



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2012-2013  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(SCEP)**

**SCHOOL NAME:** THE MELROSE SCHOOL

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

PRINCIPAL: MEREDITH GOTLIN

EMAIL: [MGOTLIN@SCHOOLS.NYC.GOV](mailto: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 School Comprehensive Educational Plan (SCEP), 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 SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
Meredith Gotlin	*Principal or Designee	
Leticia Morales	*UFT Chapter Leader or Designee	
Jackie Vargas	*PA/PTA President or Designated Co-President	
Mitzy Trimble	Member/UFT	
Thomas McManus	Member/UFT	
Julie Mullan	Member/UFT	
Jessica Hanson	Member/UFT	
Veronica Gonzalez	Member/ Elected Parent	
Keshea Emanuel	Member/ Elected Parent	
Sheontae Cooks	Member/ Elected Parent	
Shanekwa Griffith	Member/ Elected Parent	
Ramon Emilio Ureja	Member/ Elected Parent	

\*\* Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports. The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified. Below you will find guidance on documenting annual goals and action plans.

### **WHICH SCHOOLS NEED TO COMPLETE THE SCEP?**

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO SCEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

SCEP goals are generally intended to guide school-wide planning and development. SCEP 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 that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE)HERE and the recommendations from the most recent SED intervention.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS**

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: HERE.
  1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
  2. School Leader Practices and Decisions
  3. Curriculum Development and Support
  4. Teacher Practices and Decision
  5. Student Social and Emotional Developmental Health
  6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school's needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70HERE.
- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

**GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Major Recommendation**

- 2011 – 2012 NYCDOE Quality Review – Page 5 – “School leaders indicate that much reflection has taken place this year regarding how they have focused on rigor. They posed the following question to the school community: “If it did not work in the past, why would we do it the same way again?” understanding that something different had to take place. Instructional conversations school-wide have deepened, focusing on how rigor sounds and looks like in classrooms and in student work.”

**Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

2.2 School leader’s vision

2.4 School leader’s use of resources

2.3 Systems and structures for school development

2.5 Use of data and teacher mid-management effectiveness

**Annual Goal #1**

- By June 2013 we will improve teacher pedagogy by cultivating a collective understanding of effective instructional practices using Danielson’s Framework for Teaching as a common lens to create a common language, norm school-wide expectations, and for the purpose of setting clear expectations of effective teaching.

**Instructional strategies/activities**

- Prior to the start of the 2012-2013 school year, the administrative team worked collaboratively to create a comprehensive calendar/timeline for feedback given to teachers.
- By June 2013 teachers will receive minimally six to eight pieces of actionable, high-quality feedback connected to instructional improvement efforts.
  - Classroom visits were strategically placed with time in between visits allowing teachers to use the feedback provided and make improvements prior to the next visit.
  - School walkthroughs were scheduled to coincide with our school Professional Development Plan such that feedback around our monthly goals are supported.
  - All feedback will be tracked on a Google Document shared among the members of the administrative team.
  - Professional Development plan will assist with guiding our professional development and resources targeted to specific teacher’s needs throughout the school year.
  - Professional development will be individualized among staff such that staff members are matched with a coach or a consultant
  - Professional resources and materials provided as needed
  - Based on the finding during observations and walkthroughs, coaches and consultants will be asked to:
    - model,
    - arrange inter and intra-visitations,
    - assist with looking at student work,
    - provide lesson planning support, and
    - curriculum mapping support.
- Teachers set instructional goals using the Danielson framework. This goal is used as a lens by which to view teacher growth, provide feedback, and provided

targeted Next Step(s).

- Teacher goals and the teacher support provided will be based on the selected components of the Danielson Teaching Framework.
- Evidence of meeting this goal will be:
  - Google document - *Teacher Feedback Chart*
  - Copies of formal observations, informal observations, walkthroughs, and feedback will demonstrate a minimum of six informal observations were conducted
  - Number of administrative walkthroughs conducted
  - Glow and Grow feedback incorporating *Danielson*
  - Quality of feedback given to teachers
  - Improvement in the learning environment as evidenced in written feedback
  - Agendas and attendance sheets from professional development sessions
  - Notes and log of assistance by coaches and consultants

#### Budget and resource alignment

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title IA     Title IIA     Title III     Set Aside     Grants     Other-describe here: Focus School Funds

