2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 09X555
School Name: MOUNT EDEN CHILDREN’S ACADEMY
Principal: JACQUELINE RADOSLOVICH
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: Support for Students in Temporary Housing (STH)

Section 8: Title I Program Information

Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)
### School Information

<table>
<thead>
<tr>
<th>School Name</th>
<th>Mount Eden Children’s Academy</th>
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<tbody>
<tr>
<td>BEDS Code</td>
<td>320900010555</td>
</tr>
<tr>
<td>Grades Served</td>
<td>PreKindergarten through 5th Grade</td>
</tr>
<tr>
<td>School Address</td>
<td>1501 Jerome Ave, Bronx, NY 10452</td>
</tr>
<tr>
<td>Phone Number</td>
<td>718-294-8155</td>
</tr>
<tr>
<td>Fax</td>
<td>718-294-8154</td>
</tr>
<tr>
<td>School Contact Person</td>
<td>Jacqueline Radoslovich</td>
</tr>
<tr>
<td>Email Address</td>
<td><a href="mailto:radoslovich@schools.nyc.gov">radoslovich@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Principal</td>
<td>Jacqueline Radoslovich</td>
</tr>
<tr>
<td>UFT Chapter Leader</td>
<td>Luster Chauncey</td>
</tr>
<tr>
<td>Parents’ Association President</td>
<td>Francis Aponte</td>
</tr>
<tr>
<td>SLT Chairperson</td>
<td>Luster Chauncey</td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson)</td>
<td>Kevin Fields</td>
</tr>
<tr>
<td>Student Representative(s)</td>
<td>[N/A]</td>
</tr>
<tr>
<td>CBO Representative</td>
<td>New Settlement</td>
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### District Information

<table>
<thead>
<tr>
<th>Geographical District</th>
<th>Superintendent</th>
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</thead>
<tbody>
<tr>
<td>09</td>
<td>Leticia Rodriguez-Rosario</td>
</tr>
<tr>
<td>Superintendent’s Office Address</td>
<td>1245 Washington Ave</td>
</tr>
<tr>
<td>Superintendent’s Email Address</td>
<td><a href="mailto:lrosario2@schools.nyc.gov">lrosario2@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Phone Number</td>
<td>718-579-7143</td>
</tr>
<tr>
<td>Fax</td>
<td>[N/A]</td>
</tr>
</tbody>
</table>

**Field Support Center (FSC)**
Executive Director: Jose Ruiz

1 Fordham Plaza

Bronx, NY 10458

jrui2@schools.nyc.gov

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 and Family Engagement Policy 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jacqueline Radoslovich</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Luster Chauncey</td>
<td>*UFT Chapter Leader or Designee</td>
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</tr>
<tr>
<td>Francis Aponte</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>Isis Payan</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Kevin Fields</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
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<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<td></td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>JeanelleRuiz</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>AnniaGomez</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>TiffinyBarnes</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
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</tr>
<tr>
<td>Sheavon Martin</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Abuki Peterson</td>
<td>Member/Parent</td>
<td></td>
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<td>Member/Parent</td>
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<td></td>
<td>Member/Parent</td>
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Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, 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 aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

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 five 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.

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rigorous Instruction</strong>: 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.</td>
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<tr>
<td><strong>Supportive Environment</strong>: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
</tr>
<tr>
<td><strong>Collaborative Teachers</strong>: 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.</td>
</tr>
<tr>
<td><strong>Effective School Leadership</strong>: 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.</td>
</tr>
<tr>
<td><strong>Strong Family-Community Ties</strong>: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust</strong>: 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.</td>
</tr>
</tbody>
</table>

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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 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. **Systems 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)

**School Quality Guide**

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

**Title I Requirements and Strengthening Title I Parent Involvement**
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

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 and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy 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**

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mount Eden Children’s Academy’s mission is to develop students with creative and critical minds, a lifelong love of learning, and compassion and courage in order to become successful members of a global society. Students will engage in rigorous hands on learning, meaningful enrichment activities, and social emotional learning to support their development. We believe that parents, guardians, families, and the community are crucial partners in the success of this mission. Students, staff, families and the community will work together to ensure that all students reach their fullest potential.</td>
</tr>
</tbody>
</table>
2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

MECA is truly a community and family school. Students are welcomed by name as they walk into the building daily and are seen and supported by multiple staff members each day. Individualized small group instruction occurs throughout the day across subjects to ensure that all students are challenged and supported effectively. Students engage in hands on, project based activities to develop critical thinking and problem solving skills. We work closely with families and the community to provide a holistic approach to student development. This includes close partnerships with New Settlement Community Center, Montefiore and Asphalt Green. New Settlement provides afterschool programming for students in grades 1-5. They are also our close partner in our health and wellness campaign and other school initiatives. Montefiore runs a full clinic on campus. This includes a doctor, nurse, mental health, and dental services for the students. Asphalt Green provides swim classes and recess activities for our students in support of our health and wellness campaign. We also work closely with MLD Associates and Generation Ready to support teacher development and students academics specifically in STEAM, ENL and ELA.

