



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: THE MELROSE SCHOOL-PS/MS 29

DBN (i.e. 01M001): 07X029

Principal: MEREDITH GOTLIN

Principal Email: MGOTLIN@SCHOOLS.NYC.GOV

Superintendent: YOLANDA TORRES

Network Leader: BEN WAXMAN

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Meredith Gotlin	*Principal or Designee	
Leticia Morales	*UFT Chapter Leader or Designee	
Jackie Vargas	*PA/PTA President or Designated Co-President	
Crystal Grayson	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Laura Barone	Member/ Teacher	
Jessica Hanson	Member/ Teacher	
Cynthia Nieves	Member/ Parent	
Sharon Ramirez	Member/ Parent	
Alexis Leiva	Member/ Parent	
Elena Collado	Member/ Parent	
	Member/	

**Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- 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. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- 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 Statements 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, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other

sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 13 of the SCEP.

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
X	School Leadership Team Signature Page
X	The SCEP Overview
X	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	▪ A major recommendation with HEDI rating
	▪ Statement Of Practice (SOP) selected aligned to the goal
	▪ A goal aligned to the major recommendation
	▪ Instructional Strategies section, A-E for each strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

School Information Sheet for 07X029

School Configuration (2013-14)					
Grade Configuration	PK,0K,01,02,03,04,05,06,07,08	Total Enrollment	738	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	5	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	39	# SETSS	N/A	# Integrated Collaborative Teaching	81
Types and Number of Special Classes (2013-14)					
# Visual Arts	33	# Music	13	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	82.9%	% Attendance Rate			90.4%
% Free Lunch	93.2%	% Reduced Lunch			3.8%
% Limited English Proficient	13.8%	% Students with Disabilities			22.2%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.4%	% Black or African American			32.1%
% Hispanic or Latino	64.2%	% Asian or Native Hawaiian/Pacific Islander			1.4%
% White	1.9%	% Multi-Racial			N/A
Personnel (2012-13)					
Years Principal Assigned to School	4.59	# of Assistant Principals			2
# of Deans	2	# of Counselors/Social Workers			2
% of Teachers with No Valid Teaching Certificate	3.0%	% Teaching Out of Certification			14.4%
% Teaching with Fewer Than 3 Years of Experience	28.8%	Average Teacher Absences			4.9
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	9.1%	Mathematics Performance at levels 3 & 4			9.4%
Science Performance at levels 3 & 4 (4th Grade)	58.3%	Science Performance at levels 3 & 4 (8th Grade)			37.5%
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	No	Limited English Proficient		Yes
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	No	Limited English Proficient		No
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Science (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	No			

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP			
Describe the strengths of your school's 12-13 SCEP.			
SCEP addressed school specific needs as per SED and DOE reviews			
Describe the areas for improvement in your school's 12-13 SCEP.			
1. Improved academic performance of ELLs and SWDs			
2. Ensuring access for ALL learners, with a specific focus for ELLs and SWDs, teaching and learning			
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.			
Creating a collaborative community of learners which requires school leaders to leverage both human and financial resources that serve all students			
Describe the degree to which your school's 12-13 SCEP was successfully implemented.			
Instructional practice, aligned with the Danielson framework, and curriculum aligned to the CCLS, has improved			
Were all the goals within your school's 12-13 SCEP accomplished?			Yes X No
If all the goals were not accomplished, provide an explanation.			
Progress toward the 2013 goals is evident, however, change is slow and it takes time to embed new perspectives and methodologies			
Did the identified activities receive the funding necessary to achieve the corresponding goals?			X Yes No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP			
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.			
Time to implement and coordinate the new demands of MOSL, MTP, CCLS			
List the 13-14 student academic achievement targets for the identified sub-groups.			
5% improvement in ELA and math for the lowest third, ELLs, and SWDs			
Describe how the school leader(s) will communicate with school staff and the community.			
Monthly staff meetings, monthly newsletter, lead teacher meetings, instructional cabinet, special education department meetings, grade meetings and subject area meetings			
Describe your theory of action at the core of your school's SCEP.			
The principal and her cabinet work to create a calm and respectful environment that fosters higher level of student and adult learning			
Describe the strategy for executing your theory of action in your school's SCEP.			
The school implements a standards based curricula, with attention to authentic conversations and writing across the grades and content areas, which leads to increased student achievement; Grade level teams meet weekly to modify curriculum to increase access for all students.			
List the key elements and other unique characteristics of your school's SCEP.			
Specifically targets both administrative and teacher practice through ongoing professional development, consistent observation of teaching staff, modification of curriculum, strategic use of resources, reprogramming of staff, and expansion of teacher teams			
Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.			
A cohesive leadership with a cabinet, and designated school leaders, that meet regularly to review and refine the improvement plan.			

