



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):	07X029
School Name:	THE MELROSE SCHOOL
Principal:	MS. MEREDITH GOTLIN

School Comprehensive Educational Plan (SCEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: SCEP Overview

Section 5: Needs Assessment, Annual Goals and Action Plans

- I. Section 5A Capacity Framework Element - Rigorous Instruction
- II. Section 5B Capacity Framework Element - Supportive Environment
- III. Section 5C Capacity Framework Element - Collaborative Teachers
- IV. Section 5D Capacity Framework Element - Effective School Leadership
- V. Section 5E Capacity Framework Element - Strong Family-Community Ties

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Name: The Melrose School School Number (DBN): 07X029
Elementary and Middle
School Level: Schools Grades Served: Pre-K - 8
School Address: 758 Courtlandt Avenue, Bronx, NY 10451
Phone Number: 718-292-3785 Fax: 718-292-3784
School Contact Person: Ms. Kerry-Ann Hazell Email Address: KHazell@schools.nyc.gov
Principal: Ms. Meredith Gotlin
UFT Chapter Leader: Ms. Leticia Morales
Parents' Association President: Ms. Sharon Ramirez and Ms. Yajaira Araujo
School Leadership Team
Chairperson: Ms. Jessica Hanson
Student Representative(s): Ms. Storm Irizarry

District Information

District: 07 Superintendent: Ms. Yolanda Torres
Superintendent's Office Address: 501 Courtlandt Avenue, Bronx, NY 10451
Superintendent's Email Address: YTorres5@schools.nyc.gov
Phone Number: 718-742-6500 Fax: 718-742-6548

Cluster and Network Information

Cluster Number: 5 Cluster Leader: Ms. Debra Maldonado
Network Number: 534 Network Leader: Mr. Ben Waxman

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Ms. Meredith Gotlin, Principal (Ms. Kerry-Ann Hazell, Designee)	*Principal or Designee	
Ms. Leticia Morales	*UFT Chapter Leader or Designee	
Ms. Sharon Ramirez, Co-President-PA; Ms. Yajaira Araujo, Co-President-PA	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Ms. Storm Irizarry	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Ms. Jessica Hanson	Member/Teacher/SLT Chair	
Mr. David Feliciano	Member/Teacher	
Ms. Monique Matthew	Member/Teacher	
Ms. Leticia Morales	Member/ Teacher	
Ms. Laura Barone	Member/Teacher	
Ms. Sharon Ramirez	Member/Parent	
Ms. Cynthia Nieves	Member/Parent	
Ms. Sunny Rosa	Member/Parent	
Ms. Tiffany Quinones	Member/Parent	
Mr. Miguel Salamanca	Member/Parent	
Ms. Crystal Grayson	Member/Community Associate	

**Signature of constituent only indicates consultation in the development of the SCEP, not approval.

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

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

The Capacity Framework and SCEP Development

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



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

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

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
<ul style="list-style-type: none"> Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. 	
<ul style="list-style-type: none"> Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. 	
<ul style="list-style-type: none"> Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. 	
<ul style="list-style-type: none"> Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. 	
<ul style="list-style-type: none"> Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations. 	
<ul style="list-style-type: none"> Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and 	

administrators value each other.

Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
- **Step 3:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: SCEP Overview

Develop a narrative summary that includes:

Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.

School strengths, accomplishments, and challenges.

