between teachers and through effective practices in 4e: Growing and Developing Professionally on the Danielson rubric.

### Part 3 – Action Plan

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> <li>• Schedules will be made to allow for two periods during the week for teachers and staff to meet for common planning.</li> <li>• Coaches and administration will be made available to facilitate these meetings.</li> <li>• Data inquiry will be used to identify students who are in need to be addressed during common planning.</li> <li>• Math assessments, writing rubrics, running records, and benchmark data will be used in conjunction with teacher notes to identify students in need.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers will identify students in need based on data inquiry.</li> <li>• ELLs and SWDs will be targeted along with the lower 1/3 of students.</li> </ul>	<p>This goal will be implemented on September 9<sup>th</sup>, 2015. It is expected this goal will be met by June 2016.</p>	<p>Teacher teams, coaches, support staff, and administration will work together to ensure the success of common planning.</p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Schedules will be made to allow for teacher teams to engage in common planning. Professional development will be done to assist teachers with effective data inquiry processes.

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Sign in sheets and agendas from common planning meetings will be reviewed and discussed in midyear meetings with teachers. These meetings will also include feedback on the impact of these common planning sessions within the classroom. Additionally, coaches, administration, and consultants will meet every other week to debrief on common planning and discuss any questions, concerns and next steps.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5C – Framework for Great Schools Element – Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

***As we expand it is necessary to develop and maintain strong curriculum that aligns to CCLS and promotes higher order thinking skills. We will teach to these standards in order for our students to receive rigorous instruction that effectively prepares our students to achieve proficiency as indicated by the state exam. As evidenced by early data collection, fourth grade units are being developed with an attention to increasing the rigor of comprehension strategies. Kindergarten, first, second, and third grade units are being revised with a focus on organization and ideas.***

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Teacher teams will design and develop fourth grade literacy units and customize kindergarten, first, second, and third grade literacy units to align to student needs and the rigor of the CCLS and include all applicable rubrics, charts, assessments, DOK questions, skills and strategies, guiding questions, and end unit projects with a special focus on discussion and questioning. We will monitor the success of this goal by following the progress of the units to ensure that all units are complete and updated by June 2016.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<ul style="list-style-type: none"> <li>• Design and implement professional development sessions to support teachers in the development of their curriculum maps and units of study aligned to CCLS.</li> <li>• In department meetings, teacher teams will collaboratively plan, write, and revise units of study aligned with CCLS. They will use student data with an emphasis on addressing the needs of our English Language Learners and Students with Disabilities. Teachers will develop instructional strategies to meet the needs of all students.</li> <li>• Principal, Generation Ready consultant, and instructional coaches will conduct regular classroom observations and visits and provide teachers with timely feedback.</li> <li>• Per-session funding will be available for Common Core aligned curriculum planning.</li> <li>• Low-inference transcript of teacher observations will reflect the use of questioning strategies aligned to DOK and CCLS.</li> </ul>	<ul style="list-style-type: none"> <li>• By February we will have analyzed two units using students work, rubrics, assessments, and informal teacher evaluation to evaluate standards mastered and standards requiring additional focus in future units.</li> <li>• Student work will be analyzed after each unit to highlight strengths and areas of need within the units to revise for future years.</li> </ul>	<p>Implementation of this goal will begin on September 9<sup>th</sup>, 2015 and will continue through June 2016.</p>	<p>The Principal, assistant principal and instructional coaches will participate in team meetings to provide support and ensure alignment. Other key personnel are classroom teachers, reading specialist and content teachers.</p>

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Common planning will be used for development and revision of common core units. Coaches will meet with teachers to go over units and analyze student work. Administration will meet with teacher teams to revise units.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
A debrief session after each 6-8 week unit will serve as the assessment for the impact of each curriculum. These meetings will include analysis of student work, discussion about next steps, and revisions of the curriculum moving forward. Midline performance tasks in writing will also serve as a mid-point benchmark for progress in literacy.
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5D – Framework for Great Schools Element – Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

### **Part 1 – Needs Assessment**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

As an expanding school, there is a need to develop a common language and a shared understanding to assess teacher effectiveness and develop a school culture of high expectations and excellence. In light of that, we will be using the Danielson framework to guide our coaching conversations with teachers as well as to monitor, analyze, and assess teachers’ professional growth and improvement in their teaching practices. Based on teacher effectiveness data from the previous year, focus will be given to quality questioning techniques in the classroom with a focus on student led questioning and discussion.

### **Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 100% of teachers will meet with the administration at least 3 times to discuss student data and professional goals based on Danielson’s Framework for teaching.

### **Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>1. All teachers will participate in goal-setting and data review meetings with the administration. At these meetings, teachers will self-assess and review class data in literacy and math as indicators for progress towards end-of-year goals.</p> <ul style="list-style-type: none"> <li>• All teachers will participate in Quality Questioning professional development monthly facilitated by administration.</li> </ul>	<ul style="list-style-type: none"> <li>• Progress and effectiveness can be tracked through teacher growth in formal and information observations throughout the year.</li> <li>• Teacher coaching cycles based on individualized teacher goals will provide support and track teacher growth.</li> <li>• Administration will participate in Teacher Effectiveness Training.</li> </ul>	<p>This will begin on September 9<sup>th</sup>, 2015 and will continue until June 2016.</p>	<p>The Principal will participate in team meetings to provide support and ensure alignment. Other key personnel are classroom teachers, instructional coaches, and our administration team.</p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Administration and coaches will be involved in planning and goal setting with teachers.