3. Describe any special student populations and what their specific needs are.

Specific student needs vary from students requiring support services including speech, OT, PT, and counseling, students requiring small group academic supports and SETSS, and students who require smaller classroom settings. We also are a barrier free school and have students that require health and mobility assistance in the form of paraprofessionals and nurse/doctor services delivered on site. Additionally, MECA's population of ELLs is generally around 25% each year. Our ELLs range in ability from entering/emerging through expanding/commanding. Many of our former ELL students also benefit from continued support services as they transition out of ENL programming.

4. Identify 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.

Our key area of focus this year is in the area of rigorous instruction. Our goals are to deepen student engagement in critical thinking and problem solving and to incorporate more opportunities for meaningful hands on learning. We saw growth last year in student led discussion and reciprocal teaching with a focus on allowing students to further the discussion by asking questions to each other, clarifying information, and leading the discussion amongst themselves. We would like to continue to build on this while expanding student engagement in ambitious intellectual activities that are customized to student needs and abilities.
School Demographics and Accountability Snapshot for 09X555

Grade Configuration (2018-19)
0K,01,02,03,04,05

Total Enrollment (2017-18) 432

SIG Recipient (Y/N) No

English Language Learner Programs (2018-19)
N/A

Self-Contained English as a Second Language N/A

Transitional Bilingual N/A

Dual Language N/A

Special Education Programs/Number of Students (2015-16)

# Special Classes (ELA) 22

# SETSS (ELA) 9

# Integrated Collaborative Teaching (ELA) 1

# Special Classes (Math) 22

# SETSS (Math) 2

# Integrated Collaborative Teaching (Math) 1

Types and Number of Special Classes (2018-19)

# Visual Arts 18

# Music # Drama

# Foreign Language # CTE

School Configuration (2018-19)

% Title I Population 91.0% 91.0% Attendance Rate 94.8%

% Free Lunch 88.6% % Reduced Lunch 4.8%

% Limited English Proficient 20.6% % Students with Disabilities 15.7%

Racial/Ethnic Origin (2017-18)

% American Indian or Alaska Native 0.5% % Black or African American 19.9%

% Hispanic or Latino 77.8% % Asian or Native Hawaiian/Pacific Islander 0.2%

% White 0.7% % Multi-Racial 1.4%

Years Principal Assigned to School (2018-19) 1.74

# of Assistant Principals (2016-17) 2

% of Teachers with No Valid Teaching Certificate 0% % Teaching Out of Certification 10%

% Teaching with Fewer Than 3 Years of Experience 25% Average Teacher Absences (2014-15) 5.2

Student Performance for Elementary and Middle Schools (2017-18)

ELA Performance at levels 3 & 4 41.3% Mathematics Performance at levels 3 & 4 52.8%

Science Performance at levels 3 & 4 (4th Grade) (2016-17) 80% Science Performance at levels 3 & 4 (8th Grade) (2016-17) N/A

Student Performance for High Schools (2016-17)

ELA Performance at levels 3 & 4 N/A Mathematics Performance at levels 3 & 4 N/A

Global History Performance at levels 3 & 4 N/A US History Performance at Levels 3 & 4 N/A

4 Year Graduation Rate N/A 6 Year Graduation Rate (2011 Cohort) N/A

Regents Diploma w/ Advanced Designation N/A % ELA/Math Aspirational Performance Measures (2015-16) N/A

Overall NYSED Accountability Status (2018-19)

Reward No Recognition N/A

In Good Standing Yes Local Assistance Plan No

Focus District Yes Focus School Identified by a Focus District No

Priority School No Focus Subgroups N/A

Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

Elementary/Middle School

Met Adequate Yearly Progress (AYP) in ELA (2016-17)
American Indian or Alaska Native N/A Black or African American YES

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 NO ALL STUDENTS NO

Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)
American Indian or Alaska Native N/A Black or African American YES

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 NO ALL STUDENTS NO

Met Adequate Yearly Progress (AYP) in Science (2016-17)
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 ALL STUDENTS YES

High School

Met Adequate Yearly Progress (AYP) in ELA (2016-17)
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 NO ALL STUDENTS N/A

Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)
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 NO ALL STUDENTS N/A

Met Adequate Yearly Progress (AYP) in Graduation (2016-17)
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 NO ALL STUDENTS 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

We must ensure that our students are engaged in rigorous and meaningful lessons and activities. Additionally, we want to provide the students with the time and materials necessary to engage in learning that is designed to promote deeper critical thinking and problem solving skills. Based on assessments and data, including state testing data, local MOSL scores, classroom data, and TC Running Record data, we have identified the need to target more advanced comprehension strategies through more intensive intervention with a focus on ELA and vocabulary development.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, at least 70% of all students will read on or above grade level based on the TCWRP Assessment Kit.
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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- 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).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
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</thead>
<tbody>
<tr>
<td>Based on reading assessments, all students will be grouped by instructional level with no more than six students per group. The lowest 1/3 of students will be seen daily by the reading specialists. Other students will be seen no less than four times a week by classroom and/or reading support teachers. ELLs will be given additional language and literacy supports in focused ENL groupings at a minimum of 180 or 360 hours.</td>
<td>This goal will be implemented on September 5th, 2018. It is expected this goal will be met by June 2019.</td>
<td>Key personnel for this goal consists of the classroom teachers, instructional coaches, reading specialists, administration, FSC supports, consultants, ENL coordinator and district support personnel. Administration will be present at common planning meetings to assist in facilitating and to ensure the goals and standards are being met.</td>
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</tbody>
</table>

