



**Department of
Education**

Dennis M. Walcott, Chancellor



**2011-2012
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL NAME : THE MELROSE SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 07X029

PRINCIPAL: MEREDITH GOTLIN **EMAIL:** MGOTLIN@SCHOOLS.NYC.GOV

SUPERINTENDENT: YOLANDA TORRES

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Meredith Gotlin	*Principal or Designee	
Leticia Morales	*UFT Chapter Leader or Designee	
Joann Vega	*PA/PTA President or Designated Co-President	
Crystal Grayson	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
India Edwards-Muhamand	Member/Parent	
Alexis Leiva	Member/Parent	
Zoraida Martinez	Member/Parent	
Noelle Rosa	Member/Parent	
Jamila Jones-McLean	Member/Teacher	
Thomas McManus	Member/Teacher	
Julie Mullan	Member/Teacher	
Mitzy Trimble	Member/Teacher	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

By June 2012, the school community will work to improve teacher effectiveness by developing a shared understanding of constructivist instruction.

Comprehensive needs assessment

- Analysis of data from the PR, LES, nyStart, ACUITY, school assessments
- After an analysis of student performance on the 2010-2011 New York Math and ELA Exams it has been noted that students are not attaining the standards necessary to meet our Annual Yearly Progress goals.
- Based on state test scores, classroom observations of teaching and learning, and data gathered from school-based assessments, in the areas of critical thinking, students are not meeting standards.

Instructional strategies/activities

Activity 1:

Create school schedule to reflect common planning time by grade

- a) Teacher teams will review current student work in order to identify gaps in the curriculum or student knowledge
- b) Teacher teams will select the CCLS task and plan for implementation and entry points for struggling students

Activity 2:

Administrators will conduct frequent observations with written feedback with a focus on the pedagogy required to implement the CCLS aligned tasks and engaging, rigorous, student-centered instruction.

- a) Ongoing lesson plans will be reviewed and feedback provided to teachers
- b) Professional development around CCLS citywide bundles
- c) Professional development around what constructivist instruction looks and sounds like in classrooms
- d) Professional book club

Activity 3:

Outside organization hired to provide afterschool instruction for students in order to provide more time for teachers to be involved in professional development, co-planning, debriefing, etc. for staff.

Activity 4:

Literacy coach will support the instructional program and provide demonstrations, assist with peer feedback, facilitate inter-visitations, assist teachers with differentiated learning activities and using data to plan next steps for learning.

Activity 5:

Math coach will support the instructional program and provide demonstrations, assist with peer feedback, facilitate inter-visitations, assist teachers with differentiated learning activities and using data to plan next steps for learning.

Activity 6:

Math consultant – will focus on assisting teachers with activities that will support the identified standards that students are having difficulty mastering by grade, The consultant will also assist the teachers in the skills needed to implement to CCLS aligned tasks and assist with improving teacher content knowledge.

Activity 7:

Literacy consultant – will focus on assisting teachers with activities that will support the identified standards that students are having difficulty mastering by grade, The consultant will also assist the teachers in the skills needed to implement to CCLS aligned tasks.

Activity 8:

Comprehensive goal setting school wide

- a) School-wide in CEP and clearly communicated to school community
- b) School-wide mini-goal setting – short, measurable, quick focus goals
- c) Teachers based on Danielson
- d) Individualized Professional Development Plans (IPDP) – focused goals with short, measurable outcomes and individualized supports
- e) Students monthly

Strategies to increase parental involvement

- Parent Survey entailing student needs and observations
- Instructional updates about student progress (progress reports and newsletters)

Strategies for attracting Highly Qualified Teachers (HQT)

- We have consistently attracted and maintained appropriately licensed staff. In order to do this we begin interviewing early for any projected vacancies, we mentor new staff, and we provide a collaborative community in which people are vested. We have and will continue to work with local universities to attract new graduates, Teach for America, and NYC Teaching Fellows.

Service and program coordination

- We are working with The Leadership Program to provide violence prevention supports to address the social emotional needs of our students. We work with Urban Dove to provide a mentoring and academic support program for students from grades three through eight. We hired Vacamas to provide comprehensive after school supports that engage our students in academically rigorous instructional time which is also matched with a supportive social-emotional component.

Budget and resources alignment

- FSF(approximately 5%), C4E, and Title I SWP(over 20%) funds will pay the coaching and consulting staff to support efforts to improve teacher effectiveness and therefore student outcomes. We will use FSF and SWP funds for Vacamas.

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

By June 2012, the school community will develop and use the school website as an information hub to maximize time staff has for professional responsibilities.

Comprehensive needs assessment

- Data from LES, observations of teaching and learning, informal surveys
- After an assessment of staff needs we concluded there is a need for:
 - an increase of communication between and amongst the staff and administrations was identified as a requirement to enhance efficiency,
 - improved collaboration and communication with parents and students, and
 - more time for staff to commit to instructionally related tasks.

Instructional strategies/activities

Activity 1:

Develop inside school website

- a) Create useful communities
- b) Share instructional resources
- c) Gather, analyze and track data
- d) Share administrative information effectively and efficiently

Activity 2:

Develop parent website

- a) Provide workshops for parents in accessing and using the school website
- b) Maintain school calendar
- c) Share important information
- d) Encourage parent involvement

Activity 3:

Develop public website

- a) Attract staff
- b) Attract student body
- c) Highlight areas of school excellence

Activity 4:

Designate staff member as Instructional Support Specialist (ISS). ISS will:

- a) support teachers with using the website

- b) provide ongoing professional development individualized for staff's needs
- c) provide support in use of varied technology available

Activity 5:

Provide ongoing professional development given by outside vendors (Smart Board, ENOBoard, ARIS Learn, etc.)

Strategies to increase parental involvement

- Parent website and student website that is accessible for parents to communicate with teachers and student work and progress
- Class websites connected to school site
- Teacher communication with families via email and websites
- Parent questionnaire to contact different teachers about student needs and development
- Possible development of Facebook Page for school to communicate 29 news with parents

Strategies for attracting Highly Qualified Teachers (HQT)

- We have consistently attracted and maintained appropriately licensed staff. We have and will continue to work with local universities to attract new graduates, Teach for America, and NYC Teaching Fellows. To even further support our efforts to attract HQT the development of our public website will highlight areas of excellence and the great aspects of being part of our professional learning community

Service and program coordination

Budget and resources alignment

- FSF (over 1%) funds pay for school technology liaison and technology OTPS. NYSTL for technology OTPS.

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

By June 2012, the school community will work to improve the levels of student achievement for students with special needs. Lesson plans of self-contained special education teachers will reflect differentiated instructional practices that meet the individual needs of students.

Comprehensive needs assessment

- Data from the PR, nyStart, LES
- After reflecting upon special education student achievement on New York State Math and ELA Exams student achievement of our SPED population is far below the rest of our school community.
 - 3% of students with special needs scored a level 3 or higher on the state ELA exam
 - 16% of students with special needs scored a level 3 or higher on the state math exam

Instructional strategies/activities

Activity 1:

Data Tools – use data to drive our instructional practices

- a) Gather data from multiple sources (ACUITY, ARIS, standards-based teacher-made assessments, reading levels, progress reports, report cards)
- b) Organize data
- c) Analyze data
- d) Make instructional changes based on above

Activity 2:

Curriculum and Instruction

- a) Teachers will work in collaborative groups to plan and scaffold targeted instruction to meet the needs of special education students
- b) IEP team will monitor progress of special education students on a weekly/biweekly basis via IEP team meetings (Administration, IEP Team and Guidance)
- c) Instruction will be differentiated across all content areas to meet instructional needs of all students
- d) PD on differentiation
- e) PD on RTI
- f) Lesson plans checks

Activity 3:

Special Education Inquiry Team

- a) Teacher Team will be comprised of Special Education Teachers
- b) Team will work to look at student achievement in special education population
- c) Team will institute strategies for student progress in special education population
- d) Team will work to share resources school-wide

- e) Focus on referral rates and alternate interventions and placements

Activity 4:

School will work with Special Education School Improvement Specialist

- a) Weekly meetings with Special Education School Improvement Specialist
- b) Conferences with Special Education School Improvement Specialist on student progress and teacher instruction
- c) After-school PD opportunities

Activity 5:

Development of Staff

- a) Professional development on interpreting data to differentiate classroom instruction (IEP and PD team)
- b) Provide support and coaching to teachers in planning targeted and focused instruction to meet the needs of individualized students. (Administration, IEP and PD Team)
- c) IEP teacher will provide small group instruction to struggling special education students in all content areas as well as professional development to staff
- d) IPDP for special education teachers
- e) Professional development for paraprofessionals

Strategies to increase parental involvement

- Send surveys to parents regarding student learning styles
- IEP workshop to help students understand the purpose of an IEP
- IEP workshop to help parents understand intricacies of IEP

Strategies for attracting Highly Qualified Teachers (HQT)

- We have consistently attracted and maintained appropriately licensed staff. In order to do this we begin interviewing early for any projected vacancies, we mentor new staff, and we provide a professional learning community in which people are vested. We have and will continue to work with local universities to attract new graduates, Teach for America, and NYC Teaching Fellows. Going forward we will use our website to highlight our areas of excellence to attract high quality teachers. We provide ongoing high quality professional development and colleagues are supportive of each other providing resources and support as needed.