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

To improve teacher effectiveness, administrators and teachers will engage in frequent goal setting data meetings to monitor and ensure individualized professional growth and effective teaching. The progress of this goal will be monitored by Danielson Observations, coaching goals and progress reports, and meetings with teachers. The midpoint of this monitoring being the midyear goal meeting with administration.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5E – Framework for Great Schools Element – Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

As an expanding school, we encourage and recognize the value of parent involvement in their children’s education. We will establish a culture of parental involvement in order for our students to be and feel supported at home in achieving their academic goals. This will also aid in supporting our students in their social-emotional development and growth. Parent feedback has shown a trend in parents' wanting to continue and expand their opportunities to collaborate with the school on activities for the children and for parent development through workshops and classes. We will continue to focus on the need to increase parent involvement as evidenced by parent sign in sheets, school surveys, and parental feedback.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, we will have at least 10% of our parents present at each P.A. meeting through encouragement of parental participation.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> <li>• We will encourage and support attendance at Parent Association meetings, curriculum conferences, Parent-Teacher conferences, Coffee Hour and parent workshops.</li> <li>• We will review agendas and minutes of the School Leadership Team meetings and Parent Association meetings.</li> <li>• We will encourage families to establish ongoing communication with us regarding student progress towards meeting school standards and expectations, disciplinary concerns, and ways to best support their children’s development.</li> <li>• We will take a survey of topics that parents may be interested in, to develop a parent workshop calendar collaboratively with the parent coordinator, community coordinator, and director of community partnerships.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers will be encouraged to be in constant communication with parents and find ways to involve them in their children’s educational success such as inviting families to visit classrooms to view the instructional program and participate in school-wide celebrations.</li> <li>• Outreach to parents to notify them of upcoming events will include notices in both English and Spanish, emails to parents, and phone call reminders in addition to website updates regularly.</li> </ul>	<p>This will begin on September 9<sup>th</sup>, 2015 and will continue until June 2016.</p>	<p>Key personnel includes teachers, parents, administration, parent coordinator, attendance teacher, coaches and community based organizations.</p>

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
The school website, parent outreach, robocalls, notices home, and emails will be sent to remind parents about upcoming events. Additionally, the parent coordinator and community coordinator will be involved in parent outreach and meetings to ensure collaboration. Weekly parent engagement meetings will take place to keep parents informed and involved in school culture.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.										
The progress of this goal will be monitored through parent sign in sheets for P.A. meetings. Additionally, through collaboration with the Parent Association, we will encourage parents to be more involved in the school community as evidenced by sign in sheets at meetings and events.										
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.										

**Section 6: Academic Intervention Services (AIS)**

**(Required for All Schools)**

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Running records Guided reading & conference notes  Writing rubrics  Questioning and Discussion data	Push in and pull out for reading and writing. Focused guided groups in reading and writing.	Services are provided in small group and one-to-one instruction.	These services are provided on a daily basis either in the classroom or in a support services room during the day.
<b>Mathematics</b>	Weekly assessments  Guided math notes  Questioning and Discussion data	Math coach push-in and pull-out services. Small group intervention instruction services.	Services are provided in small group and one-to-one instruction.	These services are provided on a daily basis during the school day and during Saturday Math Academy.
<b>Science</b>	Teacher assessment  Questioning and Discussion data	Science cluster teachers have paraprofessional support for small group instruction.	Services are provided in small group instruction in the classroom.	Services are provided on a daily basis within the classroom.
<b>Social Studies</b>	Teacher assessment  Questioning and Discussion data	Social Studies cluster teachers have paraprofessional support for small group instruction.	Services are provided in small group instruction in the classroom.	Services are provided on a daily basis within the classroom.
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Teacher anecdotes  Parent information  Student observations	At risk services are provided by the school psychologist and speech teacher.	Services are provided on a one-to-one basis	These services are provided on a daily basis either in the classroom or in a support services room during the day.

## Section 7: Title I Program Information

### Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

### Part 1: Title I Status

Indicate with an "X" your school's Title I Status.					
<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>		<b>Non-Title I</b>

### Part 2: All Title I Schools

#### 2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
As a growing school, we are committed to finding high quality teachers whose values are aligned with our school mission, vision, values and instructional goals. We are also committed to developing new teachers to become highly qualified teachers and creating a clear and concrete path for their growth. We have identified high quality teachers through careful recruitment strategies through the use of Job Fairs, leads from other professionals, and a rigorous interview process.

#### 2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
We are deliberate in how we support our teachers so that they continue to be HQT. They will participate in in-house professional development, led by administration, coaches, model teachers, and Generation Ready consultants, as well as attend professional development hosted by the Department of Education in specific areas relevant to their teaching practice, such as gaining a deeper understanding how to align instruction to CCLS, creating CCLS-based assessments, and using student data to differentiate instruction for English Language Learners and students with disabilities. We will encourage our staff to attend workshops that will benefit them and in turn improve the academic performance of our students. We will ensure that our high quality teachers remain in our school by creating a professional learning environment that is safe, respectful and challenging; and by creating a school culture that values collaboration and learning, offers relevant professional development opportunities for professional growth, and multiple opportunities for staff to contribute to our school development.