#### Service and program coordination

- Our goal is to maximize the instructional program by strategically aligning funds so that the unique needs of our school population are met. We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist. Next, we will allocate funds needed to cover classroom instruction, coaching, and administrative staff (Principal and Asst. Principal) based on student programming needs using Tax Levy and Title I funds. Once all pedagogical staff is assigned, we will manage funds to cover OTPS including:
  - Teacher/Para/School Aide per session for extended day learning
  - Contract with afterschool CBO
  - NYSTL/School Library allocation/Software
  - Supplies/Materials to support instruction such as professional development books individualized for each teacher

We will use a variety of funding sources to support this work. We will use FSF for administrative salaries, to partially fund support staff salaries (in combination with Title I SWP), and to hire substitutes to cover teachers when they are attending professional development sessions. We will use our Title I SWP and Focus School funds to fund the work of our consultants, as well as materials acquisition. Moreover we will use Focus School funds to use a vendor to support our afterschool program ensuring more opportunities for afterschool learning for teachers.

**GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Major Recommendation**

- 2011 – 2012 NYCDOE Quality Review – Page 5 – “As teachers plan collaboratively, they use the provided Common Core bundles and other resources to inform their practice in order to build students’ higher order thinking skills. In spite of the lessons providing opportunities for the development of students’ cognitive skills, there is inconsistent evidence showing students’ involvement in challenging academic experiences that lead to applying their learning to new situations and/or relate concepts in other contexts across grades and subject areas.”

**Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

<input type="checkbox"/> 3.2 Enacted curriculum	<input type="checkbox"/> 3.4 Teacher collaboration
<input checked="" type="checkbox"/> 3.3 Units and lesson plans	<input type="checkbox"/> 3.5 Use of data and action planning

**Annual Goal #2**

- By June of 2013, all teaching staff responsible for math instruction will plan and provide effective student centered constructivist mathematics instruction. By June of 2013, minimally 36.4% of students in grades three through eight will receive a level three or higher on the State Exam. The goals per grade (whole numbers) as follows:
  - Third Grade – 37%
  - Fourth Grade – 37%
  - Fifth Grade – 55%
  - Sixth Grade – 26%
  - Seventh Grade – 36%
  - Eighth Grade – 26%

**Instructional strategies/activities**

- By June of 2013 the math faculty will plan according to the Common Core Instructional shifts in helping students to develop math fluency, application and conceptual understanding.
- Purchase student-centered, activity-based new math curriculum for all students grades k through 8
- Purchase all accompanying resources such as manipulatives, technology, site licenses, as appropriate to support full implementation
- Begin work with the new math curriculum during the 2011-2012 school year. June of 2012, professional development by the vendor was provided for all elementary teachers. Due to personal experience with our new Middle School math curriculum, the Principal worked collaboratively with all Middle School staff to provide support and professional development.
- Work around improving the quality of math instruction, which started at the end of last year with curriculum mapping and lesson planning continues in the 2012-2013 school year. The work continues by:
- Support of our math consultant, our Instructional Specialist, and Coordinator for Curriculum, Instruction, and Assessment, and members of the administrative team
- Teacher feedback connected to instructional improvement efforts specific to math instruction
- Classroom visits strategically placed with time in between allowing teachers to use the feedback specific to their math instruction and make

improvements prior to the next visit.

- Information gathered by the administrative team and our instructional support staff specific to math instruction, along with our Professional Development Plan, provide the baseline for all further professional development
- Professional development individualized for staff
- Ongoing lesson plan checks
- Common planning times to provide curriculum mapping support, specifically to ensure teachers integrate the CCLS into their math instruction. The curricula both provide CCLS support and units.
- Based on the findings during observations and walkthroughs, coaches and consultants will model, arrange inter and intra-visitations, assist with looking at student work, provide lesson planning support, and curriculum mapping support.
- Providing parent workshop – new curriculum

Evidence of meeting this goal will be:

- Google document - *Teacher Feedback Chart*
- Copies of formal observations, informal observations, walkthroughs, and feedback will demonstrate a minimum of six informal observations were conducted
- Number of administrative walkthroughs conducted
- Quality of feedback given to teachers
- Student assessment results from summative and formative assessments
- Improvement in the learning environment as evidenced in written feedback
- Agendas and attendance sheets from professional development sessions
- State exam results
- Notes and log of assistance by coaches and consultants