- 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. We have identified the need to target more advanced comprehension strategies through more intensive intervention with a focus on ELA and vocabulary development.
- Scheduling will allow for students to engage in reading workshop and guided reading at different periods. This will allow teachers to focus on grade specific skills and strategies with their students and also provide time for students to be seen in small groups for support based on their individualized reading levels.
- All grades will use vocabulary development lessons to strengthen student vocabulary throughout the year.
- Grades K-2 will implement the Fundations Phonics program to help strengthen student phonemic awareness. Teachers will be trained and supported throughout the year in this program.
- All classroom teachers will meet weekly by grade for 45 minutes. The planning will be supported by our instructional coaches, reading specialist, ENL coordinator and administration.
- Teachers and reading specialists will use focused whole group lessons, small group guided reading and individual reading conferences to help support student growth in comprehension.
- Individualized coaching cycles will be implemented for teachers based on their specific needs. Coaching cycles will be led by in-house instructional coaches and DOE provided literacy coach.
• Teachers will track and monitor student progress using classroom data to differentiate instruction and meet students’ identified needs.
• Teachers will assess students’ reading levels on a regular basis using Teacher’s College assessments.
• Teachers will chart students’ growth and submit charts to administration and data specialist for analysis.
• Administration will conduct formal and informal instructional visitations and provide meaningful and timely feedback to teachers.
• Teachers will engage in intervisitation and debrief sessions facilitated by instructional coaches and consultants to enhance language and literacy instruction across grade levels.

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Support for family engagement in the area of Rigorous Instruction will be in the form of parent workshops held weekly that will help parents to understand what the students are engaged in during class. These workshops will be facilitated by our parent coordinator, community coordinator, instructional coaches, ENL coordinator, teachers, and administration. Additionally, parents will have the opportunity to participate in Parent ENL classes to help develop their own language and vocabulary to assist with their child’s learning at home.

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.

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, consultants, and FSC and district support staff. 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 and to provide staff development for the support of ELLs for both ENL and general education teachers. Per Session will be used for enrichment and support afterschool for all students including focused support for ELLs and SWDs.

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

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.
Every 6-8 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. Students will be regrouped based on new reading levels and needs assessments after each assessment period. Running records given in February will serve as midpoint assessment of goal.

<table>
<thead>
<tr>
<th>Part 5b. Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCWRP Running Records</td>
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</tbody>
</table>

| Part 5c. In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
3. What policies, practices, and structures are in place to ensure you are supporting the whole child?

In order to maintain a safe and supportive environment, it is important to establish and maintain a strong collaborative culture that is inviting and safe for all students, staff, and families. As new students and staff come on board, it is necessary to ensure 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 and collaboration amongst parents, teachers, and students.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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, administration and consultants, to norm practices, discuss student work, plan lessons, and discuss important noticing. The work in these meetings will be further supported by eight targeted Monday professional development sessions based on the data that is collected in these meetings. The implementation of this goal will be measured in weekly sign-in sheets, data and materials from targeted PD sessions and effective practices in 4e: Growing and Developing Professionally on the Danielson rubric. By June 2019, all teachers will participate in three goal setting/revision meetings with administration.
## Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
</tr>
<tr>
<td>• 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).</td>
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<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
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<tbody>
<tr>
<td>Teachers will identify students in need based on data inquiry.</td>
</tr>
<tr>
<td>ELLs and SWDs will be targeted along with the lower 1/3 of students.</td>
</tr>
<tr>
<td>Student government will be targeted at 4th and 5th grade students for development of the program.</td>
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<thead>
<tr>
<th>Timeline What is the start and end date?</th>
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<tbody>
<tr>
<td>This goal will be implemented on September 5th, 2018. Bi-weekly meetings with coaches will track effectiveness throughout the year. Observations of teachers will also serve as assessment for the implementation of the planning. It is expected this goal will be met by June 2019.</td>
</tr>
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<table>
<thead>
<tr>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher teams, coaches, support staff, and administration will work together to ensure the success of common planning and the development of student government.</td>
</tr>
</tbody>
</table>

- Planning 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.
- Schedules will be made to allow for two periods during the week for teachers and staff to meet for common planning.
- Coaches and administration will be made available to facilitate these meetings.
- Data inquiry will be used to specifically target ELLs and SWDs in addition to other struggling students in order to effectively discuss and share ideas and best practices for improving student performance.
- Math assessments, writing rubrics, running records, and benchmark data will be used in conjunction with teacher notes to identify students in need.
- Students will be supported and guided through the process of developing a student government.
- Student government will meet monthly with the principal to discuss concerns and ensure that student voice is heard.