Service and program coordination

- We are working with The Leadership Program to provide violence prevention supports to address the social emotional needs of our students. We work with Urban Dove to provide a mentoring and academic support program for students from grades three through eight. We hired Vacamas to provide comprehensive after school supports that engage our students in academically rigorous instructional time which is also matched with a supportive social-emotional component. Students with special needs are fully integrated into our school community mainstreaming into general education classrooms on a regular basis, participating in all school-wide activities, and collaborating with peers on grade level projects or activities.

Budget and resources alignment

- IEP teacher funds, FSF for inquiry team, state mandated SESIS

ANNUAL GOAL #4 AND ACTION PLAN

Annual Goal #4

- By June 2012, the school community will work to reduce the number of student infractions as based upon the Citywide Standards of Intervention and Discipline Measures; The Discipline Code and Student Bill of Rights and Responsibilities, K-12 in order to improve student achievement through a Positive Behavioral Intervention System (PBIS)

Comprehensive needs assessment

- Data from LES, OORS, school-based data, PR, nyStart
- After conducting an analysis of student behavior, a correlation between student behavioral infraction and low student achievement was evident. As a result, we are addressing student behavior to mitigate the negative impact it has on student success.

Instructional strategies/activities

Activity 1:

Positive Behavioral Intervention System (PBIS)

Faculty and Staff will work to positively change student behavior

- a) Teachers will utilize stamps to recognize positive student behavior as it is observed during instructional time as well as during routines and procedures throughout the day
- b) Students will receive stamps and collect stamps to “buy” items in the PBIS school store therefore rewarding students for positive behavior
- c) PBIS Team will meet biweekly to analyze data, reflect on program effectiveness and make changes as appropriate

Activity 2:

Second Step

- a) focused on social and emotional development
- b) developmentally appropriate for age/grade
- c) implemented on a weekly basis school-wide
- d) models and explicate acceptable behavior
- e) teaches students tools for dealing with stress and varied emotional challenges

Strategies to increase parental involvement

- Parents will be actively engaged in decision making regarding student behavior and next steps
- Parents will be made aware of student progress in PBIS through student planners, parent teacher conferences, progress reports, and report cards
- Parents will be responsible to complete *Second Step* activities with their students.

Strategies for attracting Highly Qualified Teachers (HQT)

- The PBIS team meets regularly to monitor progress of students in the program. Through distributive leadership opportunities, PBIS is run by a team of teachers who organize, facilitate, and administer the program to students. We will attract high quality teachers by highlighting this as one of our promising practices during our interview process.

Service and program coordination

- We are working with The Leadership Program to provide violence prevention supports to address the social emotional needs of our students. We work with Urban Dove to provide a mentoring and academic support program for students from grades three through eight. We hired Vacamas to provide comprehensive after school supports that engage our students in academically rigorous instructional time which is also matched with a supportive social-emotional component. All programs align with our school values and our character education program focusing on positive behaviors and social-emotional development of our children.

Budget and resources alignment

- We are a school-wide programs school; therefore, we will use our general school funds to support this program. We will use school funds to purchase the stamps for each staff member, to purchase incentives for programs, and to support the teaching staff as needed. Although we will pay per session if necessary, staff on a voluntary basis, do most work for PBIS where they commit their own time to planning, executing, and facilitating the program in its entirety.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	10	10	N/A	N/A	5	0	5	10
1	10	10	N/A	N/A	5	0	5	10
2	10	10	N/A	N/A	5	0	5	10
3	15	15	N/A	N/A	5	0	5	10
4	30	20	15	15	5	0	5	10
5	15	10	15	15	5	0	5	10
6	15	15	15	15	10	0	5	10
7	40	30	15	15	10	0	5	10
8	15	15	80	80	10	0	5	10
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<ul style="list-style-type: none"> • AIS small group pull-out <ul style="list-style-type: none"> ○ Conducted during the school day (40 minute periods) ○ Response-to-Intervention model (problem-solving approach) used ○ End-of-year testing (“Reading Assessment for Independent Reading Levels” for grades kindergarten to third and state test data for grades four to eight) results used as a screening assessment to determine eligibility for services ○ Eligible students administered a diagnostic assessment (<i>Benchmark Assessment System</i> or <i>DRA</i>) to determine both strengths and next steps ○ Ensuing process involves the setting of learning goals, targeted instruction, progress monitoring, and follow-up via pre- and post-testing ○ Students cycled through the program as needed ○ Various programs used including <i>Leveled Literacy Intervention</i> (Grades Kindergarten to Fifth), <i>Prentice Hall Literature</i> (Grades Sixth to Eighth), <i>Wilson Reading</i>, <i>Lessons in Literacy</i>, <i>Academic Workout</i>, <i>Read Naturally</i>, and <i>Great Leaps</i> • AIS one-on-one tutoring by paraprofessionals <ul style="list-style-type: none"> ○ Conducted during the extended school day period ○ Tutored students consist of selected struggling readers in first grade (as determined by assessment) ○ Program used is <i>Reading Rescue</i> • Extended School Day <ul style="list-style-type: none"> ○ Sustained Silent Reading (SSR) ○ Classroom-based interventions: one-on-one conferring and tutoring/small group instruction (guided reading/skill and strategy groups)
Mathematics	<ul style="list-style-type: none"> • AIS small group pull-out <ul style="list-style-type: none"> ○ Conducted during the school day (40 minute periods) ○ Response-to-Intervention model (problem solving approach) used ○ End-of-year testing (benchmark/standards assessment for grades kindergarten to third and state test data for grades four to eight) results used as a screening assessment to determine eligibility for services

	<ul style="list-style-type: none"> ○ Eligible students administered a diagnostic assessment (<i>Navigator</i>) to determine both strengths and next steps ○ Ensuing process involves the setting of learning goals, targeted instruction, progress monitoring, and follow-up via pre- and post-testing ○ Students cycled through the program as needed ○ Various programs used including <i>Navigator</i>, <i>Everyday Mathematics</i>, and <i>Singapore Math</i>
Science	<ul style="list-style-type: none"> ● Fourth to Seventh Grades – Classroom-based interventions: one-on-one conferring and tutoring/small group instruction ● Eighth Grade <ul style="list-style-type: none"> ○ One period per week for project-based learning ○ Associated with the exit project
Social Studies	<ul style="list-style-type: none"> ● <input type="checkbox"/> Fourth to Seventh Grades – Classroom-based interventions: one-on-one conferring and tutoring/small group instruction ● Eighth Grade <ul style="list-style-type: none"> ○ One period per week for project-based learning ○ Associated with the exit project
At-risk Services provided by the Guidance Counselor	<ul style="list-style-type: none"> ● Individual counseling with at-risk students ● Outreach to families when necessary ● Assist family with establishing partnerships with community organizations when appropriate ● Focus on the behaviors being exhibited and solutions ● Group counseling provided to those students placed in the ALE Room ● Services provided during the school day
At-risk Services provided by the School Psychologist	<ul style="list-style-type: none"> ● Individual counseling ● Group counseling ● Crisis intervention ● Outreach intervention with families ● Referrals/consultations with community-based organizations ● Consultations with school staff ● Services provided during the school day
At-risk Services provided by the Social Worker	<ul style="list-style-type: none"> ● Individual counseling ● Group counseling ● Crisis intervention ● Outreach intervention with families ● Referrals/consultations with community-based organizations ● Consultations with school staff ● Services provided during the school day

At-risk Health-related Services

- Asthma Free School Zone - Professional Development for staff (after-school)
- Diabetes awareness and training for appropriate school staff and students
- Sickle Cell Anemia awareness and training
- Asthma awareness and training (Open Airways For Schools)
- Services provided during the school day
- Provide at-risk speech and language services
- Administer necessary assessments to identify speech and language issues
- Work with teachers to address speech and language issues in the classroom

DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING THE PARENT INVOLVEMENT POLICY (PIP)

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;

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

III. Student Responsibilities:

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

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 07X029

School Name: The Melrose School

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues **that caused the school to be identified**. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

Please use the NYS data to list/describe identified subgroup needs.