#### **Budget and resource alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy       Title IA       Title IIA       Title III       Set Aside       Grants       Other-describe here: Focus School Funds

#### **Service and program coordination**

- Our goal is to maximize the instructional program by strategically aligning funds so that the unique needs of our school population are met. We will coordinate our fiscal and human resources beginning with a full overview of allocated funds.
- Next, we will allocate funds needed to cover classroom instruction, coaching, and administrative staff (Principal and Asst. Principal) based on student programming needs using Tax Levy and Title I funds.
- Once all pedagogical staff is assigned, we will manage funds to cover OTPS including:
  - NYSTL/School Library allocation/Software
  - Supplies/Materials to support instruction

We will use a variety of fund sources to support this work. We will use Title I and Focus School Funds to support our consulting and coaching support, NYSTL to

ensure materials acquisition, and FSF for per session as needed. We will use a variety of funding sources to support this work. We will use FSF for administrative salaries, to partially fund support staff salaries (in combination with Title I SWP), and to hire substitutes to cover teachers when they are attending professional development sessions. We will use our Title I SWP and Focus School funds to fund the work of our consultants, as well as materials acquisition. Moreover we will use Focus School funds to use a vendor to support our afterschool program ensuring more opportunities for afterschool learning for teachers.

**GOAL AND ACTION PLAN#3 TEACHER PRACTICES AND DECISIONS (TENET 4)**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Major Recommendation**

- *2011 – 2012 NYCDOE Quality Review – Page 5 – Although the curriculum reflects challenging academic expectations and conversations are taking place, there is still inconsistent evidence showing that all students are cognitively engaged in rigorous tasks including the ability to articulate their reasoning of complex tasks.*

**Tenet #4 TEACHER PRACTICES AND DECISIONS**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

4.2 Instructional Practices and strategies

4.4 Classroom environment and culture

4.3 Comprehensive plans for teaching

4.5 Use of data, instructional practices and student learning

**Annual Goal #3**

- By June 2013 approximately 95% of our faculty will be trained in and will plan and implement lessons that ensure all students are cognitively engaged in rigorous tasks including the ability to articulate their reasoning.

**Instructional strategies/activities**

- By June of the 2012-13 school year, all pre-kindergarten through grade eight classroom teachers will implement Common Core Learning Standards tasks. As per the Citywide Instructional Expectations pre-kindergarten through grade five teachers will implement four tasks (two in ELA and two in Math), while grade six through grade eight teachers will implement two in each content area (ELA, Math, Science, and Social Studies). All tasks will be part of larger units of study all based on the CCLS.
- In order to support teachers in the implementation of these units and strategies work began in June of 2012. We ended the school year with the whole staff engaged in workshops focused on unpacking the new expectations, taking advantage of the two professional development days. In addition, teacher teams worked in June during after school meeting to plan thematic units and culminating performance tasks.
- Work continued in September 2012 workshops focused on our definition of good teaching, the Danielson Rubric, and curriculum mapping and planning. Throughout the school year we will continue to work diligently to support teachers in the development, implementation, and review of CCLS units and subsequent tasks. Additionally:
  - Workshops around CCLS and looking at student work during weekly common planning, on PD days such as Election Day, lunch and learn sessions, and afterschool workshops.
  - PD at Faculty Conference given by Network Personnel
  - *Lunch and Learn* meetings facilitated by members of school who are Common Core Fellows
  - Identification and development of staff for shared leadership roles (ongoing)
  - Transparency; sharing information, problem solving, celebrations that include all stakeholders – using this work as models for staff
  - Principal and Asst. Principal and Extended Cabinet meetings (August thru June)
  - Monthly School Leadership Meetings (SLT) (September-June)
  - School schedule devotes common planning time by grade which is used to support this work
  - Teacher teams review current student work in order to identify gaps in the curriculum or student knowledge
  - Teacher teams collaboratively select the CCLS units and tasks and plan for implementation and multiple points of entry