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### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

During SLT meetings, parent involvement activities such as coffee hour and Tuesday workshops, and PA meetings, parents will have the opportunity to discuss school environmental ideas, questions or concerns. These times are a great opportunity for the parents and the school to collaborate on how to improve the school environment overall.
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. In addition to formal common planning periods, teachers will be given common prep periods other times throughout the week for informal meetings and collaboration. Student government will be supported by staff and will have monthly meetings with the principal.

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

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<th>Tax Levy</th>
<th>Title I SWP</th>
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<th>Title III, Part A</th>
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<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
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</tbody>
</table>

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 include feedback on the impact of these common planning sessions within the classroom, evidence of planning in observations and growth of targeted students and teacher feedback on the successes and needs of the planning and data inquiry process. Additionally, coaches, administration, and consultants will meet every week to debrief on common planning and to discuss any questions, concerns and next steps. Student government will be tracked through meetings with staff and administration and through the election procedures. By February, four targeted PD sessions will have taken place and at least once weekly common planning as evidenced through sign in sheets and PD materials.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

Danielson rubric 4e levels evidenced in Advance. Sign in sheets from common planning and student government meetings.

Part 5c. In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school's strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

MECA’s staff has a wealth of knowledge and ideas on how to continue to push our students and ourselves forward as learners and educators. We want to foster the development of this collaboration and leadership. In order to further collaboration across the staff, in addition to weekly team common planning sessions, all teachers will participate in collaborative committees at MECA. These committees will allow staff to work together in areas they are passionate about to spearhead ways to continue the growth of our students and our school. Teachers will also participate in targeted collaborative PD focused on the areas of STEAM, ENL, and ELA through a variety of resources including administration and coaches, current research in education, consultants, and the staff themselves.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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.

By June 2019, all teachers will participate on a MECA committee of their choosing. We will monitor the success of this goal by checking the progress of each committee through attendance at committee meetings, sign in sheets, and committee-run parent workshops. By June 2019, each MECA committee will have hosted four parent workshops in their targeted areas.
**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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- 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).

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<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
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<tr>
<td>Who will be targeted?</td>
<td>What is the start and end date?</td>
<td>Who is responsible for implementing and overseeing the activity/strategy?</td>
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- Committees will target specific groups based on the nature of the committee (including ELLs and SWDs).
- Parents and families will be targeted through Tuesday Parent Engagement.
- Teachers will participate in targeted Monday PD focused on the target areas of STEAM, ENL and ELA.

- Implementation of this goal will begin on September 5\(^{th}\), 2018 and will continue through June 2019. Progress will be monitored every 6-8 weeks through debrief sessions where progress and data are evaluated and next steps are considered.

The Principal, assistant principal and instructional coaches will participate in committee meetings and facilitate Monday PD to provide support and ensure alignment. Other key personnel are classroom teachers, consultants and FSC and district support staff.

- Designated time on Monday afternoons for collaborative committees to meet, share ideas and plan activities for students, families, and the community.
- Tuesday afternoon parent engagement led by collaborative committees to educate and include parents in the processes.
- Design and implement professional development sessions to support teachers in the target areas of STEAM, ENL and ELA.
- In department meetings, teacher teams will collaboratively plan, write, and revise units of study aligned with goals and target areas. 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. The SWD and ELL liaison will be available to assist with coming up with targeted and individualized strategies for students.
- Administration and instructional coaches will conduct regular classroom observations and visits and provide teachers with timely feedback.
- Per-session funding will be available for school activities aligned to committee plans and goals.
- Teacher intervisitation will allow for teams to collaborate and learn from one another with the facilitation of the instructional coaches and consultants. These visits will help to continue to implement targeted PD on Monday afternoons.
- We will measure the effectiveness of these committees via Advance observations as teachers implement new strategies for school
improvements. This will result in an increase in teacher rating in Danielson 4e and an increase in parent engagement on Tuesday afternoons.

### 3b – Parent and Family Engagement

**How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.**

Teachers will employ a variety of strategies to maintain engagement and collaboration with parents and families. In addition to Tuesday workshops and parent engagement time, parents will have the opportunity to pick up students from the classroom daily and see their child’s teacher face to face. Additionally, teachers will be provided with iPads to engage in parent contact using the Class Dojo program which allows teachers and parents to send messages to each other regularly regarding students, lessons and resources. Teachers also have a MECA email address to allow parents to contact them through email.

### 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.

Time will be allotted during Monday PD for collaborative committee meetings and for targeted PD based on student data, observations, and intervisitation. Additionally, STEAM, ENL and ELA consultants will be present throughout the year to work with teachers in implementation of higher order activities.

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

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21st Century Grant

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### 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.