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

#### 3b. 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).

**Part 4: SWP Schools Only**

**4a. 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.).

Preschool teachers have opportunities to plan with instructional coaches, PreK Coordinator, and Kindergarten teachers. This planning time will allow for teachers to ensure that curriculum is aligned across grades and as students transition into elementary programs. Parent informational meetings are held throughout the year to educate parents on developmentally appropriate instructional practices at the preschool level and expectations for students moving forward.

**4b. 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.

Teachers work together with administration, instructional coaches and the data specialist to select and implement appropriate multiple assessment measures. Teachers participate on MOSL committees, data inquiry teams and assessment selection and revision during common planning meetings. Professional development is provided by administration, coaches and the Department of Education Early Childhood Offices. Additionally, data inquiry based on students assessments is done in common planning during each unit and school wide after benchmark assessments in September, January and June. These inquiry sessions are facilitated by administration and the data specialist and afford teachers the opportunity to analyze assessment results, identify strengths and identify areas of need with next steps for further planning.

**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 codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **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	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> , section references where a related program activity has been described in this plan.
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		FY '16 school allocation amounts)	Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	253,556.00	x	
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00	x	
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,857,752.00	x	

**<sup>1</sup>Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of 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.

<sup>2</sup>The **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 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

### **Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)** ***(Required for All Title I Schools)***

**Directions:** All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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#### **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 the school. Mount Eden Children's Academy, 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 the school and the families. The 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 the school community. Mount Eden Children's Academy 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> 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;

The 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;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

### **School-Parent Compact (SPC) Template**

Mount Eden Children's Academy, 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 on assessments.

## **I. School Responsibilities:**

Provide high quality curriculum and instruction consistent with Common Core 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 1<sup>st</sup> 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 to 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.

**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.

<b>Part A: School Information</b>	
Name of School: <u>Mount Eden Children's Academy</u>	DBN: <u>09X555</u>
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)	

<b>Part B: Direct Instruction Supplemental Program Information</b>
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 checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>61</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>4</u>
# of certified ESL/Bilingual teachers: <u>4</u>
# of content area teachers: <u>      </u>

### Part B: Direct Instruction Supplemental Program Information

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: Begin description here: \_\_\_\_\_ This program will be an afterschool program for ESL students in all grades above Kindergarten. It will be an opportunity for students to practice language and literacy skills in English in smaller groups with an ESL certified teacher. Students will be grouped by grade level. The three teachers leading the program are TESOL certified. The fourth teacher is in the process of completing her extension and will be used as support for small group instruction in all grades. The program will begin in January and run one day a week afterschool for 1 hour through May. The afterschool program will be taught in English. Teachers will be provided with workbooks, reading materials, and listening materials as well as with literacy center materials to use during this program. Students will be engaged in guided reading and writing, conversational and academic speaking and vocabulary and listening activities including recorded and within the group. These activities and materials will be used to supplement the ESL lessons provided throughout the school day and to give students a chance to practice listening, speaking, reading and writing skills in small groups.

### 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 for Title III teachers will be conducted in house through planning meetings, workshops, and coaching cycles provided by our literacy coach and the ESL coordinator. Meetings and workshops will be held during the professional development periods designated by the DOE on Monday and Tuesday afternoons. Additionally, individualized coaching cycles for ESL will be provided on an as needed basis for Title III program teachers by the ESL Coordinator. Coaching cycles will last for 6 weeks at a time and the focus, goals, and meeting times will be decided by observations, data, and discussions with the teacher.

### 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: \_\_\_\_\_ Beginning in December, a Saturday ESL class for parents of ESL students will be available. This class will run Saturdays from December through May. Each class will be 2 hours long. The focus will initially be on helping parents learn conversational and social English language skills. As the program continues, literacy skills will also be introduced as part of the curriculum. This

**Part D: Parental Engagement Activities**

program will be taught by one of our ESL certified teachers along with the help of the ESL Coordinator and the Community Coordinator. Parents will be notified of this program through notes, the website, and phone calls. Additionally, this program will be discussed at PA meetings and monthly Coffee Hour at MECA meetings with parents.

**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"> <li>• Per session</li> <li>• Per diem</li> </ul>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**

**2015-16 AND 2016-17 SCHOOL YEAR**

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

District <b>9</b>	Borough <b>Bronx</b>	School Number <b>555</b>
School Name <b>Mount Eden Children's Academy</b>		

### 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 ENL teacher, and one parent.

Principal <b>Jessica Torres-Maheia</b>	Assistant Principal <b>Jacqueline Radoslovich</b>
Coach <b>Deidra Arce</b>	Coach <b>Yudelky Roman</b>
ENL (English as a New Language)/Bilingual Teacher <b>Annia Gomez</b>	School Counselor <b>Nancy Pichardo</b>
Teacher/Subject Area <b>Caroline Cahn/4th Grade</b>	Parent <b>Awilda Aponte</b>
Teacher/Subject Area <b>Leah Revi/2nd Grade</b>	Parent Coordinator <b>Esmi Jimenez</b>
Related-Service Provider <b>Stephanie Ruiz/Special Ed</b>	Borough Field Support Center Staff Member <b>type here</b>
Superintendent <b>Rosario Rodriguez</b>	Other (Name and Title)