- Administrators conduct frequent observations with written feedback with a focus on the pedagogy required to implement the CCLS aligned tasks in ELA and Math.
- Teacher data talks
- Student data talks
- School support staff (such as our coaches and consultants) will support the instructional program and provide demonstrations, peer feedback, facilitate inter-visitations, assist teachers with differentiated learning activities, and using data to plan next steps for learning.
- Collaborative planning and implementation of a well-coordinated instructional program and a safe and secure facility
- Ongoing purposeful evaluation of use of resources by the principal and school leaders
- Key personnel and other resources utilized for implementation will include the Principal, Asst. Principals, the School Leadership Team (SLT), instructional lead teachers, coaches, data specialist guidance staff, paraprofessionals. External support staff includes the Network specialists and CFN support team.
- Targets to evaluate our progress, effectiveness, and impact will include setting mid-year benchmarks and utilization of end year evaluative tools. The following assessments will assist in monitoring our progress:
  - Instructional walkthroughs performed by school instructional team school team,
  - Review of teacher observations
  - Teacher data talks
  - Student data talks
  - By June, we will use the following assessment tools to measure progress and plan next goals: use of principal evaluation tools such as Quality Review, final Compliance Report, Arts Survey, Principal's Performance Review, the Learning Environment Survey, feedback from Network Leader and Superintendent, and collaborative self-evaluation conducted by school leadership.
  - Student work completed from the CCLS bundles
  - Improved levels of student engagement observed during classroom observation
  - Attendance at Teacher Team meetings/common planning time
  - Informal and formal observations
  - School-wide administrative walkthroughs
  - Data talk meetings

**Budget and resource alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy       Title IA       Title IIA       Title III       Set Aside       Grants       Other-describe here: Focus School Funds

**Service and program coordination**

- Our goal is to maximize the instructional program by strategically aligning funds so that the unique needs of our school population are met. We will coordinate our fiscal and human resources beginning with a full overview of allocated funds.
- Next, we will allocate funds needed to cover classroom instruction, coaching, and administrative staff (Principal and Asst. Principal) based on student programming needs using Tax Levy and Title I funds.

- Once all pedagogical staff is assigned, we will manage funds to cover OTPS including:
  - NYSTL/School Library allocation/Software
  - Supplies/Materials to support instruction

We will use a variety of funding sources to support this work. We will use FSF for administrative salaries, to partially fund support staff salaries (in combination with Title I SWP), and to hire substitutes to cover teachers when they are attending professional development sessions. We will use our Title I SWP and Focus School funds to fund the work of our consultants, as well as materials acquisition. Moreover we will use Focus School funds to use a vendor to support our afterschool program ensuring more opportunities for afterschool learning for teachers.

**GOAL AND ACTION PLAN#4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Major Recommendation**

- 2011 – 2012 NYCDOE Learning Environment Survey –Safety and Respect and Academic expectations are below citywide average.

**Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

**Annual Goal #4**

- By June of 2013, all students will be provided with academic, social, and emotional enrichment opportunities that meet their needs and assist to ensure success in their academic performance and preparation for next steps in school and college.

**Instructional strategies/activities**

- By June of the 2012-13 school year, all students in grades pre-kindergarten through grade eight will engage in learning opportunities and experiences that address their social and emotional well-being as well as their academic success. Strategies and activities will include:
  - Based on improvements from the 2011-2012 school year, partner with Vacamas for second year in a row to provide a comprehensive afterschool program
  - Afterschool Title III ELL program
  - Provide enrichment and academic afterschool opportunities
  - Second Step instruction
  - Leadership Program Grant Program
  - PBIS program and professional development
  - Student activities/community involvement/afterschool opportunities (August-September, ongoing)
  - Attendance plan (September-June)
  - Guidance and crisis intervention plan (September-June)
  - Establishment of student personal goals and future plans (September-June)
  - Monthly parental opportunities (workshops, breakfasts, class parent meetings, Family Fridays)
  - Student recognition events and celebrations (January and June)
  - Targets to evaluate the our progress, effectiveness, and impact will include:
    - Increase in student attendance (daily monitoring, mid-year, final attendance rate)
    - Decrease in student lateness
    - Reduction in classroom management issues
    - Reduction in student suspensions
    - Increase in activities and afterschool participation
    - Increase in academic achievement
    - Analysis of state assessment data