Minutes from collaborative committee meetings will be reviewed monthly to ensure progress. Additionally, feedback from committee parent trainings will provide data. Administration will meet with all committees in January to check in on progress towards stated goals and objectives for the year. Midyear teacher meetings will provide feedback on targeted Monday PD.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Monthly minutes and sign in sheets from collaborative committee meetings, parent workshops and target Monday PD sessions.

**Part 5c.** In February 2019, 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

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
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<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
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As a school continues to grow and change it is important to establish clear communication towards common goals in order to ensure alignment. Professional development must be aligned to the stated target areas of increased student engagement in critical thinking and problem solving and hands-on learning activities, specifically in the areas of STEAM, ENL and ELA. In addition to clear communication, there also must be opportunity for teachers and staff to provide feedback and take ownership of the goals and development that is being done. This will be accomplished through formal feedback sessions twice a year and informal sessions as needed. Additionally, teachers and staff will meet with administration three times a year to set and monitor individual goals to help them continue to grow as educators.

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Indicate your school’s 2018-19 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.</th>
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<tr>
<td>By June 2019, 100% of teachers will meet with the administration at least three times to discuss student data and professional goals based on Danielson’s Framework for teaching with a particular focus on engaging students in learning and will meet with administration at least twice for formal feedback sessions related to the work and PD surrounding MECA’s targeted goals. Evidence of success will be measured through goal setting reflections, meeting sign in sheets, and an increase in teacher effectiveness as measured on Danielson’s Framework.</td>
</tr>
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</table>
### Part 3a – Action Plan

**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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- 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).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers in need of individualized coaching cycles will be identified through observation, data and coaches feedback.</td>
<td>This will begin on September 5th, 2018 and will continue until June 2019. Progress and effectiveness can be tracked through teacher growth in formal and information observations throughout the year. Teacher coaching cycles based on individualized teacher goals will provide support and track teacher growth.</td>
<td>Administration will participate in team meetings to provide support and ensure alignment. Administration will facilitate goal meetings and feedback meetings. Other key personnel are classroom teachers, instructional coaches, and our administration team.</td>
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</table>

- 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.
- Based on individual teacher need, coaching cycles with specific and individualized goals will be run by in-house instructional coaches, and DOE provided Literacy Coach.
- All teachers will participate in professional development increased student engagement in critical thinking and problem solving and hand on learning activities, specifically in the areas of STEAM, ENL and ELA.
- Focused professional development will be given in the area of language acquisition and meeting the needs of ELLs that have plateaued and need more support in building their academic language skills and vocabulary.
- Teacher teams will meet with administration in January and May to provide administration with feedback and ideas surrounding the activities, PD, and support aligned to the targeted goals.

### 3b – Parent and Family Engagement

**How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.**
Support for family engagement in the area of Effective School Leadership will include parent workshops held weekly that will help parents to understand what the students are engaged in during class and how teachers are being trained to meet the needs of their students. These workshops will be facilitated by our parent coordinator, community coordinator, instructional coaches, ENL coordinator, teachers, and administration. Additionally, time for parent feedback during open houses, parent engagement activities, monthly coffee hour, SLT and PA meetings, and during morning arrival and pick up will allow for parents to be heard and participate in their child’s learning.

**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. Administration will facilitate teacher feedback meetings. Coaching cycles will be facilitated by in-house instructional coaches, consultants, and DOE provided Literacy Coach.

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

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<th>Tax Levy</th>
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</table>

**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 in February.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Danielson rubrics ratings as evidenced in Advance and professional conversation meeting notes

**Part 5c.** In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

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 both in school and 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 2018-19 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 2019, we will have at least 10% of our parents present at each school event through encouragement of parental participation.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
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</table>
| - Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.  
- 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). |

<table>
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<tr>
<th>Target Group(s) Who will be targeted?</th>
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<tbody>
<tr>
<td>Parents and families are the target group for this goal.</td>
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<tr>
<th>Timeline What is the start and end date?</th>
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<tbody>
<tr>
<td>This will begin on September 5th, 2018 and will continue until June 2019.</td>
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</table>

- We will encourage and support attendance at Parent Association meetings, curriculum conferences, Parent-Teacher conferences, Coffee Hour and parent workshops.  
- We will review agendas and minutes of the School Leadership Team meetings and Parent Association meetings.  
- We will encourage families to establish ongoing communication with us regarding student progress towards meeting school standards and expectations, disciplinary concerns, and ways to best support their children’s development.  
- We will take a survey of topics that parents may be interested in, to develop a parent workshop calendar collaboratively with the parent coordinator, community coordinator, and director of community partnerships.  
- 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 and the use of Class Dojo.  
- 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 Class Dojo updates regularly.  
- We will encourage parent participation in classroom activities such as STEAM projects and read alouds.  
- Parent ENL classes to help parents who are interested in learning English which would support them in helping their child with school.

### 3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.
CBO’s that work closely with MECA to support family engagement include New Settlement Community Center, Asphalt Green, Alvin Ailey, and our School Based Montefiore Clinic.