Goal and Action Plan #1 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

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).			
Based on frequent observations, school leaders provide feedback on classroom environments, bulletin boards and lesson planning, leading to the completion of an Individual Professional Development Plan (IPDP) for each teacher, with a rationale for the objective(s), specific time frame for improvement, and next steps. This rigorous process is grounded in analyses of student work and data to ensure that the evaluated outcomes become embedded teaching strategies that lead to effective instructional practice. School leaders focus on concrete and actionable feedback by continuously calibrating their observation process, resulting in coherent and seamless communication of clear expectations for improving teacher pedagogy. Thus there is continuous use of effective feedback to support improvement in teaching and learning, leading to mutual accountability for teacher development and commitment to instructional growth.			
Review Type:	Quality Review	Year:	2013
Page Number:	4	HEDI Rating:	HE

Tenet 2: School Leadership Practices and Decisions

Indicate using an “X” the Standard(s) 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.					
X	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;">2.2 School leader’s vision</td> <td style="width: 50%; padding: 5px;">2.3 Systems and structures for school development</td> </tr> <tr> <td style="padding: 5px;">2.4 School leader’s use of resources</td> <td style="padding: 5px;">2.5 Use of data and teacher mid-management effectiveness</td> </tr> </table>	2.2 School leader’s vision	2.3 Systems and structures for school development	2.4 School leader’s use of resources	2.5 Use of data and teacher mid-management effectiveness
2.2 School leader’s vision	2.3 Systems and structures for school development				
2.4 School leader’s use of resources	2.5 Use of data and teacher mid-management effectiveness				

Annual Goal #1

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, the principal and assistant principals will conduct a minimum of 6 informal or 1 formal/3 informal classroom observations and provide teachers with formative feedback and professional development to support improved practice in competencies across the Danielson framework.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
<ol style="list-style-type: none"> 1. School leadership will ensure instruction is aligned with the Danielson Framework that supports the implementation of the Common Core standards. 2. Administrative calendarizing of whole school observations – allowing for effective observation/feedback cycle 3. Supervisors, in collaboration with teachers, will develop individual professional development plan for each teacher. 4. Supervisory staff will meet individually with staff to review student data and develop plans for improving individual student achievement. 5. Instructional Rounds 6. Administrative and Instructional team members will work collaboratively to set up a schedule and observation protocols aligned with Danielson competencies. Attendance records, agendas, and minutes from weekly planning sessions and professional development activities will provide evidence of staff progress 7. Feedback will be tracked and analyzed – professional development will be given based on feedback data
B. Key personnel and other resources used to implement each strategy/activity
<ol style="list-style-type: none"> 1. Principal 2. Assistant Principal 3. Coach 4. Consultants
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> 1. By February, completion of two supervisory observations with feedback and support – improved feedback and outcomes 2. Assessment of school professional development plan 3. IPDP – individualized professional development plans 4. Administrative data collection
D. Timeline for implementation and completion including start and end dates

1. August 2013 – June 2014
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Time for professional development, per session and per diem
 2. Scheduled time during the school day for individual conferences with each teacher and an administrator
 3. Scheduled time during the school day for grade team and subject team meetings regularly
 4. Scheduled time during the school day teacher observations

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI	X	PF Supporting Great Teachers & Leaders

Goal and Action Plan #2 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

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

- 1) Educating the whole child is at the core of decisions made, leading to meaningful student work products which demonstrate students' consistent involvement in high level performance tasks. As a result, all students are cognitively engaged at their different entry points, with scaffolded practices that support their diverse learning needs.
- 2) Cross-grade and vertical meetings afford teachers opportunities to collaboratively create assessments and rubrics that serve as accurate barometers of student progress across disciplines. Teacher-created benchmark assessments in English language arts and math are aligned to the Common Core Learning Standards (CCLS) and provide content-specific measurement of student achievement of strategies and concepts, resulting in ongoing adjustments in instructional practices and feedback that promotes student awareness of next steps to improve their learning.