The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

- PS/MS 29 - The Melrose School is a learning community that reflects the diversity of our city. Our school's mission statement is "The Melrose School is a safe and challenging academic setting that welcomes all learners. We are a community with high expectations that supports success for everyone." Our educational philosophy is that every child is entitled to well-rounded learning experiences, which cater to the whole child. The Melrose School is a Pre-K to Grade 8 learning community, which serves 762 students, as of December 4, 2014. Approximately 93% of our student body qualifies for free lunch. Approximately 66% of our students are identified as Latino; approximately 30% of our students are identified as Black; and approximately 4% of our students are identified as Asian, White, or Multi-racial. Approximately 15% of our student population has an Individualized Education Program.
PS/MS 29 is a Positive Behavioral Intervention and Supports (PBIS) school. We incentivize our students, rewarding their good deeds, which are based on our REACH (Respect, Excellence, Accountability, Cooperation, Honesty) Matrix, from earning PBIS stamps to purchase items from our PBIS closets. It is now a school-wide program, in its fifth year. While there is a PBIS Coordinator, who schedules the classes and replenishes the items in the closets; our teachers man the closets when their students shop. There are two school-wide character education initiatives: in the middle school, there is Advisory and in the elementary school, there is *Second Steps*. Over the school year, our students have opportunities to engage with different community-based organizations. One such organization is The Leadership Program (TLP). The Leadership Program works with all students in grades 3-4, which includes our students with disability, who are mainstreamed with a general education class, to develop leadership skills in order to prevent violence and bullying. The Books to Grow On program, through our partnership with PENCIL, involves not only our second grade students, but also our first graders. The program helps students and their families build home libraries over the course of the school year. Bronx Theatre Arts provides theatre arts to all of our third grade students. The LeAp program provides a STEM teaching artist to all of our students in the fourth and fifth grade, providing hands-on learning experiences as an extension to their science units. In the Spring, our second graders will participate in Swim for Life, which is a swim and water safety program, in St. Mary's Park. Our fifth grade students will again be given music, specifically instrumental, lessons from Jazz at Lincoln Center teaching artists, coordinated by our retired music teacher. In the spring, for the past six years, our fifth graders tour Washington, D.C. on an overnight trip, as a part of their Social Studies curriculum and senior trip. Our kindergarten through grade five recesses have activities/movement-based stations, facilitated and supported through our partnership with Asphalt Green. We have two after school programs: Urban Dove works with our students in grades three and four; while the other, Vacamas, works with students in grades two through eight.
- Our school fully embeds the Common Core Learning Standards (CCLS) into our instruction. All of our curricula integrate the CCLS: in the elementary school, for literacy, we utilize *Journeys Common Core* and for math, we utilize *TERC Investigations*; in the middle school, for literacy, we utilized the *Reader's Journey* and for math, we utilize *Connected Mathematics*. Science and Social Studies are delivered through thematically developed units, supported by our *Full Option Science System (FOSS)* kits and *Social Studies New York City*, respectively, and the Scope and Sequences for both content areas. We integrate the interactive use of technology when delivering instruction, as all classrooms utilizes their SMART Boards, eno Boards, and document readers. There is a year-long, school-wide professional development plan and calendar, in which some of the presentations are provided by expert staff members. Over summer 2014, some teachers applied to become Lead Teachers. Lead Teachers are one of the conduits by which the grade and/or department teams express concerns discussed at their team meetings to the administrative team and the instructional cabinet; they also serve as a means by which the administrative team can field and/or generate ideas for various initiatives. Additionally, each Lead Teacher has an area of specialization, to serve an additional resource to the members of the school community. For example, there is a Lead Teacher who works on developing relationships across the school community; another work on building the school-home partnership; another works with supporting our English as a Second Language students, teachers, and families;

another supports technology; and so on. Our teacher teams meet weekly to co-plan and to do inquiry work. One major challenge is finding the gap between the instruction that the administrative team observes in the classrooms and our students' performance on their state assessments. The Priority and Focus School Quality Review (PFQR) 2013-2014 cited 4.5 as one of the areas in which we could improve. To address this, we have launched the Looking at Student protocol as a means of identifying the disconnect between what is taught and what is understood.

- The tenets, where we excelled, are 2 and 5, based on our 2012-2013 Quality Review and the 2013-2014 PFQR. Prior to the start of the school year, the administrative team set out to calendarize the observation and feedback cycles for all of our teachers. The preliminary ratings from 2013-2014 *Advance* are reviewed and a discussion about professional supports to improve teaching and learning take place at this time. During the school year, we check in on a monthly basis to discuss the observations, the feedback, and the professional supports. The PS/MS 29 School is committed to professional development. We have two coaches and two deans, who function to support the pedagogy inside and outside of the classrooms. Additionally, we utilize consultants throughout the school year to ensure that our teachers are kept abreast of best, researched-based practices. The school's year-long professional development calendar was developed based on 2013-2014 observations and feedback of teaching and learning, the instructional focus, the school-wide goals, and 2013-2014 teachers' end of year conferences. The professional development calendar functions as a dynamic working document, which supports the pedagogical needs of our staff, as groups of pedagogues and/or as individual teachers.

In the spring of the 2013-2014 school year, the Morris Heights Health Clinic opened up in our school. The clinic's services include vaccinations, writing prescriptions, administering medications, referrals, and mental health services. At varying intervals throughout the year, there are dental and optical services provided. At the clinic, we support our students and families by ensuring that services are conveniently provided at our school. As stated above, we are a PBIS school. We incentive our students based on the REACH Matrix to ensure those students' social behaviors are positively reinforced. In the middle school, every grade has Advisory. Advisory is a forum for students, in groups less than 10, to have a safe space to share with an adult in a small group setting. In the elementary grades, we utilize *Second Steps*, a character education program in grades K to five; and in grades 3 and 4, The Leadership Program teaches students how to be leaders, by making good choices. Both of the deans, in the elementary and the middle schools, conduct monthly awards assemblies tied to the REACH Matrix, attendance, character education, and academic achievement. We also send parents of the students who receive an award a certificate thanking them for the great job they do.