- Analysis of LES data

**Budget and resource alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy

Title IA

Title IIA

Title III

Set Aside

Grants

Other-describe here: Focus School  
 Funds\_\_\_\_\_

**Service and program coordination**

- Our goal is to maximize the instructional program by strategically aligning funds so that the unique needs of our school population are met. We will coordinate our fiscal and human resources beginning with a full overview of allocated funds.
- Next, we will allocate funds needed to cover classroom instruction, coaching, and administrative staff (Principal and Asst. Principal) based on student programming needs using Tax Levy and Title I funds.
- Once all pedagogical staff is assigned, we will manage funds to cover OTPS including:
  - Teacher/Para/School Aide per session for extended day learning and Saturday programs
  - Teacher/Para per session for professional development, and data specialist
  - NYSTL/School Library allocation/Software
  - Supplies/Materials to support instruction

We will use a variety of funding sources to support this work. We will use Title III LEP funds to support our afterschool program for ELL's. We will use Focus School funds to pay a supervisor to monitor and ensure delivery of instruction for our afterschool programs. We will use Focus School funds to support contract with a vendor for our afterschool program. We will use FSF to support the acquisition of materials, incentives and books as appropriate.

**GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Major Recommendation**

- **2011 – 2012 Quality Review – Page 5** - "Increase family engagement in school activities so that more families are involved in the decision-making process and in exchange of information in support of student performance."

**Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT**

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> 6.2 Welcoming environment | <input type="checkbox"/> 6.4 Partnerships and responsibility |
| <input type="checkbox"/> 6.3 Reciprocal communication         | <input type="checkbox"/> 6.5. Use of data and families       |

**Annual Goal #5**

- By June 2013, we will improve family involvement in the school community through the quality and quantity of family events and the attendance of families at said events.

**Strategies to increase parental involvement and engagement**

- We support the belief that when the school community strategically aligns professional development, family outreach, and student learning experiences and supports, our students will thrive. Our strategies to increase parent involvement will include the following:
  - Family Day and Carnival – twice once in September and once in April/may
  - Class Parents
  - Open School Night/Orientation
  - Family Game Night
  - Monthly Awards Assemblies
  - Family Fridays
  - Identification of funding and resources to engage parents in their child’s education (workshops, events, celebrations) August-September
  - Monthly implementation of parental offerings (workshops, breakfasts, evening events)
  - Student recognition events
  
- We will make every effort to ensure parents are meaningful participants in our SLT by collaboratively setting the schedule, making reminder phone calls, and setting up structures whereas parents’ voices are heard during meetings. Additionally, we will work to improve the involvement of parents in the education process. We will send family friendly monthly flyers home explaining simple strategies that parents/guardians can use at home to support their son or daughter’s success in school.

Evidence of meeting this goal will be:

- Sign in sheets for family events
- Number of family events facilitated
- Learning Environment Survey results

**Budget and resource alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

 Tax Levy Title IA Title IIA Title III Set Aside GrantsOther-describe here: Focus School  
 Funds\_\_\_\_\_**Service and program coordination**

- Our goal is to maximize the instructional program by strategically aligning funds so that the unique needs of our school population are met. We will coordinate our fiscal and human resources beginning with a full overview of allocated funds. Next, we will allocate funds needed to cover classroom instruction, coaching, and administrative staff (Principal and Asst. Principal) based on student programming needs using Tax Levy and Title I funds. Once all pedagogical staff is assigned, we will manage funds to cover OTPS including:
    - Teacher/Para per session for professional development, and data specialist
    - Incentives for parents such as school t-shirts, bags, and school supplies
    - Vendors for workshops
- We will use our family set aside funds to support this work. We will also use these set asides and the Focus School funds to create a welcoming space for parents. We will purchase incentives, furniture, and pay vendors as appropriate.

**ACADEMIC INTERVENTION SERVICES (AIS)**

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Direct and Explicit Skill/Strategy Instruction using a variety of research-based programs	Homogeneous small groups and one-to-one tutoring	During the school day
Mathematics	Direct and Explicit Skill/Strategy Instruction using a variety of research-based programs	Homogeneous small groups and one-to-one tutoring	During the school day
Science	Not Applicable	Not Applicable	Not Applicable
Social Studies	Not Applicable	Not Applicable	Not Applicable
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	General counseling	One to one and small group	During the school day

### HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

Our hiring practices involve a comprehensive interview with numerous members of our school community, tailored to the specific position we are filing. When hiring and making placement decisions each year we conduct a comprehensive evaluation based on classroom observations, student data, and staff preference and make strategic decisions for where teachers will be most effective. Once staff is placed in the appropriate grade/subject, we work to provide meaningful professional development and support. Moreover we work to also support our new teachers once individuals join our school community. We work strategically to retain and train our teachers by providing the following supports:

- New Teacher Mentor
- New teacher monthly meetings
- Subject specific coaching support
- Subject specific consultant support
- Pedagogical support
- Differentiated professional development opportunities
- Network professional development
- Network members provide in-house individualized professional support

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

---

**PARENT INVOLVEMENT POLICY (PIP)**

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

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

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

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

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

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 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;

- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

**II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;

- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

**III. Student Responsibilities:**

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

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

**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 <b>CFN 401</b>	District <b>07</b>	Borough <b>Bronx</b>	School Number <b>029</b>
School Name <b>Melrose</b>			

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

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

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

### D. School Demographics

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

## 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 <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>		1	1	1	1									4
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	1													1
<b>Push-In</b>			1				2	2	1					6
<b>Total</b>	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
<b>Total</b>	<b>66</b>	<b>6</b>	<b>10</b>	<b>22</b>	<b>0</b>	<b>6</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>92</b>

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
<b>TOTAL</b>	<b>0</b>	<b>3</b>	<b>10</b>	<b>6</b>	<b>5</b>	<b>0</b>	<b>24</b>							

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
<b>TOTAL</b>	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
<b>TOTAL</b>	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
<b>TOTAL</b>	<b>5</b>	<b>2</b>	<b>11</b>	<b>4</b>	<b>6</b>	<b>8</b>	<b>14</b>	<b>13</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>68</b>

## 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).
- provided at the students’ language proficiency levels)
- Speech and Language Therapy ( Services can be provided at the students’ language proficiency levels)
- ESL Push-In/ Pull-out Service

### Courses Taught in Languages Other than English ⓘ

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

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

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

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

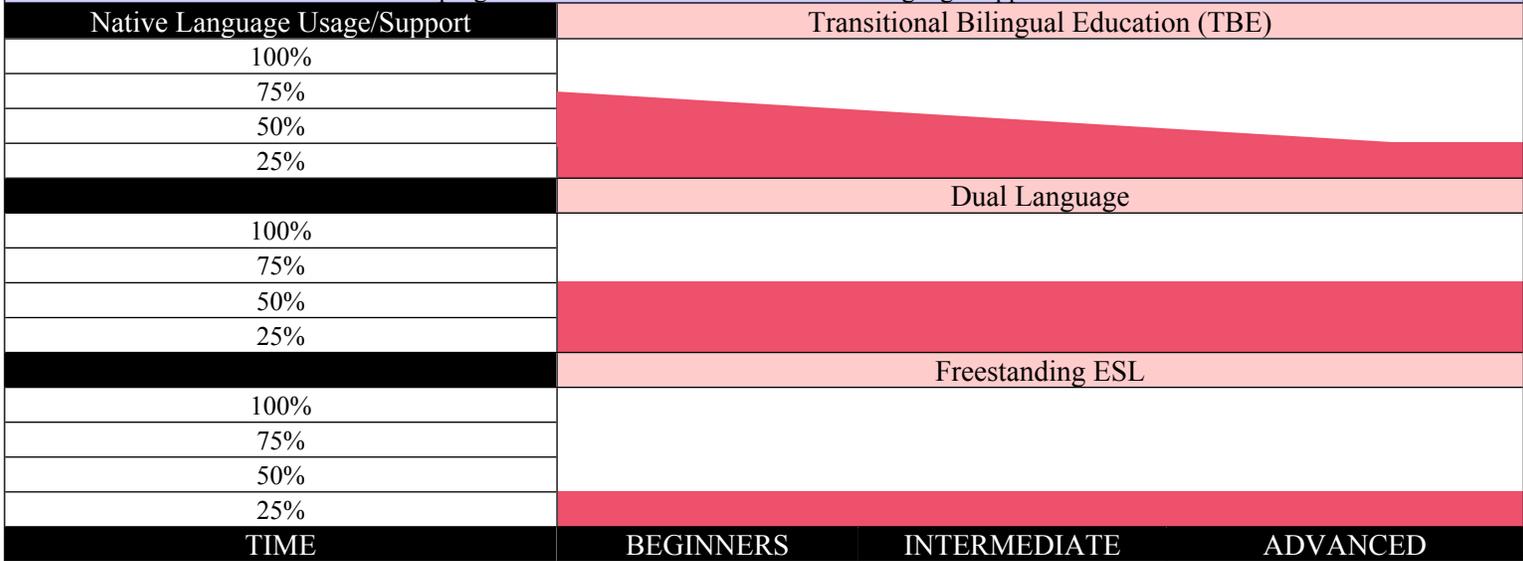
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Usage and Supports**