Although we did not undergo a review during the 2010-2011 school year, we have completed a comprehensive assessments of school needs. Based on student test data, classroom observations of teaching and learning, and looking at student work, we have determined that in order to improve student test scores we must improve teacher effectiveness. We have identified areas of weakness schoolwide in the following areas:

- context-based learning,
- student-centered instruction,
- meaningful questioning used for assessment, and
- meaningful questioning with improved opportunities for critical thinking.

2. Describe the intervention(s) the school **will implement** to support improved achievement **in the grade and subject areas for which the school was identified**. **This is where you describe your SINI plan-the plan funded by the 20k.**

In order to support improved achievement in grades three through eight in ELA, we will focus on providing as much individualized professional development as possible. We have written a schoolwide professional development plan where each area identified in need of improvement has special focus. **Additionally, we are using Individual Professional Development Plans (IPDP's) to ensure teachers receive the specific support they need. How is this linked- can you be more specific?**

To ensure this support is provided, we have a full time literacy coach, we will hire at least one literacy consultant, and provide professional support in numerous other ways. We will use ARIS Learn, Teachscape, lesson planning support, co-planning, modeling, and instructional rounds; all as ways to provide varied professional support.

Part B: For Title I SINI Schools Only

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

We will use minimally 10 percent of our Title I funds to support high quality professional development. We will maintain two full time coaches and hire at least two consultants who will provide support. We will also send teachers and other school-based staff to professional learning opportunities out the building as appropriate. We will also use funds to support our on-line learning opportunities.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

We do not have any new teachers at 29 this school year; however, we still provide collegial support to staff. We have a lead teacher program where one exemplary teacher on each grade and/or content area works to support his or her colleagues. In addition, instructional rounds will provide peer support as grade level teachers will offer instructional feedback.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

We will follow all appropriate protocols and send SINI letters home to parents/guardians. We will also share information about the school's progress in the monthly newsletter. Our status will be discussed at the monthly parent meeting and we will hold a specific meeting focused solely on our schools status.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader CFN 401	District 07	Borough Bronx	School Number 029
School Name Melrose			

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

Principal Meredith Gotlin	Assistant Principal Kerry-Ann Hazell
Coach Andrew Fletcher	Coach Dyon Rozier
ESL Teacher Marina Berestova	Guidance Counselor Denise Jeri
Teacher/Subject Area Sandra Vidal	Parent type here
Teacher/Subject Area type here	Parent Coordinator Julia Sapp
Related Service Provider Meredith Strumor	Other type here
Network Leader Roxan Marks	Other type here

C. Teacher Qualifications [?](#)

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ESL teachers	2	Number of certified bilingual teachers	5	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	
Number of teachers who hold both a bilingual extension and ESL certification	2	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	1		

D. School Demographics

Total number of students in school	769	Total Number of ELLs	92	ELLs as share of total student population (%)	11.96%
------------------------------------	------------	----------------------	-----------	---	---------------

Part II: ELL Identification Process

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

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

1a.) After reviewing students' Home Language Surveys, our certified ESL teachers identify those students whose language is other than English. After a brief interview in students' home language (if possible) students are given LAB-R and Spanish LAB if necessary. LAB-R test is administered to those students whose home language was identified as "other than English" within 10 days of initial enrollment. Those who did not pass the LAB-R are considered ELLs and will be receiving services until they test out. Identified ELLs are continually being assessed by the NYSESLAT until they become proficient.

1b.) Both our ESL teachers, Ms. Berestova and Ms. Vidal work at registration. They take care of HLS interviews procedure when they interview parents in English and also in native languages when necessary and/or possible. Both of our ESL teachers are certified in bilingual education and therefore can conduct interviews in Spanish. Ms. Berestova also speaks Russian, Portuguese, and some French. Our ESL teachers are the ones administering LAB-R and Spanish LAB to the entitled students.

1c.) Identified ELLs are continually assessed by NYSESLAT until they become proficient. NYSESLAT scores are used to determine students' annual progress and update their proficiency levels in order to plan the appropriate instruction. Information about NYSESLAT eligibility is confirmed through RLER ATS report. Students are given Speaking component individually. Listening, Reading, and Writing components of NYSESLAT are administered in small group setting.

2) Shortly after LAB-R testing is completed (in ten school days from the time of enrollement) , parents of ELLs are invited for an orientation in which ESL/Bilingual teachers and the Parent Coordinator familiarize parents with program options. Parents watch a video and receive information on the all programs available. During the orientation, parents are informed of the three program choices, Transitional Bilingual, Dual Language and Freestanding ESL. Parents complete the program selection form indicating the choice of program selected for their child. If the programs selected by a parent is not available in our school, the name of the child is placed in the special list until there are enough students requesting this type of program. Meanwhile his/ her child is placed in a program available in our school. This orientation is repeated later in the year and as needed when new admits enter the school. We have our orientation session in three intervals of times for Spanish, Arabic, and French speaking parents.

3) Our ESL teachers make a list of entitled students. After that, entitlement letters, Parent Survey, and Program Selection forms in students' native languages are distributed among ELL homeroom teachers. Next we have a mass mailing, send a phone master message, and set up appointments as appropriate. The entitlement letters are given to teachers, who in turn hand deliver to parents. Copies are

kept in the main office in case a parent was unable to meet directly with the teacher. Parent Surveys are given out and returned at registration. The selection forms are completed and returned at the orientation session. If a parent does not complete it at that time, the parent coordinator and ESL teachers outreach to parents to follow up.

4) The program models offered at our school are aligned with parent requests. Our school offers Bilingual (Spanish) program for grades 1-4 and Freestanding ESL program for grades K-8 from monolingual classes. According to parent selection, they will receive a Placement letter informing them the program their child was placed. They are also informed that the participation in this program will be for the entire school year. The Continued Entitlement Letters, for those ELLs who have not reached Proficiency level, are distributed after reviewing their test history on RLAT. We record dates the letters are distributed. The records of Placement I and Continued Entitlement letters are maintained in the ELL Compliance Binder. Written correspondances are aligned with parents preferred language of communication as indicated in students' HLIS. We now utilize Spanish, French, and Arabic languages for communication with parents.

5) After reviewing the Parent Survey and Program Selection, the observable trend in program choices is Transitional Bilingual -80% for Spanish speaking newcomers and Freestanding ESL -99% for speakers of other languages.

6) Programs in our school are aligned with parents requests. The home school connection is vital to understand the parents' needs and requests. Ongoing workshops, parent meetings, and conferences along with written communications, ensure that parents are aware of what the school is providing as well as offering a forum for the parents to have input.