07X029 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	PK,0K,01,02,03,04,05,06,07,08	Total Enrollment	749	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	12
Types and Number of Special Classes (2014-15)					
# Visual Arts	12	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	11	# CTE	N/A
School Composition (2013-14)					
% Title I Population	94.5%	% Attendance Rate		90.0%	
% Free Lunch	95.0%	% Reduced Lunch		3.7%	
% Limited English Proficient	16.3%	% Students with Disabilities		25.2%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.1%	% Black or African American		32.5%	
% Hispanic or Latino	64.4%	% Asian or Native Hawaiian/Pacific Islander		2.0%	
% White	0.4%	% Multi-Racial		0.5%	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	6.59	# of Assistant Principals (2014-15)		3	
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)		2	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	1.4%	Average Teacher Absences (2013-14)		6.78	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	7.4%	Mathematics Performance at levels 3 & 4		9.2%	
Science Performance at levels 3 & 4 (4th Grade)	47.9%	Science Performance at levels 3 & 4 (8th Grade)		11.0%	
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		20.5%	
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		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 (2012-13)					
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	YES	Limited English Proficient		YES	
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
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 Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				

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School Configuration (2014-15)			
Grade Configuration	PK,0K,01,02,03,04,05,06,07,08	Total Enrollment	749
		SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)			
# Transitional Bilingual	N/A	# Dual Language	N/A
		# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)			
# Special Classes	N/A	# SETSS	N/A
		# Integrated Collaborative Teaching	12
Types and Number of Special Classes (2014-15)			
# Visual Arts	12	# Music	N/A
# Foreign Language	N/A	# Dance	11
		# CTE	N/A
School Composition (2013-14)			
% Title I Population	94.5%	% Attendance Rate	90.0%
% Free Lunch	95.0%	% Reduced Lunch	3.7%
% Limited English Proficient	16.3%	% Students with Disabilities	25.2%
Racial/Ethnic Origin (2013-14)			
% American Indian or Alaska Native	0.1%	% Black or African American	32.5%
% Hispanic or Latino	64.4%	% Asian or Native Hawaiian/Pacific Islander	2.0%
% White	0.4%	% Multi-Racial	0.5%
Personnel (2014-15)			
Years Principal Assigned to School (2014-15)	6.59	# of Assistant Principals (2014-15)	3
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)	2
Personnel (2013-14)			
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	1.4%	Average Teacher Absences (2013-14)	6.78
Student Performance for Elementary and Middle Schools (2013-14)			
ELA Performance at levels 3 & 4	7.4%	Mathematics Performance at levels 3 & 4	9.2%
Science Performance at levels 3 & 4 (4th Grade)	47.9%	Science Performance at levels 3 & 4 (8th Grade)	11.0%
Student Performance for High Schools (2012-13)			
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	20.5%
Credit Accumulation High Schools Only (2013-14)			
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits	N/A
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6 Year Graduation Rate	N/A		
Overall NYSED Accountability Status (2014-15)			
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 (2012-13)			
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	YES	Limited English Proficient	YES
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
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 Science (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	YES		
Accountability Status – High Schools			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

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Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.1%	% Black or African American			32.5%
% Hispanic or Latino	64.4%	% Asian or Native Hawaiian/Pacific Islander			2.0%
% White	0.4%	% Multi-Racial			0.5%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	6.59	# of Assistant Principals (2014-15)			3
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)			2
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% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	1.4%	Average Teacher Absences (2013-14)			6.78
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	7.4%	Mathematics Performance at levels 3 & 4			9.2%
Science Performance at levels 3 & 4 (4th Grade)	47.9%	Science Performance at levels 3 & 4 (8th Grade)			11.0%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			20.5%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		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 (2012-13)					
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	YES	Limited English Proficient			YES
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
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 Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	E
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	D
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	E
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	D

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

- Our instructional staff’s curriculum and unit plans are developed using the Common Core Learning Standards. Teachers work collaboratively to plan for their teams. Students’ performance, using tools such as conferring notes, checklists, quizzes, unit assessments, and so on, is based on their mastery of these standards. Our teachers are working towards being well-planned, as evidenced by their lesson plans, observed in classroom visits and observations by the administrative team. Their unit plans are developed, with the support of the teacher teams, coaches, and the consultants. Grade and/or department teams meet weekly during scheduled common planning times. Our school-developed website, which is a password encrypted site, houses all of our assessment data—class’ Fountas and Pinnell’s reading levels, which are scheduled throughout the year; baseline assessments; end of unit assessments; foundational skills assessments; MOSL assessments, state test scores; and so on—which are accessible by all members of the instructional staff.
- Our school holds high expectations for all learners. We are working closely with teachers and families to bridge the gap between gains made in the classrooms and those not being made on the state tests. Although, our students have shown growth, based on 2013-2014 MOSL performance assessments, similar growths have not been seen in the state tests. Students with Disabilities and our English Language Learners were disproportionately underperforming on the state tests. As a result of this, these two sub-groups have become a focus for us school-wide. To this end, a Looking at Student Work protocol and calendar have been developed school-wide for how teacher teams look at student work products. During these meetings, efforts are made to identify the gap between the delivery of instruction and student work products. Student work products, in the form of exit slips, on-demand