**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.

The school website, Class Dojo, 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 and workshops will take place to keep parents informed and involved in school culture. Per session will be available to teachers who schedule workshops or classes for parents outside of the school day and for the Parent ENL classes.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

**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.

The progress of this goal will be monitored through parent sign in sheets for coffee hour, collaborative committee meetings, workshops, and school events. 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. Monthly meetings to review attendance at parent events will be used to monitor progress of this goal.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Sign in sheets from school/parent events

**Part 5c.** In February 2019, 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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts (ELA)</strong></td>
<td>• Running records Guided reading &amp; conference notes • Writing rubrics • Questioning and Discussion data</td>
<td>Push in and pull out for reading and writing. Focused guided groups in reading and writing.</td>
<td>Services are provided in small group and one-to-one instruction.</td>
<td>These services are provided on a daily basis either in the classroom or in a support services room during the day.</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>• Weekly assessments • Guided math notes • 5 Practices Data • Questioning and Discussion data</td>
<td>Math push-in and pull-out services. Small group intervention instruction services.</td>
<td>Services are provided in small group and one-to-one instruction.</td>
<td>These services are provided on a daily basis during the school day and during Saturday Math Academy.</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>• Teacher assessment • Questioning and Discussion data</td>
<td>Science cluster teachers have paraprofessional support for small group instruction.</td>
<td>Services are provided in small group instruction within the classroom.</td>
<td>Services are provided on a daily basis within the classroom.</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>• Teacher assessment • Questioning and Discussion data</td>
<td>Social Studies cluster teachers have paraprofessional support for small group instruction.</td>
<td>Services are provided in small group instruction in the classroom.</td>
<td>Services are provided on a daily basis within the classroom.</td>
</tr>
</tbody>
</table>
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | • Teacher anecdotal
• Parent information
• Student observations | At risk services are provided by the school Guidance Counselor, OT and speech teacher. |
<table>
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<tr>
<th></th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Services are provided on a one-to-one or small group basis.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>These services are provided on an as needed basis either in the classroom or in a support services room during the day.</td>
</tr>
</tbody>
</table>
Section 7: Support for Students in Temporary Housing (STH)

Directions:
- **All** Title I schools must complete Part A of this section.
- **All** Non-Title I schools must complete Part B of this section.

Supporting Students in Temporary Housing (STH)
As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</th>
<th>45</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
<td></td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td>Uniforms, parent outreach, school supplies, small group instruction, at risk counseling</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part B: FOR NON-TITLE I SCHOOLS</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).</td>
<td></td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
<td></td>
</tr>
</tbody>
</table>
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an [STH liaison](#).
Section 8: 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(s) where the response can be found.
• For additional information, visit the Title I Intranet webpage.

Part 1: Title I Status

Indicate with an “X” your school’s Title I Status.

|          | X | Schoolwide Program (SWP) | Targeted Assistance (TA) Schools | Non-Title I |

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.

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. Our strategies for retention include collaboration and opportunities for all staff members to take on leadership roles. Additionally, targeted professional development is provided through individualized coaching cycles, professional literature clubs and actionable feedback.

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 FSC/District support personnel, 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. Specific and individualized coaching cycles will be used to provide targeted and differentiated professional development for staff.

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).

N/A

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, district support staff 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 committee, consultation committee, professional development committee, 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 codes¹. 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 consolidated². On the chart below, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

N/A
Program Name | Fund Source (i.e. Federal, State or Local) | Funding Amount | Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, section references where a related program activity has been described in this plan.
---|---|---|---
Title I Part A (Basic) | Federal | 335,306 | x | 5D
Title II, Part A | Federal | 0 | N/A | N/A
Title III, Part A | Federal | 12,366 | x | LEP Plan
Title III, Immigrant | Federal | 0 | N/A | N/A
Tax Levy (FSF) | Local | 2,664,661 | x | 5A-5C, 5E

**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 – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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.

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 aim 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 and Family Engagement 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 and Family Engagement Policy and School-Parent Compact (SPC)
(Required for All Title I Schools)

**Directions:** Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

---

**Parent and Family Engagement Policy**

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. [School name], in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act 09X555, 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.

**Support for Parents and Family Members of Title I Students**

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;

Parental Involvement and School Quality

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., ESSA/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 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in
the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the Every Student Succeeds Act (ESSA);

- 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;

### Encouraging School-Level Parental Involvement

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)

**School-Parent Compact (SPC)**

09X555, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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: High Quality Curriculum

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 Every Student Succeeds Act (ESSA);

### I. School Responsibilities: Supporting Home-School Relationships

Support home-school relationships and improve communication by:

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

I. School Responsibilities: Providing Parents Reasonable Access to Staff

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;

I. School Responsibilities: Providing General Support to Parents

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 Title I requirement for Every Student Succeeds Act (ESSA) and Title I programs;

II. Parent/Guardian Responsibilities

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;

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### III. Student Responsibilities

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 2018-19 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. Any updates or revisions to this plan must be made through the [iPlan portal](http://schools.nyc.gov/Academics/ELL/default.htm) by June 30.