Part III: ELL Demographics

A. ELL Programs

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

K* 1* 2* 3* 4* 5*
6* 7* 8* 9● 10● 11● 12●

This school offers (check all that apply):

Transitional bilingual education program	Yes*	No●	If yes, indicate language(s): Spanish
Dual language program	Yes●	No*	If yes, indicate language(s):

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)		1	1	1	1									4
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained	1													1
Push-In			1				2	2	1					6
Total	1	1	2	1	1	0	2	2	1	0	0	0	0	11

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	92	Newcomers (ELLs receiving service 0-3 years)	66	Special Education	17
SIFE	6	ELLs receiving service 4-6 years	20	Long-Term (completed 6 years)	6

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	20	1		4						24
Dual Language										0
ESL	46	5	10	18		6	4			68
Total	66	6	10	22	0	6	4	0	0	92

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		3	10	6	5									24
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	3	10	6	5	0	24							

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
Spanish																			0	0
Chinese																			0	0

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	5		7		1	6	12	10	3					44
Chinese														0
Russian														0
Bengali			1					1						2
Urdu														0
Arabic		2		3			1							6
Haitian														0
French					1									1
Korean														0
Punjabi														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Polish														0
Albanian														0
Other			3	1	4	2	1	2	2					15
TOTAL	5	2	11	4	6	8	14	13	5	0	0	0	0	68

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1) At PS/MS 29 the following organizational models are implemented for ELL programs: Self-Contained for bilingual classes and push-in/ pull-out ESL program for ELLs in monolingual classes. Our classes are graded and bridged based on school need. In our pull-out ESL program students are placed in small groups according to their proficiency level. Under Part III: ELL Demographics there was no section for Freestanding pull-out ESL. Our program breakdown is as follows: K-5, First-3, Second--5, Third-6, Forth-6, Fifth-8, Sixth-2, Seventh-7, Eighth-4.

2) We have billigual teachers and 2 ESL teachers on our staff to ensure all students receive their mandated services. Our Bilingual teachers are fully certified, our ESL teachers are certified in both ESL and Bilingual Education. Beginning and Intermediate levels receive 360 minutes of ESL instruction per week. Advanced level students receive 180 minutes as mandated by CR Part 154. ESL program in Bilingual classes is self-contained. Students receive ESL instruction in their classes placed in small groups according to their levels and individual needs. In order to support transition from the native language to English, students receive the required units of study in English as a Second Language, English Language.Arts, and Native Language Arts according to city and state regulations.

3) In our bilingual classes primary language instruction is provided teaching content area subjects and Native Language Arts. The purpose of primary language instruction is to build a foundation in literacy and academic content that will facilitate English language and academic development as students acquire the new language. The goal is to prepare ELLs to function in monolingual classes.ESL push-in program gives ELL students linguistic support during content area classes.ESL pull-out model follows a balanced literacy approach to language learning. Reading books,discussing texts, listening and speaking enhance language acquisition. Many ESL research based

A. Programming and Scheduling Information

methodologies are used to support language learning: for example, Total Physical Response (TPR), Natural Approach, SIOP Model, Balance Literacy Approach, and ESL through content area. We use the following programs for our TBE: FOCUS (Full Option Science System) for Science classes, Social Studies Houghton Mifflin Harcourt for Social Studies classes, Everyday Mathematics Wright Group for Math classes. These programs are available in English and Spanish. For our ESL program we use provide native language support in content area through bilingual dictionaries, native language books, buddy system for newcomers, content area glossaries, Google Translate.

Content area themes are selected to connect and support classroom curriculum. Multi-level teaching strategies offer all students access to the core curriculum. Materials used move from concrete to abstract themes. Also, from simple to more complex language structures that support their classroom assignments. In our ESL program we use the following programs to support content area: ESL Sunshine Edition, Into English Hampton-Brown, National Geographic Windows on Literacy, English in My Pocket Rigby, Santillana Intensive English.

4) Our Spanish speaking ELLs in Biligual classes are given ELE text to measure their progress un Native language.

5 a.) Our instructional plan for Students with Interrupted Formal Education (SIFE) is oriented towards SIFE students' individual needs. Some students come to our school without literacy skills or the knowledge of Latin Alphabet. For example, our Arabic students use "Handwriting without tear" by Jan Z.Olsen to develop a new habit of writing in English. Those students receive help from our ESL, classroom teachers, and related services providers. ESL teachers inform classroom teachers about SIFE students' academic levels and give them ideas of strategies that may be used with SIFE students. The administration and classroom teachers have knowledge when a student has interrupted schooling and based on that premise the teacher will modify instruction to meet the needs of the student. The modifications may include; small group instruction, use of visuals and hands on activities. Instructional materials are available to teachers on the instructional level of the student in order to provide appropriate lessons. The ESL teacher works with these students and provides instruction in English to promote literacy skills, letter and sound relationships, phonics and number sense.

5.b)When a student first arrives at school, a plan is in place to determine his/her English proficiency. The process is similar for new monolingual students. Informal assessments are conducted and a review of test history, attendance, grades and other records are reviewed by administrators or assessment liaison to determine the proper class placement or any special services needed. The parent is given an orientation regarding programs and services that are available in the school. PS/MS 29 offers a full range of parent workshops to assist them in working with their children as well as to help them improve their literacy and math skills.

During the first three years in the school, strong emphasis is placed on building background knowledge, developing fluency, improvement in reading and writing skills in both languages, and a strong ESL component to help the child transition into a monolingual setting. The students receive ongoing assessments in both languages and various assessments are used including Fountas & Pinnell Benchmark, ELL Periodic Assessment, teacher-made assessments, unit tests and NYSESLAT. The administration and teachers compile a wealth of data, the analysis of which will determine the strategies to be implemented for the student. The classroom instruction, whether in a bilingual or monolingual setting, utilizes the balanced literacy curriculum through Teachers Balance Literacy Model. Differentiated instruction is the key component whether the subject is reading, math, science, social studies or ESL. Throughout the school year, professional development sessions are given to teachers on effective and research based strategies to use with ELL students, as well as understanding of the cultural and linguistic needs of our population. The school implements Academic Intervention Services (AIS) and ESL pull-out program to offer additional assistance as required. The extended day and After school programs offer a language acquisition component to provide additional opportunities for targeted students. The results of the NYSESLAT exams will help determine placement for the subsequent years. If extensions of services are required, providers, classroom teachers, and parents will all be part of developing a program to meet the needs of the students the following year.

5.c)For ELL students in years 4 to 6 a close examination of data is required. The classroom teachers, along with the ESL teacher will review NYSESLAT scores. This along with close monitoring of the student in the classroom setting will help provide the tools necessary to create a Learning Plan for the student. Ongoing assessments will help determine progress towards identified targets. Students receive mandated ESL units through push-in programs. We serve the students in pull-out program during their teachers' preparation periods, so ELA and Math blocks are not disturbed.

Our ESL teachers provide services to Long Term ELLs and where possible additional periods of support for these students. ESL teachers work in collaboration with classroom teachers to ensure appropriate support and strategies to help these students. LTE are offered additional support during extended day and . Some LTE are assigned a buddy during classroom time. Eligible LTE receive additional support from AIS and Wilson programs. In order to prepare these students for NYSESLAT assessment, instruction is provided using Getting Ready for the NYSESLAT and Beyond by Attanasio&Associates and Empire State NYSESLAT by Continental Press. Our Special Education students are placed with Regular Education students in pull-out groups according to their proficiency levels. ESL teachers differentiate instruction by using leveled questions, buddy system, and one to one when needed.

6) To provide access to academic content areas and accelerate English language development focused reading instruction takes place daily. Classroom libraries consisting of authentic literature (leveled and topic materials, fiction, informational text, as well as a variety of other genres) is used for this instruction. Teachers differentiate instruction to meet the needs of all students and conduct ongoing observations, conferring, running records, and other assessments all in order to monitor students' progress. All classrooms adhere to the

A. Programming and Scheduling Information

balanced literacy model including daily reading workshop, independent reading, shared reading, read-aloud, guided reading, word study, along with additional small group instruction. Curriculum maps outlining this instruction are collaboratively created by teachers as they study assessment data and student work. This instruction is aligned as well to the new New York State Common Core Learning Standards. This process in the middle school also involves the incorporation of content from the Prentice Hall Literature program. For word study, Foundations is used in the lower grades while Words Their Way informs the work done with the intermediate and middle school classes. English Language Learners who need additional support in reading receive push-in and pull-out services from a certified ESL teacher. This support includes assisting students with comprehension, vocabulary, listening, and speaking during daily lessons. In order to further differentiate instruction, middle school ELLs work with an English Learner's version of the Literature Reader's Book used as part of daily tier one instruction. ELLs with special needs adhere to the same instructional plans and curriculum guidelines as the general education population who are ELLs, with the exception that instruction is modified and specific strategies are incorporated to meet students' individual language and academic needs. Via teacher assessments/observations, Fountas & Pinnell benchmark, ELL Periodic assessments and the NYSESLAT, students are monitored for academic development, language acquisition and proficiency to determine individual progress.