### C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	<b>8</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>8</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	<b>0</b>	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>311</b>	Total number of ELLs	<b>78</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
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### This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>	0	0	0	0	0									0
<b>Dual Language</b>	0	0	0	0	0									0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	78	<b>Newcomers</b> (ELLs receiving service 0-3 years)	67	<b>ELL Students with Disabilities</b>	6
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	11	<b>Long-Term</b> (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>	0	0	0	0	0	0	0	0	0	0
<b>DL</b>	0	0	0	0	0	0	0	0	0	0
<b>ENL</b>	67	0	0	11	0	0	0	0	0	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs*) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only	
Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____

Freestanding English as a New 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	16	25	15	11	11									0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)														0
<b>Emerging</b> (Low Intermediate)	3	5	2	1	1									0
<b>Transitioning</b> (High Intermediate)	8	1	2	2	4									0
<b>Expanding</b> (Advanced)	5	19	11	8	6									0
<b>Commanding</b> (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				2	1									0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	0	1	11	4									0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	1		8		2				0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
 Mount Eden Children's Academy uses preemergent checklists, which assess concepts of print, letter/sound recognition and basic sight words. Once students show mastery of these preemergent concepts, they are assessed using TC Running Records. The preemergent checklists allow teachers to track development and individualize instruction to the needs of the student. The TC Running Records allow us to track growth and progress. They also allow for teachers to assess if a child's needs fall into decoding, retelling, and/or comprehension.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 Based on the latest NYSESLAT grades, a majority of our ELL students are Expanding. This is true across all grade levels. Additionally, our students score well in listening and speaking across the school. This data indicates that our focus should be on reading and writing on a more in depth level to help our expanding students reach Commanding levels in the next year.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
 Based on student progress and achievement, the ESL Coordinator, administration, and teachers work together to make specific goals for each individual student based on their needs as a language learner. The trend of the school is that students are mastering the listening and speaking aspects of language acquisition, however need more focus on the reading and writing. To ensure this is being done, all ELLs are receiving focused support in ELA daily with scaffolding to continue to strengthen listening and speaking skills.
- For each program, answer the following:
  - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

In general, our students come in without a strong basis in either language so we are focused on supporting and building academic skills. The results of periodic and benchmark testing are used to develop intervention strategies that are specific to the needs of the individual student. This includes reading intervention, small group math and writing support in addition to language skill support. Formal

assessments are administered in English only. In some instances, native language support is given when it does not effect the content of the test (for example, reading a math word problem in Spanish), however these instances are few and far between. ELL periodic assessments are used to evaluate the progress of students and help to guide planning of ESL modifications and focuses moving forward.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

All data is used to assess the growth, understanding, and development of each student. Teachers use the data to track trends grade wide, class wide, and for individual students. This information helps ESL teachers to focus in on what strategies can be used whole class, in small groups, and 1 on 1. Additionally, this information allows teachers and administration to track the success of programs in place. Some assessments that we use are TCWRP running records, writing benchmark tasks, math benchmarks and formative testing such as math tests/quizzes, writing conferences, and guided reading groups and conferences.

6. How do you make sure that a student's new language development is considered in instructional decisions?

Since a majority of our ELLs have a native language of Spanish, we offer a variety of materials in Spanish including books, hand outs and games. Additionally, parents are encouraged to come to meetings and workshops that are held in dual language and sign up to attend our parent ESL classes held on Saturdays. This fosters the development of the native language while still focusing on instruction in English.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the target language?
- What is the level of language proficiency in the target language for EPs?
- How are EPs performing on State and other assessments?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

ESL teachers meet regularly with the ESL coordinator and administration to discuss the performance of the students. Additionally, ELL assessment data is analyzed to track growth and achievement of individual students, groups, and the ESL program as a whole. Goals are set for teachers and students and their progress is tracked throughout the year. The main assessment used to evaluate the summative success of the ESL program is the NYSESLAT administered annually. Formatively, we use in house assessments to track student growth.

## Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

At Mount Eden Children's Academy (MECA), the ELLs are identified upon admission to the school throughout the school year. After the parents of the newly enrolled students complete a Home Language Survey, which is done in the presence of a certified ESL teacher and a translator who speaks the parent's language, we identify the potential ESL students. This process is administered by the ESL Coordinator and the Parent Coordinator. Then within ten days of their enrollment, these students are administered the NYSITELL by an ESL teacher to determine their level of English proficiency. A list of students who need to be tested is generated on the first day of school. The ESL coordinator oversees the testing to ensure that all students are given the NYSITELL and Spanish LAB-R where necessary in the first 10 days. Based on their scores, the school decides whether they are eligible to receive services as English Language Learners. The test scores also help us determine the amount of mandated instruction time for each student. Students eligible for the NYSESLAT are determined through ATS report RLAT which specifies eligible students and previous NYSESLAT scores. The NYSESLAT is administered during the Spring administration window. We use a checklist to monitor when each child has completed each section.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

We currently do not have any students identified as SIFE. If we were to enroll a student who is a SIFE, we would use the SIFE questionnaire and student work to assess them.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

Newly enrolled students with IEPs fill out the HLIS during registration like all students. Based on the answers to the HLIS, they are then interviewed by ESL coordinator Jacqueline Radoslovich or ESL Teacher Yudelky Roman. Based on the results of this interview, and the review of their IEP by Special Education teacher Stephanie Ruiz, it is determined if they are eligible to take the NYSITELL exam. If they are eligible, they are tested as explained above. Interpretation for parents is given by Yudelky Roman, Isis Payan, or Stephanie

Ruiz. The timeline for acceptance or rejection of the LPT recommendation is 20 days. Students identified are placed in a program within five days.