Review Type:	Quality Review	Year:	2013	Page Number:	3 and 4	HEDI Rating:	HE
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Tenet 3: Curriculum Development and Support

Indicate using an "X" the Standard(s) 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.

X	3.2 Enact curriculum	3.3 Units and lesson plans
	3.4 Teacher collaboration	3.5 Use of data and action planning

Annual Goal #2

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, teacher teams will design and implement curriculum units in math, ELA, social studies and science which include rigorous tasks engaging students and in alignment with CCLS as evidenced by tasks, classroom observations and teacher-team evaluations. Curriculum units will contain multiple entry points ensuring access for ALL learners, with a specific focus for ELLs and SWDs.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

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

1. Individual student data in area of ELA and math will be provided to staff. Subsequent facilitate professional development activities on interpreting the data and utilizing the information to develop plans and interventions which are aligned with the CCLS
2. Educational consultants, on staff coach and support staff, and administrative team will provide staff with the tools and strategies needed to develop engaging unit plans and tasks in ELA, math, social studies and science which are aligned with the CCLS
3. Network Supervisory Staff and teacher teams will meet during common planning time to plan and align curriculum
4. Teachers will utilize a "Looking at Student Work" protocol to gather information about student learning and inform revision of instructional units.

5. New teachers meet regularly with principal to discuss challenges and success as they work to align units of study
6. Lead teachers meet regularly
B. Key personnel and other resources used to implement each strategy/activity
1. Principal
2. Assistant Principal
3. Coach
4. Consultants
5. Grade Team Leaders
6. Common Core Fellows
7. Special Education Coordinator
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Supervisory observations with feedback and support – improved feedback and outcomes
2. Assessment of school professional development plan
3. IPDP – individualized professional development plans
4. Administrative data collection
5. Completed unit plans and tasks in ELA, math, social studies and science which are aligned with the CCLS
6. Notes from weekly, monthly, specialized professional development sessions
D. Timeline for implementation and completion including start and end dates
1. June 2013-June 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Time for professional development, per session and per diem
2. Scheduled time during the school day for individual conferences with each teacher and an administrator
3. Scheduled time during the school day for grade team and subject team meetings regularly
4. Scheduled time during the school day teacher observations

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
X	PF Set Aside		Tax Levy	x	Title IA		Title IIA		Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.										

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.										
x	PF AIS		PF CTE		PF College & Career Readiness	X	PF Common Core			
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement			
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders			

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

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).			
1. The school offers six to eight week cycles of targeted small group instruction to provide all students with tiered interventions that meet their needs. Teachers meet regularly to ascertain the impact of the differentiated interventions in place and make needed adjustments in student flexible groupings. Students' progress is accurately analyzed and measured in comparison with group and school-wide goals, leading to instructional improvement and comprehensive access to curricula by all students, especially English language learners and students with disabilities.			
2. All teachers meet regularly before, during and after school to analyze student work and assessment results, in order to identify the achievement gaps that adversely impact student learning...During data talks, teachers examine student work and use the data to analyze students' learning process and identify gaps to be addressed immediately. They make decisions that positively impact student learning, as evidenced by a teacher led book club and a test prep academy that have contributed to improved student achievement on benchmark assessments.			
Review Type:	Quality Review	Year:	2013
Page Number:	3 and 5	HEDI Rating:	HE

Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) 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		4.3 Comprehensive plans for teaching
	4.4 Classroom environment and culture	X	4.5 Use of data, instructional practices and student learning

Annual Goal #3

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, the school will deepen the work around our instructional focus that will create coherence among multiple initiatives. Through examining the school-wide implementation of the Citywide Instructional Expectations and our instructional focus on the all students, including ELLs and SWDs, will demonstrate progress toward achieving State standards as measured by a 5% increase in students making progress on the NYS ELA assessment.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

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

1. Coach and consultants will provide professional development and support in using curriculum to support special needs of students inclusive of ELLs, SWD, at-risk, and high level learners.
2. Special Education Coordinator will facilitate weekly professional development for special education team schoolwide
3. Teacher programs include minimally 1 period per week of common planning time and minimally 50 minutes of professional development.
4. Grade team analysis of data obtained from summative and formative assessments to identify students in need of AIS or enrichment activities.
5. Common planning will occur weekly from September to June.