7) The following services are available for special needs ELL's who are classified as learning disabled or speech impaired: Special Education Teacher Support Services (SETSS) up to 8 students with one special education teacher.)*

- Bilingual Speech and Language Therapy (Services can be We don't have Bilingual program (transitional bilingual program that serves students with related services as per the IEP) and Bilingual Special Education Teacher Support Services (SETSS).

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

Courses Taught in Languages Other than English

B. Programming and Scheduling Information--Continued

- Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to ELLs' ages and grade levels?

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8) Intermediate and advanced level ELLS, who either scored less than a two on last year's state ELA test and/or are currently reading below grade level according to benchmarks delineated by the Teachers College Reading and Writing Project, receive pull-out and push-in academic intervention services from a certified teacher. Leveled Literacy Intervention (LLI), a research-based program published by Heinemann, is utilized for this instruction. A problem-solving approach/response-to-intervention (RTI) model is being used to guide this process. ELLs also receive additional instruction in reading by certified classroom teachers during the 30 minute extended day period as per the UFT contract. These sessions are held every morning. Beginning, intermediate, and advanced level ELLS, who either scored less than a two on last year's state math test or scored below grade-level on the end-of-year Everyday Mathematics assessment, receive pull-out and push-in academic intervention services in English from a licensed teacher. Mathematics Navigator and Math in Focus, researched-based programs published by America's Choice and Great Source respectively, are utilized for this instruction. A problem-solving approach/response-to-intervention (RTI) model is being used to guide this process as well. At present, no outside-of-classroom targeted interventions in science and social studies are being provided.

9) Former ELLs that reached proficiency on the NYSESLAT will be receiving testing modifications for two years.

10) We are initiating a reading intervention called Leap Frog for students of Beginning proficiency level. It will have components for reading, writing, listening, and speaking. This program will be available to parents as a library resource so they can check it out and take it home. Middle school ELLs will start using Literature Reader's Notebook (English Learner's Version).

11) This year we couldn't open A Bilingual Kindergarden, because of lack of students.

12 a) In our school program ELLs are integrated into classrooms, they participate in all school activities. Our afterschool programs has special focus on ELLs. Most ESL services are administered through push-in intervention so that ELL don't miss content area instruction.

12 b) Title III afterschool program will continue providing services for the English Language Learners in the third and fourth grade bilingual and monolingual classes. A certified bilingual teacher will provide the supplemental instruction to ELL students after school. We are planning to have a minimum of 1 group of students, and a maximum of 3 groups of students, who are served four times a week for two hours after school from November through June. Throughout the school year the after school program will focus on reinforcing the skills necessary to succeed in both English Language Arts and mathematics. Specifically the program will use books in the content areas to support language development. Students will work with Social Studies, Science, and math books to encourage reading in the content areas. Instruction will take place in both English and Spanish when appropriate. By using these literacy strategies, the students will be able to improve their English acquisition, strengthen their social studies knowledge, and work on their language objectives. Furthermore, by incorporating best practices in ELL instruction students will strengthen their skills in mathematics, social studies, and science. Our after school program incorporates academic with social emotional aspect It will take place four times a week 3:00 -5:30 PM. Our school offers extended day morning program which focuses on silent reading skills. There are two or three teachers available in each classroom for additional support.

13) ELLs are provided with indepth language development activities to optimize their full potential. The materials utilized for this purpose are "Into English", "English in my pocket", "Hello, English!", "English Extra", "Lakeside Elementary", "Windows on literacy", Prentice Hall Literature Reader's book (English Learner's Version) These series develop language for beginning, intermediate and advanced students. For content area subjects we use Scott Foresman ESL Accelerating English Language Learning.

14) Native language is used to support the English language acquisition. In bilingual program students receive Native Language Arts as mandated in Cr 154. Native Language materials are provided in leveled libraries in bilingual and ESL classrooms. Reference books and dictionaries are also provided in the native language. When tested in the content areas, ELL students are provided with tests in the native language and translation dictionaries. The native language is used in all curriculum areas however, the amount of time decreases in the upper grades and is based on the student's NYSESLAT level. The native language is used to assist students' understanding in the classroom. It is used between students when they are in peer tutoring or buddy groups. The teachers use the language to check for comprehension, explain activities and provide instruction during the day. Instructional materials, text books, and library books are available in English and Spanish.

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8) Intermediate and advanced level ELLS, who either scored less than a two on last year's state ELA test and/or are currently reading below grade level according to benchmarks delineated by the Teachers College Reading and Writing Project, receive pull-out and push-in academic intervention services from a certified teacher. Leveled Literacy Intervention (LLI), a research-based program published by Heinemann, is utilized for this instruction. A problem-solving approach/response-to-intervention (RTI) model is being used to guide this process. ELLs also receive additional instruction in reading by certified classroom teachers during the 30 minute extended day period as per the UFT contract. These sessions are held every morning. Beginning, intermediate, and advanced level ELLS, who either scored less than a two on last year's state math test or scored below grade-level on the end-of-year Everyday Mathematics assessment, receive pull-out and push-in academic intervention services in English from a licensed teacher. Mathematics Navigator and Math in Focus, researched-based programs published by America's Choice and Great Source respectively, are utilized for this instruction. A problem-solving approach/response-to-intervention (RTI) model is being used to guide this process as well. At present, no outside-of-classroom targeted interventions in science and social studies are being provided.

9) Former ELLs that reached proficiency on the NYSESLAT will be receiving testing modifications for two years.

10) We are initiating a reading intervention called Leap Frog for students of Beginning proficiency level. It will have components for reading, writing, listening, and speaking. This program will be available to parents as a library resource so they can check it out and take it home. Middle school ELLs will start using Literature Reader's Notebook (English Learner's Version).

11) This year we couldn't open A Bilingual Kindergarden, because of lack of students.

12 a) In our school program ELLs are integrated into classrooms, they participate in all school activities. Our afterschool programs has special focus on ELLs. Most ESL services are administered through push-in intervention so that ELL don't miss content area instruction.

12 b) Title III afterschool program will continue providing services for the English Language Learners in the third and fourth grade bilingual and monolingual classes. A certified bilingual teacher will provide the supplemental instruction to ELL students after school. We are planning to have a minimum of 1 group of students, and a maximum of 3 groups of students, who are served four times a week for two hours after school from November through June. Throughout the school year the after school program will focus on reinforcing the skills necessary to succeed in both English Language Arts and mathematics. Specifically the program will use books in the content areas to support language development. Students will work with Social Studies, Science, and math books to encourage reading in the content areas. Instruction will take place in both English and Spanish when appropriate. By using these literacy strategies, the students will be able to improve their English acquisition, strengthen their social studies knowledge, and work on their language objectives. Furthermore, by incorporating best practices in ELL instruction students will strengthen their skills in mathematics, social studies, and science. Our after school program incorporates academic with social emotional aspect It will take place four times a week 3:00 -5:30 PM. Our school offers extended day morning program which focuses on silent reading skills. There are two or three teachers available in each classroom for additional support.

13) ELLs are provided with indepth language development activities to optimize their full potential. The materials utilized for this purpose are "Into English", "English in my pocket", "Hello, English!", "English Extra", "Lakeside Elementary", "Windows on literacy", Prentice Hall Literature Reader's book (English Learner's Version) These series develop language for beginning, intermediate and advanced students. For content area subjects we use Scott Foresman ESL Accelerating English Language Learning.

14) Native language is used to support the English language acquisition. In bilingual program students receive Native Language Arts as mandated in Cr 154. Native Language materials are provided in leveled libraries in bilingual and ESL classrooms. Reference books and dictionaries are also provided in the native language. When tested in the content areas, ELL students are provided with tests in the native language and translation dictionaries. The native language is used in all curriculum areas however, the amount of time decreases in the upper grades and is based on the student's NYSESLAT level. The native language is used to assist students' understanding in the classroom. It is used between students when they are in peer tutoring or buddy groups. The teachers use the language to check for comprehension, explain activities and provide instruction during the day. Instructional materials, text books, and library books are available in English and Spanish.