Stephanie Ruiz - Coordinator of Special Education

Jacqueline Radoslovich - Assistant Principal and ESL Coordinator

Yudelky Roman - ESL Teacher

Awilda Aponte - Parent

Isis Payan, Community Coordinator

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

The NYSITELL answer documents are scanned by the ESL Coordinator, Jacqueline Radoslovich. Once scanned, the resulting report is processed and letters are addressed and sent to entitled and non-entitled parents within 5 school days. In order to ensure this is complete, the ESL Coordinator works with the Community Coordinator and school secretary directly.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Parents are invited for an information session to learn about the programs and options available for their child. All information disseminated from the DOE is handed out to parents in their native language during this meeting. The meeting is held in English and Spanish to ensure understanding. Within this meeting, parents are informed of their right to appeal. Additionally, any parents who are not able to attend the meeting are scheduled to meet with the ESL Coordinator and Community Coordinator at their convenience to ensure understanding. All information and records are kept in a file in the office organized by year.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

The parents of ELLs are informed of their child's ESL status and invited to attend a parent orientation meeting where they view the Parent Orientation DVD in their native language and complete the Parent Choice Survey. The parents are given the opportunity to ask questions about the three educational programs (Transitional Bilingual, Dual Language, and Freestanding ESL) and services available for their children in New York City schools and our school respectively before making their choice. This meeting is held by the ESL Coordinator and the Parent Coordinator. Parents are able to converse in their native language and have any questions about programs answered at this time. Parents who are unable to attend the meeting are scheduled in to meet individually with the Parent Coordinator and ESL Coordinator to have their questions answered at another time. Parents who have previously chosen TBE/DL will be notified by phone and letter should the program become available.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

While general Parent Orientations are held in the fall and spring, individual parent conferences are held throughout the school year. Entitlement letters are mailed to the parents within the first ten days of initial enrollment. Parents are invited to fill out and leave the survey during the Parent Orientation Meeting. Those who choose not to are asked to return the survey to the office. The Parent Coordinator follows up with any parents who do not return the survey. Jacqueline Radoslovich and Yudelky Roman are responsible for following up with parents to ensure all surveys are returned and questions are answered. Records of the entitlement letters are filed by grade level and a copy is placed in the student cumulative folders. All correspondence is sent in English and in parent's preferred language. Parents who have previously chosen TBE/DL will be notified by phone and letter should the program become available.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

A checklist is developed prior to surveys going out. As surveys are returned, they are checked off. Families that have not returned a survey are contacted by the office in their native language to ensure that all surveys are accounted for and returned. Jacqueline Radoslovich is responsible for collecting and filing the surveys.

9. Describe how your school ensures that placement parent notification letters are distributed.

Once placement is determined, using a checklist, parent notification letters are generated and sent home. Letters are sent in English and in the parent's preferred language. The ESL Coordinator works directly with the office staff to ensure the completion of this task.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

Documentation is retained in student cumulative folders. Originals are placed in a file in the office organized by school year. Office staff and teachers have access to ELL documentation.

11. 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.