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

1. Principal
2. Assistant Principal
3. Coach
4. Consultants
5. Grade Team Leaders
6. Common Core Fellows
7. Special Education Coordinator

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

1. Administrative observation of implementation of differentiation of instruction for ELLs and SWDs in general education classroom
2. Improved performance of ELLs in ELA as evidenced by performance assessments
3. Improved reading and writing instruction as per teacher observation and student work products

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

1. August 2013-June 2014

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

1. School schedule – incorporate common planning AND weekly professional development
2. School schedule – weekly special education meeting
3. Educational consultants

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness	X	PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

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

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).			
<p>1. The school’s belief in the importance of strong support for students’ social and emotional development, is evidenced by the Second Step character building program for elementary grades and advisory sessions for middle level students.</p> <p>2. The school partners with a variety of community-based organizations that provide social emotional outlets for students, thus exposing them to field trips and overnight camp experiences that result in improved student behaviors, increased attendance rates, and positive academic outcomes. For example, a program called GLOW, which stands for “shine as a student”, is a social emotional outlet that contributes to positive outcomes in student behaviors by improving students’ self-esteem. At times, teachers co-teach with personnel free of charge, to provide students with learning opportunities centered on their social emotional development. This translates into improved academic performance in classrooms, due to the collaboration between teachers and community partners. A Positive Behavior Intervention System (PBIS) allows students to provide feedback on school activities and offer ideas to sustain improvement in student behavior and attendance.</p>			
Review Type:	Quality Review	Year:	2013
Page Number:	5 and 6	HEDI Rating:	HE

Tenet 5: Student Social and Emotional Developmental Health

Indicate using an “X” the Standard(s) 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	X	5.3 Vision for social and emotional developmental health
	5.4 Safety		5.5 Use of data and student needs

Annual Goal #4

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
By June of 2014, 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

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups
<ol style="list-style-type: none"> Organizing, analyzing and disseminating all areas of data: demographic, student learning, perception, and process so that all stakeholders are able to understand the needs of all students Utilizing data and disaggregating data to monitor all systems that support student social and emotional health. Attendance team Effective use of school counselor, social worker, psychologist, AIS team to address absence and lateness social emotional needs Monthly parent workshops Student recognition events and celebrations Career day PBIS Afterschool CBO Partnerships Second Step Leadership Program
B. Key personnel and other resources used to implement each strategy/activity
<ol style="list-style-type: none"> Administrators Guidance Counselor Social Worker Psychologist Parent Coordinator CBO staff Teachers Deans
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Report of all students deemed at-risk as per attendance and lateness
2. Define intervention(s) for all students deemed at-risk as per attendance and lateness
3. Guidance Counselor evidence (log) of contact hours with identified at-risk students
4. ORS incidents
5. LES

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

1. August 2013 – June 2014

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

1. ATS and other attendance reports to be generated and analyzed
2. Scheduled team meetings
3. Ongoing partnership with assistant principal and guidance counselor to ensure targeted support for at-risk students
4. Ongoing partnerships with CBOs
5. Regular RTI, attendance team, and PBIS team meetings

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	PF Set Aside	X	Tax Levy		Title IA		Title IIA		Title III		Grants
--	---------------------	----------	-----------------	--	-----------------	--	------------------	--	------------------	--	---------------

List any additional fund sources your school is using to support the instructional goal below.

State Misc. 17 EDSVP

Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
X	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

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

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

The school's commitment to parental involvement is equally evident in events such as Family Movie Nights, Family Fridays, Family Day, Carnival and a Class Parent Program, that was created to ensure that each class is represented by parents who attend a monthly breakfast with the principal. During this monthly affair, parents share ideas on topics to support their children's learning and follow up with outreach to other parents from their child's class. As a result, the school is exemplary in maintaining a collaborative environment in which children and adults consistently demonstrate growth in their academic and personal behaviors.