writing pieces, comprehension questions, quizzes, tests, and so on, are reviewed systematically in the team meetings. From those weekly meetings, action plans are discussed and mutually agreed upon for trials in classrooms, among identified groups of students, for the upcoming or following week. Action steps/plans for each team are recorded on the school's website. Additionally, we continue to work on improving students' receptive and expressive language by resuming our focus on Authentic Conversations, as an instructional goal.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, the school community will work with the CCLS to deepen teacher work, knowledge, and skills to meet the needs of all learners. Over the course of the school year, we will strategically embed strategies to support the diverse learning styles of students. Specific efforts will be made to address our Students with Disabilities, as well as our English Language Learners. These efforts are intended to improve levels of student achievement, especially, among these groups. All teachers will implement appropriately differentiated multiple entry points that meet the specific needs of our targeted populations.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Teachers' schedule will include at least two common planning times per week, by grade teams and department teams. In the teacher teams, teachers will analyze data using the school-wide Looking at Student Work protocol and calendar to develop instructional next step(s).</p>	<p>All teachers</p>	<p>Weekly, September 2014-June 2015</p>	<p>Administrative team, Coaches, Deans, Special Education Coordinator, Lead Teachers, Teachers</p>
<p>The school-wide, year-long professional development calendar will be utilized as a guide to delivering supports for teachers during after school professional development time. Topics include Working with Students with Special Needs (Week of September 8th), Continuing our Work around Authentic Conversations (Week of September 15th), Progressing Monitoring-Creating Summative and Formative Assessments (Week of September 22nd), and so on. All of the workshops are differentiated for groups of teachers.</p>	<p>All teachers, assigned to different workshops based on observations and teaching experience; Paraprofessionals, similar criteria apply to our paras</p>	<p>Weekly, September 2014-June 2015</p>	<p>Assistant Principals, Coaches, Consultants, Lead Teachers, Teachers</p>
<p>ICT Consultant from Goldmansour and Rutherford to work with teacher teams and paraprofessionals in the ICT and Self-Contained classrooms</p>	<p>Special Education Teachers and their General</p>	<p>Contracted visits: 6 PDs</p>	<p>Elementary and Middle School Consultant from</p>

	Education counter parts; Paraprofessionals, school-wide	scheduled over the course of the 2014-2015 school year, option of 2 more PDs	Goldmansour
The school offers after school to our English Language Learners to improve literacy comprehension and improved language access.	Students and families of English Language Learners, Grades 3-4	November 5, 2014- May 21, 2015	Mr. David Feliciano

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> • Master schedule programming • Scheduled time for professional development, per session and per diem • Using the expertise of the Assistant Principals, Coaches, consultants, Deans, expert teachers, and Lead Teachers to deliver professional development • Including ELLs in after school

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.													
X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA	X	Title III	X	P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
<ul style="list-style-type: none"> • Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. • Specify a timeframe for mid-point progress monitoring activities. 				
<ul style="list-style-type: none"> • Ongoing administrative observations of the implementation and transference of differentiated professional development in improving teaching and learning for general education, as well as targeted population—Students with Disabilities and English Language Learners • Attending and participating in scheduled professional development and grade and department team meetings • Administer interim performance assessments, as well as on-demand assessments of teaching and learning • Monitor the progress of students participating in the after school program, by checking attendance, in class performance, and assessments 				
Part 6b. Complete in February 2015.				
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes	No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	HE
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	E
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	D
5.5	The school leader and student support staff work together to develop teachers’ ability to use data to respond to students’ social and emotional developmental health needs, so students can become academically and socially successful.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