Prior to the NYSESLAT exam, the ESL Coordinator turnkeys all important information received during Coordinator training to the testing ESOL teachers. The RLAT report is generated from ATS. A checklist for each section of the NYSESLAT test is developed with students and teacher information. As tests are administered and returned, each student and section is checked off individually to ensure that each student has taken each section. Students who are missing any section due to absence are retested within the window.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. In September, along with new entitlement and non-entitlement letters, students who took the NYSESLAT the previous year receive continued entitlement or transitional support notification letters. Similarly to the way the new entitlement/non-entitlement letters are distributed, a checklist is developed to ensure that all parents receive the appropriate notification. All correspondence is sent home in English and in the parent's preferred language.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
- Based on our parent surveys, 100% of parents requested Freestanding ESL for their children. Moving forward, we will closely monitor the survey results to make sure that the programs we offer are aligned with parent choice. The program model offered at MECA currently aligns to 100% of the parent requests. As we move forward, we will continue to monitor parent choice to ensure that we remain aligned.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
  - a. Freestanding ENL program.  
ENL is administered in an integrated setting. One class on each grade level is an inclusive ESL class with about 40% ELLs and 60% native English speakers. At least one teacher on each grade level is certified in both TESOL and another applicable certification. ELLs are placed with a classroom teacher who is also TESOL certified. Working closely with the ESL Coordinator, these teachers integrate ENL objectives, strategies, and supports throughout the day in ELA and Math. This ensures that students get the most from their ENL program. Additionally, they are able to receive supports and scaffolding in all academic subjects to help further their language acquisition.
  - b. TBE program. *If applicable.*  
N/A
  - c. DL program. *If applicable.*  
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?  
Since ELLs are with a TESOL certified teacher the entire day, all students, Emerging through Expanding are given over 360 minutes a week. This is to ensure that all students are being supported and given focused language instruction to ensure not only command of the English language, but continued success in academia moving forward.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.  
Content areas are delivered in workshop model. Within this model, ESL instruction is delivered only in English with support in the native language. All students are instructed in all modalities in order to move them from the beginning level to the intermediate, from intermediate to advanced, and from advanced to proficient. All instruction is standards based and ESL methodologies and strategies such as scaffolding, TPR, CALLA, moderated speech and inflection, manipulatives, word wall, visuals, and graphic organizers are implemented in all lessons. Implementing such practices allows for the development of both basic and inter-personal communication skills (BICS) and cognitive academic language proficiency (CALP).
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?  
Many staff members are bilingual and have the ability to assess in both English and Spanish. Also, the school has a number of books on various levels that are Spanish. All students were given an informal evaluation in their native language prior to assessment whenever possible.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
 All students are assessed frequently in all content areas to monitor growth and learning. ELLs receive reading assessments every 6 weeks and produce an independently written, common core graded writing piece every 6 to 8 weeks. Listening and speaking are assessed throughout all content areas with both formal and informal evaluations used by the ESL teachers to monitor growth and development.
6. How do you differentiate instruction for each of the following ELL subgroups?
- SIFE
  - Newcomer
  - Developing
  - Long Term
  - Former ELLs up to two years after exiting ELL status
- b. Newcomer ENL instruction is focused on basic interpersonal communication skills (BICS) as well as listening and speaking strategies. Once a mastery of these skills is achieved, the focus is shifted to reading and writing to support the development of these skills and academic language.
- c. For developing ELLs, instructional goals are individualized based on student need. Overall, the trend is more towards a focus on reading and writing as many of these students have begun to master listening and speaking skills.
- d. Long Term ELLs are almost all on an expanding level. For these students, attention to in depth reading and writing skills are the main focus of instruction.
- e. Former ELLs continue to be placed with a certified TESOL teacher for two years after exiting ELL status to ensure that supports can be in place for students who need additional scaffolding.
7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to *ELL Policy and Reference Guide, Re-Identification of ELL Status* section.
- Students who are re-identified are monitored closely to ensure that academic progress is not adversely affected. Benchmark assessments are given to track student growth and achievement and any interventions deemed necessary based on the data are put in place to ensure that progress is made. The assigned staff to manage the initial identification process and the re-identification process are Jacqueline Radoslovich and Yudelky Roman.
8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?  
 When working with ELL-SWDs, content is presented in multiple ways to ensure that students have different avenues to achieve success. This includes visual representation through pictures and text as well as tactile representation through manipulatives and other hands on activities. Instruction is focused on immersion in both the content in the language to aid in development of both.
9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?  
 Teachers on each grade level meet twice a week for common planning. Within this common planning time, the ESL teacher and administration are available to plan with teachers to ensure that the diverse needs of our student population are being met. Additionally, curriculum is aligned to the Common Core and is differentiated in the planning process to meet the needs of accelerated and struggling students.

Chart

**Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



\*Note “other approved services” does not apply to New York City at this time.