### Part A: School Information

Name of School: ______  
DBN: ______

This school is (check one):  
- conceptually consolidated (skip part E below)  
- NOT conceptually consolidated (must complete part E below)

### Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):

- [ ] Before school  
- [X] After school  
- [X] Saturday academy

Total # of ELLs to be served: ______

Grades to be served by this program (check all that apply):

- [X] K  
- [X] 1  
- [X] 2  
- [X] 3  
- [X] 4  
- [X] 5  
- [ ] 6  
- [ ] 7  
- [ ] 8  
- [ ] 9  
- [ ] 10  
- [ ] 11  
- [ ] 12

Total # of teachers in this program: ______

# of certified ESL/Bilingual teachers: ______

# of content area teachers: ______
# 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:  
This program will be an afterschool program for ESL students in all grades. 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 five teachers leading the program are TESOL certified. The program will begin in January and run two days a week afterschool for 1 hour through May for approximately 37 sessions. 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. Data used to inform flexible grouping includes NYSESLAT scores, teacher data and school assessments. The program is intended to support the ongoing ENL program ongoing during the school day and to supplement the students in grades 1 through 5 in language acquisition skills. The materials needed for this program have been previously purchased.

# 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. Professional development is at no cost to Title III.
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 January, a Saturday ESL class for parents of ESL students will be available. This class will run Saturdays from January 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 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. Translation needs of parents will be met through consistent bilingual translation of all materials sent home including notices, newsletters, emails and robo phone calls. Parent workshops are conducted weekly in both English and Spanish. Records kept include agendas and parent sign in sheets. All material at workshops are presented in dual language. The parent ESL program will run from Saturday January 12th through Saturday May 18th from 9:30am to 11:30am. Any activities in excess of Title III funds will be funded by Fair Student Funding.

Part E: Budget

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

Allocation Amount: $____

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
<td>____</td>
<td>____</td>
</tr>
<tr>
<td>• Per session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Per diem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchased services</td>
<td>____</td>
<td>____</td>
</tr>
<tr>
<td>• High quality staff and curriculum development contracts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies and materials</td>
<td>____</td>
<td>____</td>
</tr>
<tr>
<td>• Must be supplemental.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Additional curricula, instructional materials.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Part E: Budget

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

Allocation Amount: $_____

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Software (Object Code 199)</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>Travel</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>Other</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>_____</td>
<td>_____</td>
</tr>
</tbody>
</table>
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Bronx</td>
<td>555</td>
</tr>
</tbody>
</table>

School Name: Mount Eden Children's Academy

B. Language Allocation Policy Team Composition

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

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jacqueline Radoslovich</td>
<td>Stephanie Ruiz</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Coach</th>
<th>ENL/Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deidra Arce</td>
<td>Caroline Cahn</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Counselor</th>
<th>Teacher/Subject Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amara Olavarria</td>
<td>Rachel Hondorf/4th Grade</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Parent</th>
<th>Related-Service Provider</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jacqueline Jimenez</td>
<td>Jessica Schrieber</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Superintendent</th>
<th>Other (Name and Title)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leticia Rosario Rodriguez</td>
<td>type here</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Number of certified ENL teachers currently teaching in the ENL program</th>
<th>Number of certified bilingual teachers not currently teaching in a bilingual program</th>
<th>Number of teachers who hold both content area/common branch and TESOL certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>0</td>
<td>10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of certified bilingual teachers currently teaching in a bilingual program</th>
<th>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12)</th>
<th>Number of teachers who hold both a bilingual extension and TESOL certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of certified ENL teachers not currently teaching in the ENL program</th>
<th>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)</th>
<th>Number of special education teachers with bilingual extensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

D. Student Demographics
Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs)
Check all that apply

<table>
<thead>
<tr>
<th>Grade</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBE</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TBE</td>
<td>0</td>
<td>0</td>
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<td>0</td>
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<td>0</td>
<td>0</td>
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<td>0</td>
<td>0</td>
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<tr>
<td>DL</td>
<td>0</td>
<td>0</td>
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<td>0</td>
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<tr>
<td>DL</td>
<td>0</td>
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<td>Total</td>
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<td>0</td>
</tr>
</tbody>
</table>

This school offers (check all that apply):

<table>
<thead>
<tr>
<th>Program</th>
<th>Yes</th>
<th>No</th>
<th>If yes, indicate language(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBE</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>DL</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

Part III: Assessment Analysis

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

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. Additionally, the use of NYSITELL and NYSESLAT data allows for planning for specific ELL needs.

2. What structures do you have in place to support this effort?
Reading specialists, instructional coaches and testing coordinator oversee the reading testing to ensure that standardized administration is clear across classes and grades. Teachers are trained in how to administer these assessments before giving them. Teachers do not assess their own students in order to correct for any potential biases.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?
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.

4. What structures do you have in place to address interventions once the summative data has been gathered?
Instructional coaches and ENL coordinator oversee individualized coaching cycles for teachers to support their instruction of ELLs. Additionally, professional development is provided throughout the year for both ENL and general education teachers to ensure that appropriate data inquiry is being done to drive instruction.