Review Type:	Quality Review	Year:	2013	Page Number:	6	HEDI Rating:	HE
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Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) 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.

	6.2 Welcoming environment	X	6.3 Reciprocal communication
	6.4 Partnerships and responsibilities		6.5 Use of data and families

Annual Goal #5

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, 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

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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

1. Planning and implementation of a Family outreach plan
2. New Parent Orientation/Family Night/Open House for Parents
3. Monthly implementation of parental offerings
4. Student recognition events

5. Comprehensive Monthly Calendars
6. Monthly parent calendar
B. Key personnel and other resources used to implement each strategy/activity
1. Principal
2. Assistant Principals
3. Parent Coordinator
4. Community Associate
5. School support staff – social worker, psychologist, guidance counselor
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Monthly Family Calendar
2. Attendance at School Events – Back to School Night, Thanksgiving Potluck, Parent Workshops, etc.
3. LES
4. Improved student attendance
D. Timeline for implementation and completion including start and end dates
1. August 2013-June 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Cabinet meetings
2. Staff attendance at said events
3. Parent attendance at said events
4. Data tracking of number of events and attendance

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
X	PF Set Aside		Tax Levy		Title IA		Title IIA		Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.										
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.										
	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core			
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	X	PF Parent Engagement			
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders			

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Direct and Explicit Skill/Strategy Instruction using a variety of research-based programs (includes ELL AIS as well...)	Homogeneous small groups and one-to-one tutoring	During the school day After-school programs Recess Academies
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 After-school programs Recess Academies
Science	Direct and Explicit Skill/Strategy Instruction in reading science non-fiction text	Homogeneous small groups and one-to-one tutoring	During the school day After-school programs Recess Academies
Social Studies	Direct and Explicit Skill/Strategy Instruction in reading social studies non-fiction text	Homogeneous small groups and one-to-one tutoring	During the school day After-school programs Recess Academies
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	General counseling	Homogeneous small groups and one-to-one tutoring	During the school day

**Title I Information Page (TIP)
For School Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
School administration with work with DHR to ensure that all teachers are highly qualified, form partnerships with local colleges to identify new staff and attend Central borough wide hiring fairs.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> • Promote and facilitate CCLS aligned student work that reflects the implementation of current system-wide reform initiatives • Integrate professional development for monolingual and bilingual/ESL staff into the ongoing instructional activities of the school, for example, through multidisciplinary planning, common preparation periods, and locally designed professional support • Involve parents in their children's education through greater collaboration with teachers and other school staff, and increased engagement in the school's education program

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
As an SWP school, we have combined Title I funds with other federal, State, and local resources,; funds are used to benefit all students in the school, but a priority is to provide Academic Intervention Services to at-risk students

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
Student orientation takes place prior to the school year. Parents are invited and work with the teachers for transition.
Teachers work together to create classes, co-plan, and share records.

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Teachers on the MOSL team have worked collaboratively to determine the selection of appropriate multiple assessment measures, professional development has been provided to the entire staff.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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) Template

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the

proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

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

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

District 07	Borough Bronx	School Number 029
School Name The Melrose School		

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

Principal Meredith Gotlin	Assistant Principal Dyon T. Rozier
Coach Mr. Fletcher	Coach
ESL Teacher Marina Berestova	Guidance Counselor Ms. Soto
Teacher/Subject Area Leticia Morales	Parent type here
Teacher/Subject Area type here	Parent Coordinator Dery Rodriguez
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	2	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	2	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	1
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	709	Total number of ELLs	118	ELLs as share of total student population (%)	16.64%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input 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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0	1	1	1	1	0	0	0	0	0	0	0	0	4
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In				1	1	1	2	1						6
Pull-out	1	1	1	1	1	1	1	2	2					11
Total	1	2	2	3	3	2	3	3	2	0	0	0	0	21

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	118	Newcomers (ELLs receiving service 0-3 years)	80	ELL Students with Disabilities	21
SIFE	26	ELLs receiving service 4-6 years	26	Long-Term (completed 6+ years)	12