- PS/MS 29 is a Positive Behavioral Intervention and Supports (PBIS) school. We incentivize our students, rewarding their good deeds, which are based on our REACH (Respect, Excellence, Accountability, Cooperation, Honesty) Matrix, when PBIS stamps are earned to purchase items from our PBIS closets. It is now a school-wide program, in its fifth year. While there is a PBIS Coordinator, who schedules the classes and replenishes the items in the closets; our teachers man the closets when their students shop. There are two school-wide character education programs: in the middle school, there is Advisory and in the elementary school, there is *Second Steps*. Over the school year, our students have opportunities to engage with different community-based organizations. One such organization is The Leadership Program (TLP). The Leadership Program works with all students in grades 3-4, including our bilingual and special education classes, to develop leadership skills in order to prevent violence and bullying. The Books to Grow On program, through our partnership with PENCIL, involves not only our second grade students, but also our first graders. The program helps students and their families build home libraries over the course of the school year. Bronx Theatre Arts provides theatre arts to all of our third grade students. The LeAp program provides a STEM teaching artist to all of our students in the fourth and fifth grades, providing hands-on learning experiences as an extension to their science units. In the spring, our second graders will participate in Swim for Life, which is a swim and water safety program, in St. Mary’s Park. Our fifth grade students will again be given music, specifically instrumental, lessons from Jazz at Lincoln Center teaching artists, coordinated by our retired music teacher. In the spring, for the past six years, our fifth graders tour Washington, D.C. on an overnight trip, as a part of their Social Studies curriculum and senior trip. We have two after school programs: Urban Dove works with our students in grades three and four; while the other, Vacamas, works with students in grades two through eight. Our kindergarten through grade five recesses have activity/movement-based stations, supported by our partnership with Asphalt

Green. Our school has a full-time clinic, on-site, the Morris Heights Health Clinic.

- The family engagement time is utilized to create newsletters, schedule IEP meetings, hold progress conferences, update teacher’s websites, prepare for family events, make outreach to student’s parents/guardians, and so on. With the presence of our new Parent Coordinator, we are working to improve participation in family workshops. Already, the fall Family Day and Carnival, our 2nd Annual Thanksgiving Potluck, and our Student-led Parent Teacher Conferences showed at least 15% improvement from previous year’s attendance. The High School Workshop, to prepare families for the high school selection and admissions process, for middle school parents with children in the eighth grade on Saturday, October 18, 2014, saw approximately 65% of our eighth grade families in attendance. The Middle School Open House for prospective sixth grade students saw the attendance of families of students outside of our school. Currently, we are working towards facilitating workshops, with the partnership of our Parent Coordinator, that support our families’ greater understanding of the CCLS and its impact and ramifications for their children. The Lead Teacher assigned to create partnerships between the home and school has already attended the Kindergarten Fair, on December 2, 2014. The Lead Teacher and the Parent Coordinator work to create workshops for parents, in conjunction with the PA.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, students will be provided with academic, social, and emotional enrichment opportunities that meet their needs and assist in ensuring success in their academic performance and preparation for their next academic steps. In addition, we work to increase parents’ understanding of the CCLS and its impact on their child(ren)’s educational outcome.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
PS/MS 29 will continue to provide character education programs that focus on improving students’ social-development and health.	Students and families	Weekly, September 2014-June 2015	PBIS Committee; Elementary school teachers- <i>Second Steps</i> ; Middle school teachers- <i>Advisory</i>
The school partners with CBOs to promote health and provide leadership skills and extra-curricular experiences.	Students and families	Weekly, September 2014-May 2015	Administrative team; PBIS Committee; Morris Heights Health Clinic
The school will continue to provide family engagement opportunities.	Students, families, teachers	Monthly, September 2014-2015	Administrative team; Lead Teachers; Teacher;

			Parent Coordinator; The Leadership Program; Morris Heights Health Clinic

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Morris Heights Health Clinic
- PBIS Committee
- The Leadership Program
- Child Abuse Prevention Program
- Parent Coordinator
- Ballet Tech
- Urban Dove
- Vacamas (GLOW)
- LeAp Program: STEM
- Books to Grow On-The Home Library Project (PENCIL)

Part 5 – Budget and Resource Alignment

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

X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA	X	Title III	X	P/F Set-aside	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

- Twice-yearly meeting with September-June CBOs
- Administrative observation of implementation
- Monthly meeting with Parent Coordinator and Parent Association
- Monthly SLT meeting
- Introductory meetings with teacher teams and teaching artists to establish norms and expectations for program(s)

Part 6b. Complete in **February 2015**.