Chart

**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

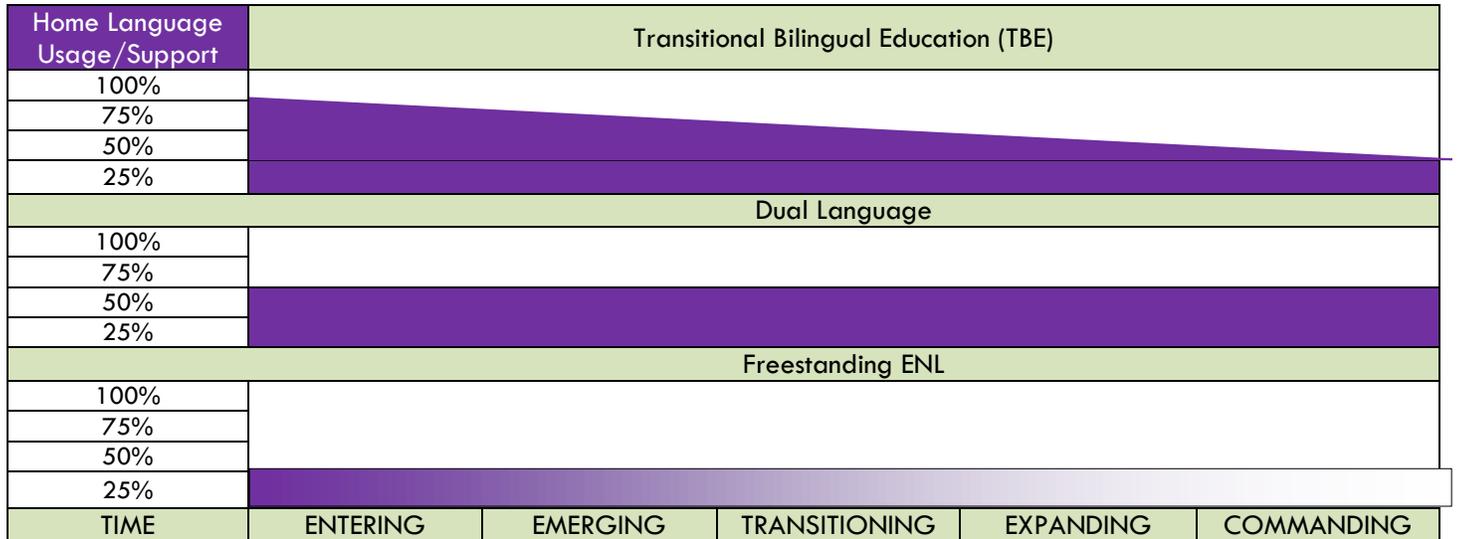


\*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

### Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.  
In ELA, at risk students are pulled daily by the reading specialist for guided instruction. Additionally, students participate in a target phonics program for intensive phonics instruction daily through second grade. Students in second grade and up participate in Literature class three times a week to help develop critical reading and writing skills in the context on novels. During writing, the ESL teacher works with ELLs in guided groups and through conferencing to reinforce the language component of the writing mini lesson. For math, teachers include models within their mini lessons that involve manipulatives and hands on concrete learning. Additionally, daily assessment of the objective allows teachers to pull focused small groups to reinforce the skills and academic language and provide intervention. In science and social studies, students are given hands on experiences with concrete models to help understanding. Additionally, pictures and models are used for further engagement and small groups are pulled for intervention. Data from formative and summative assessments are used throughout the year to identify additional interventions needed. Native language support is given to students where available and appropriate.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
The integrated model has been effective in providing students with continued language support and objectives throughout the day. Additionally, students do not get pulled out or miss any in class instruction for services since they are being delivered by their classroom teacher. According to our data, most of our students are advanced ELLs. We believe that this model is the reason for our student achievement.
12. What new programs or improvements will be considered for the upcoming school year?  
We are considering a Saturday program for language development for students to compliment the Saturday ENL parent class we began last year.
13. What programs/services for ELLs will be discontinued and why?  
We currently have no programs or services for ELLs that are being discontinued.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
ELLs are given all of the same information and opportunities within the school as any other student. Our afterschool program is run by New Settlement Community Center on a first come, first serve basis. Saturday Academy for Math and English are offered to all struggling students identified by weekly assessments. Additionally, we are looking into a Saturday ENL program as well.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.  
All students have access to technology in the classroom through the use of desktop computers and smartboard activities. All teachers and content areas use technology as an engaging and hands on tool to assist in teaching class lessons as well as ENL language based lessons. All classes visit the computer lab weekly for at least one period with a technology teacher. Also, guided reading and speech services can be supplemented in Spanish for native Spanish speakers.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
All information delivered to parents of the ENL program is translated to English and Spanish. Students in the ENL program are taught in English but supported in Spanish when needed.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
Currently we have ELLs in Kindergarten through 4<sup>th</sup> grade. Support and resources are aligned to the developmental and academic needs of these age groups including age appropriate books, manipulatives, and academic and social language.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).  
During registration, when students are identified as ELLs or eligible for NYSITELL testing, parents are invited to speak with the ESL Coordinator to discuss options and plans for their child before the school year begins. There is also an open house and a student orientation offered for new incoming students. Then, once students are given the NYSITELL, parents are followed up with for the Parent Orientation and Parent Survey.
19. What language electives are offered to ELLs?  
Currently there are no language electives offered to ELLs.
20. For schools with dual language programs:
  - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
  - b. In which language(s) is each core content area taught?
  - c. How is each language separated for instruction?
  - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

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## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
TESOL certified teachers are supported in multiple ways. Each week, they meet with the Math instructional coach and Literacy Instructional coach for a period each for common planning with their grade. Additionally, ELL teachers meet periodically with the ESL Coordinator to ensure rigorous instruction and discuss any questions. Focused PD for ESL teachers will be given during Monday afterschool PD periods throughout the year. Also, workshops for all staff members regarding ELLs will be given during Monday afterschool PD across content areas. Teachers who need additional supports are also given individualized coaching cycles with the ESL Coordinator to focus on specific goals. Additionally, teachers often attend district professional development through the DOE.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?  
All PD mentioned above is focused on achieving mastery of Common Core Learning Standards as well as supporting the language acquisition of the ELLs.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
N/A
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.  
MECA uses the Professional Development time on Mondays as well as Common Planning and meetings with the ESL Coordinator to ensure the development of all teachers including both ENL and non-ENL. This year, we will also be incorporating a professional book club which will deal with pertinent needs for our school including meeting the needs of ELLs.

### C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Parent meetings are held twice a year for ENL parents to discuss their child, progress, and the program as a whole. This is in addition to the parent orientation meeting held at the beginning of the school year and the four DOE scheduled parent-teacher conferences. These meetings are focused on the needs of our ELLs and allows time for parents to discuss the individual needs of their child as well. Translation services are available where needed by multiple bilingual staff in the school building.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [\*ELL Policy Reference Guide, Parent Selection and Program Placement\*](#) section.