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

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1) We will provide professional development in supporting the needs of ELL's in the classroom to our staff. All staff including assistant principals, bilingual and ESL teachers, common branch teachers, content area teachers, paraprofessionals, support staff such as counselors will all receive professional development at the Faculty Conference on December 5, 2011 and common planning periods for December 12 through December 16, . The primary focus of the professional development will be meeting the needs of ELL students in the classroom.

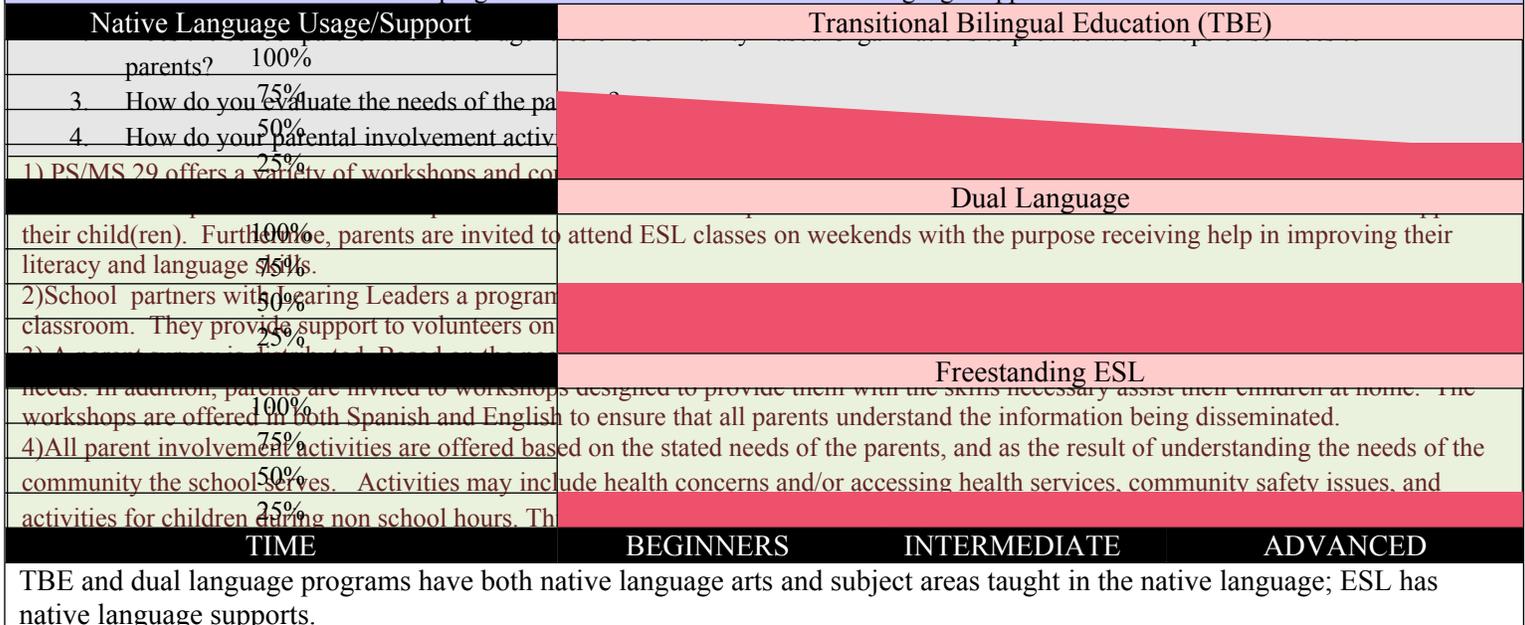
2) As we are a pre-k through grade 8 school we do not have a significant transition from elementary to middle school, however our ESL teachers work with students throughout this transition. Furthermore, at the end of the middle school experience our ESL teachers work with students to select appropriate high schools and also introduce them to the demands of high school.

We provide an orientation to our 5th grade students at the end of the year in which they visit the middle school. We have teachers loop with our students to ensure continuity of service. Professional Development is provided throughout the school year during faculty conference and during afterschool opportunities – we also take full advantage of professional developmentw offered by the DOE and our network.

3) This school year we don't have any new staff members who have not yet received the mandatory 7.5 hours of ELL training.

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8) Intermediate and advanced level ELLS, who either scored less than a two on last year's state ELA test and/or are currently reading below grade level according to benchmarks delineated by the Teachers College Reading and Writing Project, receive pull-out and push-in academic intervention services from a certified teacher. Leveled Literacy Intervention (LLI), a research-based program published by Heinemann, is utilized for this instruction. A problem-solving approach/response-to-intervention (RTI) model is being used to guide this process. ELLs also receive additional instruction in reading by certified classroom teachers during the 30 minute extended day period as per the UFT contract. These sessions are held every morning. Beginning, intermediate, and advanced level ELLS, who either scored less than a two on last year's state math test or scored below grade-level on the end-of-year Everyday Mathematics assessment, receive pull-out and push-in academic intervention services in English from a licensed teacher. Mathematics Navigator and Math in Focus, researched-based programs published by America's Choice and Great Source respectively, are utilized for this instruction. A problem-solving approach/response-to-intervention (RTI) model is being used to guide this process as well. At present, no outside-of-classroom targeted interventions in science and social studies are being provided.

9) Former ELLs that reached proficiency on the NYSESLAT will be receiving testing modifications for two years.

10) We are initiating a reading intervention called Leap Frog for students of Beginning proficiency level. It will have components for reading, writing, listening, and speaking. This program will be available to parents as a library resource so they can check it out and take it home. Middle school ELLs will start using Literature Reader's Notebook (English Learner's Version).

11) This year we couldn't open A Bilingual Kindergarden, because of lack of students.

12 a) In our school program ELLs are integrated into classrooms, they participate in all school activities. Our afterschool programs has special focus on ELLs. Most ESL services are administered through push-in intervention so that ELL don't miss content area instruction.

12 b) Title III afterschool program will continue providing services for the English Language Learners in the third and fourth grade bilingual and monolingual classes. A certified bilingual teacher will provide the supplemental instruction to ELL students after school. We are planning to have a minimum of 1 group of students, and a maximum of 3 groups of students, who are served four times a week for two hours after school from November through June. Throughout the school year the after school program will focus on reinforcing the skills necessary to succeed in both English Language Arts and mathematics. Specifically the program will use books in the content areas to support language development. Students will work with Social Studies, Science, and math books to encourage reading in the content areas. Instruction will take place in both English and Spanish when appropriate. By using these literacy strategies, the students will be able to improve their English acquisition, strengthen their social studies knowledge, and work on their language objectives. Furthermore, by incorporating best practices in ELL instruction students will strengthen their skills in mathematics, social studies, and science. Our after school program incorporates academic with social emotional aspect It will take place four times a week 3:00 -5:30 PM. Our school offers extended day morning program which focuses on silent reading skills. There are two or three teachers available in each classroom for additional support.

13) ELLs are provided with indepth language development activities to optimize their full potential. The materials utilized for this purpose are "Into English", "English in my pocket", "Hello, English!", "English Extra", "Lakeside Elementary", "Windows on literacy", Prentice Hall Literature Reader's book (English Learner's Version) These series develop language for beginning, intermediate and advanced students. For content area subjects we use Scott Foresman ESL Accelerating English Language Learning.