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	25	4		2						27
Dual Language										0
ESL	55	20		24	2		12			91
Total	80	24	0	26	2	0	12	0	0	118

Number of ELLs who have an alternate placement paraprofessional: 1

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	0	9	7	7	4									27
SELECT ONE														0
SELECT ONE														0
TOTAL	0	9	7	7	4	0	27							

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	9			3	4	10	21	7	7					61
Chinese														0
Russian														0
Bengali	1		1											2
Urdu														0
Arabic		1		2		4			3					10
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	3	2			3	1	5	2	3					19
TOTAL	13	3	1	5	7	15	26	9	13	0	0	0	0	92

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	6	5	3	6	4	5	3	3	4					39

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	6	2	4	4	4	4	8	0	4					36
Advanced (A)		6		2	3	6	15	6	5					43
Total	12	13	7	12	11	15	26	9	13	0	0	0	0	118

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

NYS ELA						
Grade	Level 1	Level 2	Level 3	Level 4	Total	
3	6				!Und	
4	8	4				
5	11					
6	11					
7	9	2				
8						
NYSAA Bilingual (SWD)						

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	9		5						
4	6	2	3	3					
5	8	3			1				
6	9	1	1	1					
7	10	1		1					
8									
NYSAA Bilingual (SWD)									

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	5	2	6	5				
Chinese Reading Test								

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

The assessment tools our school uses to assess the early literacy skills are TCWP Foundation that includes alphabet writing, reading assessment for independent reading levels, spelling inventory, decoding, sight words, phonological/phonemic awareness, and print concepts. For assessments in Spanish we use the Fountas & Pinnell benchmark assessment system adapted for Spanish in collaboration with bilingual literacy experts. The data provides each educator with foundation and history about each child's level of performance in acquiring English as a second language. We also identify the level of proficiency of ELLs. All this data is what drives instruction to meet each child's needs. With this data our instructional planning team develops programs so our ELLs will benefit and acquire more English skills: small group instruction, pairing on ELLs, scaffolding instruction, ESL teachers push in and pull out according to the students' level.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data pattern across proficiency levels shows that we have 43 Advanced ELL students, the majority (32 of total) belong to the higher grades (5-8). We have beginner level ELLs across all grades (the total of 38), all of them are new comers. We have intermediate level ELLs across all grades (the total of 36), the majority (24 students) are elementary school students. We have the largest number of ELLs in sixth grade (the total of 26), 20 of these students are new to our school.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

N/A

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

After analyzing the data of proficiencies and grades in both programs, the observable patterns are the following: the larger number of students that reached proficiency and tested out comes from the upper grades: 11 ELLs tested out in grades 5-7, and 6 ELLs tested out in grades K-4 (four belonged to the TBE). Most of ELLs that reached a higher proficiency level come from lower grades: 20 ELLs from grades K-4 (10 come from TBE and 10 from Free Standing ESL). In grades 5-7, 12 ELLs reached a higher proficiency level within a year. Our data shows that students that took content area tests in their native language showed better results. Our school does not administer ELL Periodic Assessment any more.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

ELLs that performed at level 1 in Math and/or ELA receive RTI services.

6. How do you make sure that a child's second language development is considered in instructional decisions?
In order to make sure that a child's second language development is considered in instructional decisions all classroom teachers are aware of the language proficiency levels of their ELLs. They use this information for appropriate grouping, scaffolding, and referring to the right proficiency levels from their curriculum.

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

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We consider our programs for ELLs very successful. The majority of our ELLs reach proficiency level as they move to higher grades. 42 out of 63 ELLs in grades 5-8 are either newcomers or ELLs that are new to our school.

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).) 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.

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. Shortly after LAB-R testing is completed (in ten school days from the time of enrollment), 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. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

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. 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.

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. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

We order NYSELAT testing materials in advance and as soon as they are delivered to our school, our NYSESLAT testing team (ESL and Bilingual teachers and testing coordinator) makes a schedule to assure that all the sections of this test are administered to all our ELLs. We start testing Speaking section of the test which is administered one on one by the teachers who do not provide regular instruction to the ELLs they will be testing. We administer Listening, Reading, and Writing subtests in small groups.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.  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. When enrolling students with ESL needs we have a conversation with parents to determine what is best fit for the student.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])? 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 needs. In our pull-out ESL program students are placed in small groups according to their proficiency level.
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)?