Sign in sheets and agendas are kept for all meetings. Additionally, any letters or sign in sheets for additional meetings are filed.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parents are encouraged to participate in school often. We invite all parents into the building on a daily basis and ask for volunteers for many school activities. Specifically for ELL parents, we offer a Saturday ENL class for the parents of our ELLs. This was met with a hugely positive response last year and we are expecting to expand it this year to accommodate more parents. Additionally, the Parent Coordinator and the Community Coordinator hold workshops throughout the year for parents offered in English and Spanish. Translation services are available where needed by multiple bilingual staff in the school building.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Our school partners closely with New Settlement Community Center to provide information, services, classes, and workshops for parents. Translation services are available where needed by multiple bilingual staff in the school building.
5. How do you evaluate the needs of the parents?

Parent needs are evaluated based on the school survey and parent feedback. Additionally, the Parent Coordinator and the Community Coordinator hold workshops throughout the year for parents offered in English and Spanish. Translation services are available where needed by multiple bilingual staff in the school building.

6. How do your parental involvement activities address the needs of the parents? We received a lot of feedback that parents wished to learn more English for the sake of their children and to be able to be more involved with academics. In response to this feedback, we developed the Parent ENL program which we are planning to expand this year. Additionally, the Parent Coordinator and the Community Coordinator hold workshops throughout the year for parents offered in English and Spanish. Translation services are available where needed by multiple bilingual staff in the school building.

### D. Additional Information

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

Paste response here:

School Name: <u>Mount Eden Children's Academy</u>		School DBN: <u>09X555</u>	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jessica Torres-Maheia	Principal		10/30/15
Jacqueline Radoslovich	Assistant Principal		10/30/15
Esmi Jimenez	Parent Coordinator		10/30/15
Annia Gomez	ENL/Bilingual Teacher		10/30/15
Awilda Apont	Parent		10/30/15
Caroline Cahn/ 4th Grade	Teacher/Subject Area		10/30/15
Leah Revi/ 2nd Grade	Teacher/Subject Area		10/30/15
Yudelky Roman	Coach		10/30/15
Deidra Arce	Coach		10/30/15
Nancy Pichardo	School Counselor		10/30/15
Leticia Rosario Rodriguez	Superintendent		10/30/15
	Borough Field Support Center Staff Member		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01



**2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN**

*Requirement under Chancellor's Regulations – for all schools*

**DBN: 09X555**

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

**Superintendent: Rosario Rodrigu**

**Before you begin, please check the following:**

- Principal has designated a Language Access Coordinator (LAC) in Galaxy**
- The LAC has attended an in-person or online training ([www.learnndoe.org/tiu/lac](http://www.learnndoe.org/tiu/lac)) by the Translation and Interpretation Unit**
- The LAC is involved in the development of this Translation and Interpretation Plan**

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

**Part A: Identification and Assessment of Limited-English-Proficient Parents**

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1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

All parents who are nonEnglish speakers are Spanish speakers. MECA employs multiple teachers and support staff who are fluent in Spanish. Many staff members, including the parent coordinator, can read and write fluently in Spanish as well. This ensures that all parents who communicate with the school can be responded to in their native language. Also, all correspondence that leaves the building is given out in both English and Spanish. ATS reports of parent preferred languages, blue card data, teacher surveys and parent surveys are used to keep an updated record of parent's preferred home language.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Spanish  
English

## Part B: Creating a Communications Calendar

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1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

All documentation from Parent Handbooks, Calendars, down to daily reminder slips, are sent home in both English and Spanish. All materials that are disseminated from the school to the parents are offered in both English and Spanish to ensure that we are meeting the language needs of our families.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Face to face interactions with parents occur at formal times throughout the year (including the four parent/teacher nights and school activities such as the spring show) and informally on a daily basis. Informally, in addition to the parent engagement that occurs during workshops, meetings, and via teacher meetings, emails and phone calls, our parents come to the classroom each afternoon to pick up their child which allows for a brief face to face interaction with their child's teacher on a daily basis.

## Part C: Providing Language Assistance Services

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1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Written translation services will be provided in house by the secretary, parent coordinator and community coordinator. All materials to be sent home to parents will be handed in in English to the office for translation. This ensures that all material will be translated quickly and efficiently. Translation requests are submitted to the office and returned in a timely manner to ensure translations are distributed at the same time as English documents. Many templates for school holidays, parent-teacher conferences and other DOE notices are available in translation at the Translation and Interpretation Unit's intranet site. Our school receives funding for on-site interpreters for events and parent-teacher conferences if more translators are needed. We also have a roster of bilingual staff who can be called upon to interpret.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

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

## Part D: Training Staff on Policies and Procedures

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Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Staff members are trained in the policies regarding translation and interpretation at the first Conference Day in September. Additionally, these policies are reviewed when necessary on an individual basis or in subsequent faculty conferences. Additionally, staff members are invited to speak to the office staff about translation and interpretation needs as they arise.

## Part E: Providing Notice of Language Assistance Services

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Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

### Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

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

## Part F: Monitoring and Quality Control

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Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

In addition to the parent survey, there is a suggestion box in the office that parents can give feedback either signed or anonymously. The administration are outside in the mornings speaking informally with

parents and answering questions. Additionally in the afternoon, parents see their child's teacher daily during pick up.