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	D
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	D
4.4	Teachers create a safe environment that is responsive to students’ varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	D
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	D

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

- In our classrooms, you find that the Workshop (Instructional) Model is the format used to deliver our lessons. Our teachers utilize Balanced Literacy and Balanced Mathematics for the components of their literacy and math blocks. The curricular materials—*Journeys*, *TERC Investigations*, *Reader’s Journey*, and *Connect Mathematics*—are fully Common Core aligned. Groupings in the classrooms are flexible and are based on student-driven data. Teacher teams plan collaboratively and the same concepts and themes will be explicitly seen across grades. Deans, Coaches, and consultants support in-class and planning work.
- Since our 2012-2013 Quality Review and our 2013-2014 Priority Focus School Quality Review, the instructional cabinet, which includes the administrative team, the two coaches, the middle school dean/new teacher mentor, and the Special Education Coordinator, has worked to ensure that the year-long, school-wide professional development plan encompasses opportunities for our instructional staff to continue to align their curricula, unit, and lesson plans with the CCLS and create multiple entry points of learning for students through differentiation for groups of students, with particular focus on our Students with Disabilities and our English Language Learners. As the administrative team observes teaching and learning, feedback is given to every teacher at post-observation conferences. Next step(s) are discussed and developed, in light of teachers’ professional goals. Individualized professional development plans (IPDPs) are created, depending on observable area(s) in need of improvement. Teacher teams’ work, this year, is facilitated by their Lead Teachers, the Coaches, consultants, and the Deans. The student-inquiry is done through a year-long, school-wide calendarize protocol entitled Looking at Student Work. Instructional Rounds, when rolled out in January-May 2015, will allow teacher teams to provide meaningful feedback to their colleagues, as critical friends, during and after classroom observations.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, the school will deepen work around the CCLS by engaging closely with and examining school-wide implementation of the Citywide Instructional Expectations in all content areas. Specifically, through a distributive leadership model, with support of internal and external personnel, 100% of our school staff will be able to demonstrate evidence of alignment and students’ access to the instructional material through multiple entry points, using student data-driven sources in the form of summative and formative assessments of teaching and learning, for groups of students, with particular attention to our SWDs and ELLs.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Teachers will use the Workshop (Instructional) Model to deliver instruction.	All teachers	Daily, September 2014-June 2015	Teachers, Deans, Coaches
The CCLS-aligned curricular materials will be utilized as the core source of instructional planning and implementation, specifically creating multiple entry points for Students with Disabilities and English Language Learners.	All teachers	Daily, September 2014-June 2015	Teachers, Deans, Coaches
The year-long, school-wide professional development plan, new teacher mentoring, consultant use, teacher teams, Lead Teachers, Coaches, Deans, and so on will be used to provide professional development to improve teacher practice.	All teachers	Daily, September 2014-June 2015	Teachers, Deans, Coaches, Consultants
In collaboration with the Parent Coordinator and the Lead Teacher, parent workshops are provided to ensure that parents are aware of the CCLS and their use in their child(ren)’s class(es).	Parents, Families	Monthly, September 2014-2015	Parent Coordinator, Lead Teacher

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- CCLS-aligned curricula: *Journeys, TERC Investigations, Reader’s Journey, Connected Mathematics*
- Coaches, Consultants
- Deans, New Teacher Mentors
- Lead Teachers
- Grade and/or Department team meetings
- Looking at Student Work Protocol

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.													
X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA	X	Title III	X	P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													

Part 6 – Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <p>3. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>4. Specify a timeframe for mid-point progress monitoring activities.</p>				
<ul style="list-style-type: none"> - Administrative observations of teaching and learning; feedback at post-observation conferences, and individualized professional development plans (IPDPs) - Grade and department team meetings, weekly - New teacher mentoring, daily - Bi-monthly instructional cabinet meetings - Monthly Lead Teacher meetings - SLT meetings, monthly - Attendance at PA meetings, monthly 				
Part 6b. Complete in February 2015.				
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes	No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

	Tenet 2 Statement of Practice (SOP) Addressed	HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	E
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	E
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

- Prior to the start of the school year, the administrative team calendarized the observation cycle for all of the teaching staff for the entire school year. Sign-up Genius, a free web-based scheduling program, was used as the tool to schedule Initial Planning Conferences (IPCs). 100% of our staff scheduled their IPCs via this web tool. The administrative team uses Teach Boost, a web-based observational tool that syncs with *Advance*, to type our time-stamped low inference observation notes. The school’s internal website, psms29.com, houses of all our instructional, professional, and operational resources and data for ease of access for all members of our staff. Lead Teachers, on each of the grade teams, who applied through an application process over the summer for the position, serve as another resource for teachers. The Morris Heights Health Clinic offers medical and mental health services for our students and families. Our family events—monthly Family Fridays, twice-yearly Family Day and Carnival, Thanksgiving Potluck, Science Nights, Family Game Nights, classroom parent volunteers, parent meetings—continue to offer our families meaningful access to our school community. Last year was the building block for our continuation of our instructional focus, Authentic Conversations, in and outside of the classrooms. We found improvements in students’ receptive and expressive language as a result of this instructional focus. Our school-wide goals are ensuring that our Students with Disabilities and our English Language Learners have rich opportunities to engage in the learning experiences happening in their classrooms.
- Along with other initiatives, the Looking at Student Work protocol, during weekly scheduled grade and/or department team meetings, gives us a lens to bridge the gap between the delivery of instruction and students’