14) Native language is used to support the English language acquisition. In bilingual program students receive Native Language Arts as mandated in Cr 154. Native Language materials are provided in leveled libraries in bilingual and ESL classrooms. Reference books and dictionaries are also provided in the native language. When tested in the content areas, ELL students are provided with tests in the native language and translation dictionaries. The native language is used in all curriculum areas however, the amount of time decreases in the upper grades and is based on the student's NYSESLAT level. The native language is used to assist students' understanding in the classroom. It is used between students when they are in peer tutoring or buddy groups. The teachers use the language to check for comprehension, explain activities and provide instruction during the day. Instructional materials, text books, and library books are

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8) Intermediate and advanced level ELLS, who either scored less than a two on last year's state ELA test and/or are currently reading below grade level according to benchmarks delineated by the Teachers College Reading and Writing Project, receive pull-out and push-in academic intervention services from a certified teacher. Leveled Literacy Intervention (LLI), a research-based program published by Heinemann, is utilized for this instruction. A problem-solving approach/response-to-intervention (RTI) model is being used to guide this process. ELLs also receive additional instruction in reading by certified classroom teachers during the 30 minute extended day period as per the UFT contract. These sessions are held every morning. Beginning, intermediate, and advanced level ELLS, who either scored less than a two on last year's state math test or scored below grade-level on the end-of-year Everyday Mathematics assessment, receive pull-out and push-in academic intervention services in English from a licensed teacher. Mathematics Navigator and Math in Focus, researched-based programs published by America's Choice and Great Source respectively, are utilized for this instruction. A problem-solving approach/response-to-intervention (RTI) model is being used to guide this process as well. At present, no outside-of-classroom targeted interventions in science and social studies are being provided.

9) Former ELLs that reached proficiency on the NYSESLAT will be receiving testing modifications for two years.

10) We are initiating a reading intervention called Leap Frog for students of Beginning proficiency level. It will have components for reading, writing, listening, and speaking. This program will be available to parents as a library resource so they can check it out and take it home. Middle school ELLs will start using Literature Reader's Notebook (English Learner's Version).

11) This year we couldn't open A Bilingual Kindergarden, because of lack of students.

12 a) In our school program ELLs are integrated into classrooms, they participate in all school activities. Our afterschool programs has special focus on ELLs. Most ESL services are administered through push-in intervention so that ELL don't miss content area instruction.

12 b) Title III afterschool program will continue providing services for the English Language Learners in the third and fourth grade bilingual and monolingual classes. A certified bilingual teacher will provide the supplemental instruction to ELL students after school. We are planning to have a minimum of 1 group of students, and a maximum of 3 groups of students, who are served four times a week for two hours after school from November through June. Throughout the school year the after school program will focus on reinforcing the skills necessary to succeed in both English Language Arts and mathematics. Specifically the program will use books in the content areas to support language development. Students will work with Social Studies, Science, and math books to encourage reading in the content areas. Instruction will take place in both English and Spanish when appropriate. By using these literacy strategies, the students will be able to improve their English acquisition, strengthen their social studies knowledge, and work on their language objectives. Furthermore, by incorporating best practices in ELL instruction students will strengthen their skills in mathematics, social studies, and science. Our after school program incorporates academic with social emotional aspect It will take place four times a week 3:00 -5:30 PM. Our school offers extended day morning program which focuses on silent reading skills. There are two or three teachers available in each classroom for additional support.

13) ELLs are provided with indepth language development activities to optimize their full potential. The materials utilized for this purpose are "Into English", "English in my pocket", "Hello, English!", "English Extra", "Lakeside Elementary", "Windows on literacy", Prentice Hall Literature Reader's book (English Learner's Version) These series develop language for beginning, intermediate and advanced students. For content area subjects we use Scott Foresman ESL Accelerating English Language Learning.

14) Native language is used to support the English language acquisition. In bilingual program students receive Native Language Arts as mandated in Cr 154. Native Language materials are provided in leveled libraries in bilingual and ESL classrooms. Reference books and dictionaries are also provided in the native language. When tested in the content areas, ELL students are provided with tests in the native language and translation dictionaries. The native language is used in all curriculum areas however, the amount of time decreases in the upper grades and is based on the student's NYSESLAT level. The native language is used to assist students' understanding in the classroom. It is used between students when they are in peer tutoring or buddy groups. The teachers use the language to check for comprehension, explain activities and provide instruction during the day. Instructional materials, text books, and library books are available in English and Spanish.

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8) Intermediate and advanced level ELLS, who either scored less than a two on last year's state ELA test and/or are currently reading below grade level according to benchmarks delineated by the Teachers College Reading and Writing Project, receive pull-out and push-in academic intervention services from a certified teacher. Leveled Literacy Intervention (LLI), a research-based program published by Heinemann, is utilized for this instruction. A problem-solving approach/response-to-intervention (RTI) model is being used to guide this process. ELLs also receive additional instruction in reading by certified classroom teachers during the 30 minute extended day period as per the UFT contract. These sessions are held every morning. Beginning, intermediate, and advanced level ELLS, who either scored less than a two on last year's state math test or scored below grade-level on the end-of-year Everyday Mathematics assessment, receive pull-out and push-in academic intervention services in English from a licensed teacher. Mathematics Navigator and Math in Focus, researched-based programs published by America's Choice and Great Source respectively, are utilized for this instruction. A problem-solving approach/response-to-intervention (RTI) model is being used to guide this process as well. At present, no outside-of-classroom targeted interventions in science and social studies are being provided.

9) Former ELLs that reached proficiency on the NYSESLAT will be receiving testing modifications for two years.

10) We are initiating a reading intervention called Leap Frog for students of Beginning proficiency level. It will have components for reading, writing, listening, and speaking. This program will be available to parents as a library resource so they can check it out and take it home. Middle school ELLs will start using Literature Reader's Notebook (English Learner's Version).

11) This year we couldn't open A Bilingual Kindergarden, because of lack of students.

12 a) In our school program ELLs are integrated into classrooms, they participate in all school activities. Our afterschool programs has special focus on ELLs. Most ESL services are administered through push-in intervention so that ELL don't miss content area instruction.

12 b) Title III afterschool program will continue providing services for the English Language Learners in the third and fourth grade bilingual and monolingual classes. A certified bilingual teacher will provide the supplemental instruction to ELL students after school. We are planning to have a minimum of 1 group of students, and a maximum of 3 groups of students, who are served four times a week for two hours after school from November through June. Throughout the school year the after school program will focus on reinforcing the skills necessary to succeed in both English Language Arts and mathematics. Specifically the program will use books in the content areas to support language development. Students will work with Social Studies, Science, and math books to encourage reading in the content areas. Instruction will take place in both English and Spanish when appropriate. By using these literacy strategies, the students will be able to improve their English acquisition, strengthen their social studies knowledge, and work on their language objectives. Furthermore, by incorporating best practices in ELL instruction students will strengthen their skills in mathematics, social studies, and science. Our after school program incorporates academic with social emotional aspect It will take place four times a week 3:00 -5:30 PM. Our school offers extended day morning program which focuses on silent reading skills. There are two or three teachers available in each classroom for additional support.

13) ELLs are provided with indepth language development activities to optimize their full potential. The materials utilized for this purpose are "Into English", "English in my pocket", "Hello, English!", "English Extra", "Lakeside Elementary", "Windows on literacy", Prentice Hall Literature Reader's book (English Learner's Version) These series develop language for beginning, intermediate and advanced students. For content area subjects we use Scott Foresman ESL Accelerating English Language Learning.

14) Native language is used to support the English language acquisition. In bilingual program students receive Native Language Arts as mandated in Cr 154. Native Language materials are provided in leveled libraries in bilingual and ESL classrooms. Reference books and dictionaries are also provided in the native language. When tested in the content areas, ELL students are provided with tests in the native language and translation dictionaries. The native language is used in all curriculum areas however, the amount of time decreases in the upper grades and is based on the student's NYSESLAT level. The native language is used to assist students' understanding in the classroom. It is used between students when they are in peer tutoring or buddy groups. The teachers use the language to check for comprehension, explain activities and provide instruction during the day. Instructional materials, text books, and library books are available in English and Spanish.

Additional Information

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

5. We do not have dual language programs.

6. The success of the programs from ELLs is evaluated by the outcomes of assessments, growth of students' progress and analysis of their work. The assessment tools are ELL Periodic Assessment, unit assessments, teachers' observations, and NYSESLAT submodalities.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1) We will provide professional development in supporting the needs of ELL's in the classroom to our staff. All staff including assistant principals, bilingual and ESL teachers, common branch teachers, content area teachers, paraprofessionals, support staff such as counselors will all receive professional development at the Faculty Conference on December 5, 2011 and common planning periods for December 12 through December 16, . The primary focus of the professional development will be meeting the needs of ELL students in the classroom.