5. How does your school use 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. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].
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, including academic language and vocabulary development, to help our expanding students reach Commanding levels in the next year.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
Instructional coaches and ENL coordinator oversee individualized coaching cycles for teachers to support their instruction of ELLs. Additionally, professional development is provided throughout the year for both ENL and general education teachers to ensure that appropriate data inquiry is being done to drive instruction.

Part IV: ELL Programming

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. Additionally, they are seen in intensive focused groups that are structured to support and meet their specific language acquisition needs. 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 at least 180-360 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 differentiate instruction for each of the following ELL subgroups?
   a. SIFE
   b. Newcomer
   c. Developing
   d. Long Term
   e. 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.

6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
When working with ELL-SWDs, content is presented in multiple ways to ensure that students have different avenues to achieve success. This includes visual representation through pictures and text as well as tactile representation through manipulatives and other hands on activities. Instruction is focused on immersion in both the content in the language to aid in development of both.

7. 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.

8. 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.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?

We are considering an afterschool program for language development for students to provide additional focused instruction in a targeted area of need based on student assessment. Additionally, we are implementing a vocabulary program to help students widen both their academic and daily vocabulary skills.

10. If you had a bilingual program, what was the reason you closed it?

We currently have no programs or services for ELLs that are being discontinued.

11. 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 an afterschool ENL tutoring program as well.

12. 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.

13. How is home language support assessed and 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 where possible.
14. 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 5th 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.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met? 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. 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 administration 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.

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

18. 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)?

   N/A

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### 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 and non-pedagogic staff.) 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? 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. All PD mentioned above is focused on achieving mastery of Common Core Learning Standards as well as supporting the language acquisition of the ELLs.

2. 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.

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. 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.

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.

N/A
Part V: ELL Identification Attestation

Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Jacqueline Radoslovich, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITEELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
## Part VI: LAP Assurances

**School Name:** Mount Eden Children’s Academy  
**School DBN:** 09X555

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jacqueline Radoslovich</td>
<td>Principal</td>
<td></td>
<td>10/30/15</td>
</tr>
<tr>
<td>Stephanie Ruiz</td>
<td>Assistant Principal</td>
<td></td>
<td>10/30/15</td>
</tr>
<tr>
<td>Esmi Jimenez</td>
<td>Parent Coordinator</td>
<td></td>
<td>10/30/15</td>
</tr>
<tr>
<td>Caroline Cahn</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>10/30/15</td>
</tr>
<tr>
<td>Jacqueline Jimenez</td>
<td>Parent</td>
<td></td>
<td>10/30/15</td>
</tr>
<tr>
<td>Rachel Hondorf/4th Grade</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>10/30/15</td>
</tr>
<tr>
<td>Leah Revi/2nd Grade</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>10/30/15</td>
</tr>
<tr>
<td>Yudelky Roman</td>
<td>Coach</td>
<td></td>
<td>10/30/15</td>
</tr>
<tr>
<td>Deidra Arce</td>
<td>Coach</td>
<td></td>
<td>10/30/15</td>
</tr>
<tr>
<td>Amara Olavarria</td>
<td>School Counselor</td>
<td></td>
<td>10/30/15</td>
</tr>
<tr>
<td>Leticia Rosario Rodriguez</td>
<td>Superintendent</td>
<td></td>
<td>10/30/15</td>
</tr>
<tr>
<td>Field Support Center Staff Member</td>
<td></td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td>1/1/01</td>
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<td>Other</td>
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<td>Other</td>
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</tbody>
</table>
2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 09X555  School Name: Mount Eden Children’s Academy  Superintendent: Leticia Rosario Rodriguez

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Isis</td>
<td>Payan</td>
<td>Community Coordinator</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

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 that cannot communicate in English (not just parents of ELL students).

Part A: Identification and Assessment of Parents that Cannot Communicate in English

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - 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. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.
<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English</td>
<td>100</td>
<td>English</td>
<td>100</td>
</tr>
<tr>
<td>Spanish</td>
<td>Spanish</td>
<td>100</td>
<td>Spanish</td>
<td>100</td>
</tr>
</tbody>
</table>

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

<table>
<thead>
<tr>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish</td>
</tr>
</tbody>
</table>

**Part B: Communications Calendar & Language Services**

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>September-June</td>
<td>In house translation is done for all documents by school staff</td>
</tr>
</tbody>
</table>

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, when they will occur, and plans to provide interpretation at those meetings.
### Meeting Name

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Translation is provided by bilingual school staff.</td>
</tr>
</tbody>
</table>

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.

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

All calls and emails are disseminated in both English and Spanish. When families are called personally, they are communicated with in their preferred language by bilingual school staff.

**Part C: Training Staff on Policies and Procedure**

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

School staff will be trained in policy and procedure in September and ongoing throughout the year as needed.

**Part D: Providing Notice of Language Assistance Services**

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

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 E: Monitoring Provision of Language Services**

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

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.