understanding and interpretation of what was taught. Goldmansour’s consultants are working with our ICT, General Education, Special Education teachers, and paraprofessionals to support their work in providing multiple entry points for our Students with Disabilities, which will also transfer to working with other groups of students. With the presence of a more energetic and committed Parent Coordinator, our dedicated parents are seen in at least five classrooms as regular class volunteers. Our parent events are better attended and the coordinator’s presence is visible in the mornings and afternoons, during arrival and dismissal.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, teachers will have received timely feedback and actionable next steps in all content areas. Through these processes, teachers’ development on the Danielson continuum and work with their professional goals will improve. Professional development to support our staff will foster greater access by students and their parents, as multiple entry points will be part of teachers’ delivery of instruction, which will ensure that our instructional focus, Authentic Conversations, and our school-wide goals of supporting our SWDs and ELLs are met.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> - Research-based instructional programs, professional development, and/or systems and structures needed to impact change - Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). - Strategies to increase parent involvement and engagement - Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Calendarized schedule of teacher observations will be followed, checked, and amended over the course of the 2014-2015 school year.	Teachers	Daily, September 2014-June 2015	Administrative team
Utilizing the year-long, school-wide professional development calendar, our coaches, our deans, our new teacher mentors, our Goldmansour consultants, our middle school math and literacy consultants, Lead Teachers, grade and/or department teams, the Looking at Student Work protocol; all deliver pedagogical supports to staff, in order to impact student achievement.	Teachers	Daily, September 2014-June 2015; Scheduled, September 2014-June 2015	Administrative team, Coaches, Consultants, Deans, New Teacher Mentors, Lead Teachers, Grade and/or department teams, Teachers
Parent workshops are organized around school-wide goals and the instructional focus.	Parents, Families	Monthly, September 2014-June 2015	Parent Coordinator, Instructional Cabinet, Lead Teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Ongoing administrative observations of the implementation and transference of differentiated professional development in improving teaching and learning for general education, as well as targeted population—Students with Disabilities and English Language Learners
- Professional development provided by the administrative team, Coaches, consultants, Deans, New Teacher Mentor, Lead Teachers, grade and/or department teams, teachers

Part 5 – Budget and Resource Alignment

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

X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA	X	Title III	X	P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

- Weekly administrative team meetings
- Grade and department team meetings
- New teacher mentoring
- Bi-monthly instructional cabinet meetings
- Monthly Lead Teacher meetings
- SLT meetings
- Monthly attendance at PA meetings

Part 6b. Complete in **February 2015**.

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
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2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning.	E
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	D

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

- Our families understand and know that safety is our number one priority at PS/MS 29. Because of that we have created a risk-free environment, not only for students, but for our parents. Our family events are well-attended and there are more classroom parent volunteers than in all of the previous years’ combine. Parents want to participate more in our school community. This is partly due to the relationships the teachers and the administrative teams have fostered over the years, but also, this year, with the support of a new Parent Coordinator, who brings with her a dedication and commitment to engaging parents. Before, there was Family Engagement time, our teachers have been writing newsletters and developing class and grade websites to engage their parents. Family engagement time now is just a validation that those tools do work to ensure that parents are informed. The elementary and middle schools have independently held Science Nights, organized by Lead Teachers. During monthly Family Fridays, during 8:30 am and 10 am, parents come in to observe and/or participate in their child(ren)’s classroom. One can see them seated with a table group of students or sitting in the back of the room observing the classroom instruction. The Books to Grow On: Home Library Project allows parents and sponsors to come to the first and second grade classrooms, as Mystery Readers. The Morris Heights Health Clinic, opened in the spring of the 2013-2014 school year, has made it possible for students and families to get some of their medical needs met in a more convenient location.
- This school year, we continue to offer parent workshops that make the CCLS more understandable and manageable for parents to navigate. We continue to work to make the extension from the classrooms to the homes those standards. As the school year progresses, we continue to ensure that The Leadership Program offers those child/parent workshops; we ensure that many parents participate in their child(ren)’s field trip experiences over the