2) As we are a pre-k through grade 8 school we do not have a significant transition from elementary to middle school, however our ESL teachers work with students throughout this transition. Furthermore, at the end of the middle school experience our ESL teachers work with students to select appropriate high schools and also introduce them to the demands of high school.

We provide an orientation to our 5th grade students at the end of the year in which they visit the middle school. We have teachers loop with our students to ensure continuity of service. Professional Development is provided throughout the school year during faculty conference and during afterschool opportunities – we also take full advantage of professional developmentw offered by the DOE and our network.

3) This school year we don't have any new staff members who have not yet received the mandatory 7.5 hours of ELL training.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1) PS/MS 29 offers a variety of workshops and courses to assist parents in working with their children. At the beginning of the school year we have a ELL parent orientation that provides information on how parents can work with their students and how the school will support their child(ren). Furthermore, parents are invited to attend ESL classes on weekends with the purpose receiving help in improving their literacy and language skills.

2) School partners with Learning Leaders a program that provides training for school volunteers to support teachers and students in the classroom. They provide support to volunteers on how to work with all types of learners.

3) A parent survey is distributed. Based on the needs expressed in the surveys, workshops are developed and offered to meet the specific needs. In addition, parents are invited to workshops designed to provide them with the skills necessary assist their children at home. The workshops are offered in both Spanish and English to ensure that all parents understand the information being disseminated.

4) All parent involvement activities are offered based on the stated needs of the parents, and as the result of understanding the needs of the

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1) PS/MS 29 offers a variety of workshops and courses to assist parents in working with their children. At the beginning of the school year we have a ELL parent orientation that provides information on how parents can work with their students and how the school will support their child(ren). Furthermore, parents are invited to attend ESL classes on weekends with the purpose receiving help in improving their literacy and language skills.

2) School partners with Learning Leaders a program that provides training for school volunteers to support teachers and students in the classroom. They provide support to volunteers on how to work with all types of learners.

3) A parent survey is distributed. Based on the needs expressed in the surveys, workshops are developed and offered to meet the specific needs. In addition, parents are invited to workshops designed to provide them with the skills necessary assist their children at home. The workshops are offered in both Spanish and English to ensure that all parents understand the information being disseminated.

4) All parent involvement activities are offered based on the stated needs of the parents, and as the result of understanding the needs of the community the school serves. Activities may include health concerns and/or accessing health services, community safety issues, and activities for children during non school hours. This is in addition to the workshops specifically geared to school based issues and concerns and maintaining a strong home/school connection.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	5	6	7	2	4		2	1						27
Intermediate(I)		1	3	6	1		5	6	5					27
Advanced (A)			6	1	7	8	6	7	3					38
Total	5	7	16	9	12	8	13	14	8	0	0	0	0	92

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

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	P	0	0	6	0	0	0	0	0	0				

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	7	4			11
5	0	7			7
6	6	7			13
7	5	1			6
8	2	3			5
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	2	1	8		2				13
4	0		5		1				6
5	5		7		3				15
6	5	2	4			1			12
7		1	3		1				5
8									0
NYSAA Bilingual Spe Ed									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4		1	2		2				5
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)	2	5	2	1				
Chinese Reading Test								

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

1. In our school we use Fountas to support ELLs and the instruction that is happening in bilingual and monlingual classrooms. All teachers use data provided by Acuity and ARIS to retrieve test scores and other relevant data to best support our students. All teachers have access to and use it to plan high level instruction to provide all students with the best opportunities possible. The data is analyzed and discussed during common planning periods and is executed in all classrooms.
2. The NYSESLAT and LAB-R provides us with the information that across grade levels, trends indicate that students begin at lower levels in younger grades and increase proficiency as the years progress. The data also shows that students have a higher proficiency in listening and speaking however their reading and writing skills are still developing.
3. Given the evidence that students are still developing their reading and writing skills, we have placed a heavy instructional emphasis on these skills. We also are focusing on improving our instruction across the curriculum by accessing different student learning styles. With full integration of these skills each day students are beginning to show signs of increased proficiency. The data provided by NYSESLAT

Additional Information

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

5. We do not have dual language programs.
6. The success of the programs from ELLs is evaluated by the outcomes of assessments, growth of students' progress and analysis of their work. The assessment tools are ELL Periodic Assessment, unit assessments, teachers' observations, and NYSESLAT submodalities.

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 07X029 **School Name:** The Melrose School

Cluster: 4 **Network:** 401

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

Part A: Needs Assessment Findings

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

We use the Home Language Survey as a means to obtain data to the language needs of our parents and students. Furthermore, we have teachers survey their classes at the beginning of the school year to determine what language parents prefer communication in.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

The findings show that our parents and students will need translation support in various languages such as: Arabic, French, Fulani, Malinke, and Spanish. In addition, we inform our parents about translation services available through postings around the school, Phone Master messages, and written communications. Those services are also provided for Parent-Teacher Conferences if advanced notice is given.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

A. The school provides translation services through our Spanish speaking social worker, school aids, and our ESL teacher who speaks English, Spanish, French, Portuguese, and Russian. For other languages, we provide translation through LIS Translations services. When available, and appropriate, we also use the Department of Education's translation services.

B. We ensure the timely translation of documents, notices, and test materials through the use of a planning calendar that allows sufficient time for preparation and delivery.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

By reviewing our Home Language Survey, we are able to provide for oral interpretation services. We use our qualified bilingual staff members and LIS Translations services.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

We fulfill Section VII of the Chancellor's Regulations A-663 by using the findings on the Home Language Survey in order to provide translations when needed for notices sent home to parents and for testing in order to accommodate students' language needs.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

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 as well as reduced class-size, and/or push-in services.
 - 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.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: The Melrose School	DBN: 07X029
Cluster Leader: Chris Groll	Network Leader: Roxan Marks
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 2 # of certified ESL/Bilingual teachers: 2 # 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:

PS/MS 29's Title III program will continue providing services for the English Language Learners in first, second, third, and fourth grade bilingual and monolingual classes. Certified bilingual teachers (Rafaela Medina and Carmen Diaz) will provide the supplemental instruction to ELL students after school.

We are planning to have a minimum of 1 group of students, and a maximum of 3 groups of students, who are served four times a week for one hour(3:00 PM to 4:00 PM) after school from December 2011 through June 2012. Throughout the school year the after school program will focus on reinforcing the skills necessary to succeed in both English Language Arts and mathematics.

Specifically the program will use books in the content areas to support language development. Students will work with Social Studies, Science, and math books to encourage reading in the content areas. Instruction will take place in both English and Spanish when appropriate.

By using these literacy strategies, the students will be able to improve their English acquisition, strengthen their social studies knowledge, and work on their language objectives. Furthermore, by incorporating best practices in ELL instruction students will strengthen their skills in mathematics, social studies, and science.

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:

Throughout the school year we will provide professional development in supporting the needs of ELLs in the classroom to all staff. It will focus on incorporating instructional techniques to support ELLs into the general education classroom. Marina Berestova, our ESL teacher, will be the presenter.

The purpose of the professional development will be to support classroom teachers in their efforts to meet the needs of ELL students. Teachers will be given strategies such as using visuals, scaffolding information, using graphic organizers, and goal setting to support their ELL students in the

Part C: Professional Development

heterogeneously grouped classroom.

We will also encourage members of our ELL staff to participate in our Professional Book Club where we will look a best practices in instruction. Professional development, for all staff, will also take place during the administrative period throughout the school year. During their weekly meetings, teachers will be exposed to an expanding toolbox of strategies to assist their ELL students. This will also be incorporated through the Inquiry Team whose focus will be ELL students for this school year.

All professional development efforts will not only support classroom instruction, but also our afterschool program. Therefore, the professional development sessions will also talk about relevant materials and teaching techniques. ESL teachers will also attend professional development focused on assessing ELLs effectively.

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: Parents of our English Language Learners will be provided with two one-hour parent workshops presented by Marina Berestova, our ESL teacher. Workshop #1: Orientation session regarding the goals and expectations of the Title III ESL program.Strategies to be used at home to support second language acquisition. Workshop#2 : Four language skills and their alignment with the assessment tool: NYSESLAT. Parents will receive letters notifying of these activities. Letters will be translated to their native languages. Additional phone calls will be made.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development 		

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
contracts.		
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		