We have bilingual 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. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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, thematic units in the content area enhance language acquisition. Many ESL research based methodologies are used to support language learning: for example, Total Physical Response (TPR). Natural Approach, 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 Language Development Houghton Mifflin Harcourt.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Our Spanish speaking ELLs in Biligual classes are given ELE text, running record, and Benchmark Assessment system adapted for Spanish to measure their progress un Native language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
In order to ensure that our ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year ELD Progress-Monitoring Assessment.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).
 - f. 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.
 - g. .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.
 - h. 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, 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. 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.

- i. .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.
- j. 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. In order to prepare these students for NYSESLAT assessment, instruction is provided using Empire State NYSESLAT by Continental Press.
- k. 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.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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 are equipped with smart boards and other audio visual aids. Small group instruction takes place together with rotating groups between working in centers and workin with teachers. 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.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

ELLs with special needs 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.)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) ;Bilingual Speech and Language Therapy;CTT classes
Speech and Language Therapy (Services can be provided at the students' language proficiency levels): ESL Push-In/ Pull-out Service Common planning periods for both General Education and Special Education teachers
Students are scheduled to attend classes in General Education as recommended by IEP

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

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

		Instruction	
Native Language Arts:			
Social Studies:			
Math:			
Science:			

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

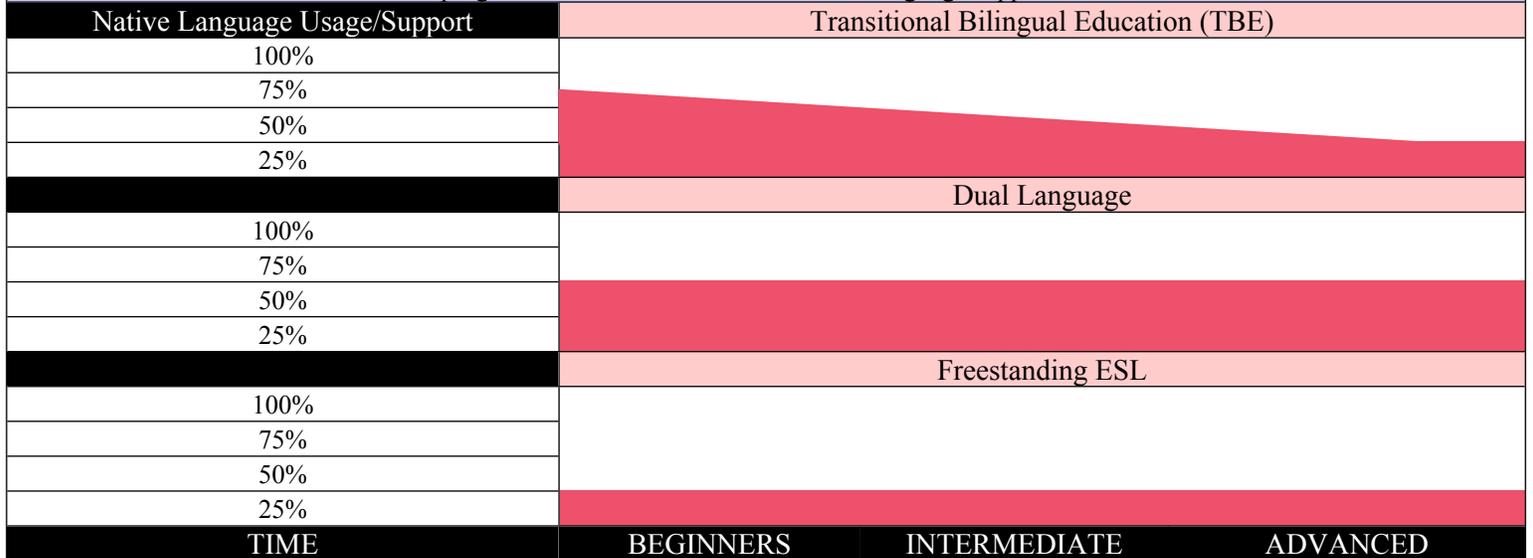
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