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



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

## B. Programming and Scheduling Information--Continued

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.

15) The support is offered in a manner appropriate to grade and age levels with the exception of newcomers that are initially placed in groups by proficiency level. All materials purchased and put in the classroom are the results of analyzing the assessments of the students and determining the appropriate materials to meet their needs.

16) To offer assistance to our Kindergarten and pre-kindergarten ESL students we have orientation over the summer. For all other students we offer orientation on an ongoing basis throughout the year.

17) Our Spanish language teacher recently resigned but in order to support language development for our ELL students we have library. )

### 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 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				
	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				
Biology				
Chemistry				
Earth Science				
Living Environment				

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	2	5	2	1				
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - 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?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- 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 also affects the purchasing of instructional materials. Test scores and data are analyzed prior to purchasing materials to ensure that we are best meeting the needs of our students.
- 4.a)After analyzing students results and the patterns across proficiencies and grades, we observe that advanced level students moved to proficiency level and those students scored higher in ELA test. The patterns observed across grades shows that there was improvement in proficiency, especially in Fourth and Sixth grades. Most of the students who reached High Advanced level previous year, this year reached proficiency level and tested out.
4. b) Last school year our school chose to administer ELL Periodic Assessment. After obtaining information about the results, school leaders and teachers made adjustments in the instruction and chose interventions to best meet the needs of the students.
- 4c)Even though newcomers were tested in their native language, the results indicated that most of them performed below grade level. This indicates that they are either SIFE or have come from their countries with deficiencies in content area subjects or programs in Math and Science were different from the programs in the United States. Students who were on grade level in their native countries usually benefit from the opportunity of taking tests in their native language even though they still face difficulties related with unfamiliar cultrual aspects such as money, sports, entertainment and jobs. As ELLs make progress in their second language skills, they show the tendency of choosing to take tests in English, their language of instruction.

### 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' observetions, and NYSESLAT submodalities.

## Part VI: LAP Assurances

<b>School Name:</b> _____		<b>School DBN:</b> _____	
Signatures of LAP team members certify that the information provided is accurate.			
<b>Name (PRINT)</b>	<b>Title</b>	<b>Signature</b>	<b>Date (mm/dd/yy)</b>
	Principal		1/1/01

**School Name:** \_\_\_\_\_ **School DBN:** \_\_\_\_\_

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	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.

## 2012-13 Comprehensive Education Plan (CEP)

### 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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served:
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input 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 type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input 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 Intermediate and Advanced level English Language Learners in third and fourth grade bilingual and monolingual classes and fourth, fifth and six grade beginner level ELLs from bilingual and monolingual classes. A certified bilingual teacher and a certified ESL teacher will provide the supplemental instruction to ELL students after school.

We are planning to have two groups of students, who are served four times a week for one hour (3:00 PM to 4:00 PM) after school from November 2012 through May 2013. 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: Prior to the start of our afterschool program, our teachers will co-plan, gather academic materials necessary for the implementation of the program, and set learning goals for the students. They will create model lesson plans and strategies lists to be used throughout the school as well as during the program. The focus of the PD work will be on content based instruction for beginner ELLs as well as intermediate and advanced level ELLs.

Based on the planning and development of the strategies list, our teachers who support ELLs in our

### Part C: Professional Development

afterschool program will provide and participate in professional development supporting the needs of ELLs in the classroom to all staff. We will offer 4 lunch and learn sessions throughout the school year to support the implementation of this work in the afterschool program. Additionally we will spend time during these sessions focused on strategies to work with newcomers.

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

We will also encourage members of our ELL staff and after school providers to participate in our Professional Book Club where we will look a best practices in content based 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. As an additional feature 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"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		