This school year our school implemented two new ELA programs: Journey Common Core by Hampton Mifflin Harcourt for Elementary School and The Reader's Journey by Prentice Hall for Middle School. Both programs contain additional resources to support classroom and ESL teachers: ELL Teacher Handbook: ELL today, Instructional Strategies, Assessments, Classroom Resources; Small Group Instruction: ELL Leveled Readers: Support for Newcomers: ELL Newcomer Teacher's Guide, Vocabulary and Concepts Posters , Newcomer Audio: School-Home Connections: My Journey Home, Family Connections. These programs address the needs of Newcomers, ELLs with 4-6 of services, as well as Long Term ELLs. Our Math programs Investigations Differentiation and Intervention Guide by Pearson for Elementary School and Connected Mathematics 3 by Pearson for Middle School contain ELL notes that provide teachers with suggestions to support students with language and vocabulary. Bilingual Math textbooks are in use in many classrooms. Our Science programs (Foss by Delta Education for Elementary and Pearson Integrated Science for Middle School) help classroom and ESL teachers in their intervention with ELLs making science accessible and meaningful for students with different linguistic and cultural background. Our Social Studies programs (Houghton Mifflin Harcourt trade books across all grades following the Scope and Sequence of Social Studies Curriculum contain notes with suggestions for teachers that have ELLs in their classrooms. Glossaries in Spanish, French, and Arabic are available on line.

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

The success of the programs for ELLs is evaluated by the outcomes of assessments, growth of students' progress and analysis of their work.

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

N/A.

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

N/A

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

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.

Title III afterschool program will continue providing services for the English Language Learners in the third, fourth and fifth 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.

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

ELLs are provided with indepth language development activities to optimize their full potential. The materials utilized for this purpose are "Into English", "Hello, English!", "English Extra", "Lakeside Elementary", "Windows on literacy", Prentice Hall Literature Reader's book (English Learner's Version), English Language Development by Houghton Mifflin Harcourt. These series develop language for beginning, intermediate and advanced students. Smart boards, CD players, laptops are in use in our classrooms.

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

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.

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

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.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

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

18. What language electives are offered to ELLs?

N/A

19. For schools with dual language programs:

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

N/A

C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

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 on Election Day and again at a Faculty Conference. The primary focus of the professional development will be meeting the needs of ELL students in the classroom. Furthermore, after identifying all staff who have not received the required ESL training will attend 4 afterschool sessions .

2) Multiple workshops and seminars for ELL educators are offered by our network and DOE throughout the year. Our ESL, bilingual and classroom teachers attend these workshops in order to improve their teaching skills, get new ideas, and they engage in the Common Core Standards

3) 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.

4) As stated in question 1, we will identify all staff who have not yet received the mandatory 7.5/10 hours of ELL training and offer 4 sessions after school. A certificate of participation will be placed in their professional files after completion. 1

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 - 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).
 - 2) School partners with Mercy College that offers free GED, citizenship, and ESL classes for parents and Parent Academy of Long Island University that offers Common Core workshops for parents
 - 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 to 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.

E. Additional Information

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

N/A

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Meredith Gotlin	Principal		
Dyon Rozier	Assistant Principal		
Dery Rodriguez	Parent Coordinator		
Marina Berestova	ESL Teacher		1/1/01
	Parent		
Leticia Morales	Teacher/Subject Area		
	Teacher/Subject Area		
Andrwe Fletcher	Coach		
	Coach		1/1/01
Wedndy Soto	Guidance Counselor		1/1/01
Ben Waxman	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: **5** Network: **534**

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 and interpretation support in various languages such as: Arabic, French, Fulani, Malinke, Twi, Soninke, and Spanish. In addition, we inform our parents about translation services available through postings around the school, Phone Master messages, and written communications.

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, guidance counselor, Parent Coordinator, school aids, and our ESL teacher who speaks English, Spanish, French, Portuguese, and Russian. For other languages, we provide translation and through private translation and interpretation companies approved by DOE. 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, parent volunteers and interpretation services through outside contractors approved by DOE.

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