course of the school year; we ensure that because many of our students are school-dependent, we have services provided in school, rather than out of it; and so on.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, we continue to ensure that parents are integral part of the functioning of PS/MS 29. The shared responsibility of educating our students is owned also by the families of our students. Parents will continue to participate steadily in the numbers that we experienced last school year.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> - Research-based instructional programs, professional development, and/or systems and structures needed to impact change - Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). - Strategies to increase parent involvement and engagement - Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Parent workshops will be provided throughout the school year on varied topics.	Parents, Students	Monthly (and as needed), September 2014-June 2015	Administrative Team, Parent Coordinator, the Morris Heights Health Clinic, The Leadership Program, Lead Teachers, Teaching Artists, Teachers
Information sharing will also occur during family engagement time.	Parents, Students	Weekly, Tuesdays, September 2014-June 2015	Administrative Team, School-based Support Team (SBST), Parent Coordinator, Attendance Team, Lead Teachers, Teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Parent Coordinator
- Family Events: Family Fridays; Family Day and Carnival (2x yearly); Family Game Night (2x yearly); Thanksgiving Potluck; parent workshops (varied topics)
- Vacamas (GLOW)
- The Leadership Program: Child/Parent Workshops
- Books to Grow On: The Home Library Project (PENCIL)
- MS and HS Articulation Open Houses
- Pre- K and Kindergarten Open Houses
- The Attendance Team
- Jazz at Lincoln Center
- LeAp Program
- Urban Advantage
- School field trips
- Family Engagement time (Tuesdays, 2:30-3:00 pm)

Part 5 – Budget and Resource Alignment

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

X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA	X	Title III	X	P/F Set-aside	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

- Monthly Parent Coordinator Meetings
- Attending parent workshops
- SLT meetings
- Monthly, as needed bi-weekly, Attendance Team meetings
- Attending monthly grade and/or department team meetings
- Monthly Lead Teachers meetings

Part 6b. Complete in **February 2015.**

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
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2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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**Section 6: Academic Intervention Services (AIS)
(Required for All Schools)**

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	<p>Our school offers two kinds of intervention - academic and non-academic. Some students are assigned to receive one type or both early in the school year. In regards to academics, this might be because the student was retained from the prior year. In terms of non-academics, perhaps there was a crisis situation causing the student to be seen by a counselor and that counseling has continued. Students may also though be recommended to receive either or both types of intervention as the school year progresses. In terms of academics, we look at students who are operating well below grade-level and making little to no progress toward what is expected to be typical achievement for the applicable grade. When we talk about non-academic intervention, we look at everything else - speech and language issues possibly requiring therapy, physical/personal issues possibly requiring occupational and/or physical therapy, and mental health/personal issues possibly requiring counseling of some kind. The "Intervention" page of the school website is used to make referrals. Any staff member can complete a recommendation for intervention. Once an academic intervention recommendation has been submitted, it will be reviewed by the RtI Coordinator for inclusion in the next cycle. Non-academic intervention recommendations are handled differently. Once received, the recommendation will next be reviewed by</p>	<p>Grades 1-2: Reading Recovery, offered by paraprofessionals; Grades 3-5: AIS ELA and Math; Grades 6-8: AIS ELA and Math</p>	<p>One-on-one; small groups</p>	<p>During the school day</p>

	<p>the Intervention Team. This team includes the Administrative Team and the Special Education Coordinator along with the Deans, School Psychologist, Social Worker, and Guidance Counselor. A decision will then be made as to how to proceed and the staff member who completed the recommendation will be informed of next steps.</p>			
<p>Mathematics</p>	<p>Our school offers two kinds of intervention - academic and non-academic. Some students are assigned to receive one type or both early in the school year. In regards to academics, this might be because the student was retained from the prior year. In terms of non-academics, perhaps there was a crisis situation causing the student to be seen by a counselor and that counseling has continued. Students may also though be recommended to receive either or both types of intervention as the school year progresses. In terms of academics, we look at students who are operating well below grade-level and making little to no progress toward what is expected to be typical achievement for the applicable grade. When we talk about non-academic intervention, we look at everything else - speech and language issues possibly requiring therapy, physical/personal issues possibly requiring occupational and/or physical therapy, and mental health/personal issues possibly requiring counseling of some kind. The "Intervention" page of the school website is used to make referrals. Any staff member can complete a recommendation for intervention. Once an academic intervention recommendation has been submitted, it will be reviewed by the Rtl Coordinator for inclusion in the next cycle. Non-academic intervention recommendations are handled differently. Once received, the recommendation will next be reviewed by the Intervention Team. This team includes the Administrative Team and the Special Education Coordinator along with the Deans, School Psychologist, Social Worker, and Guidance Counselor. A decision will then be made as to how to proceed and</p>	<p>Grades 3-5: AIS ELA and Math; Grades 6-8: AIS ELA and Math</p>	<p>One-on-one; small groups</p>	<p>During the school day</p>

	the staff member who completed the recommendation will be informed of next steps.			
Science	<p>Our school offers two kinds of intervention - academic and non-academic. Some students are assigned to receive one type or both early in the school year. In regards to academics, this might be because the student was retained from the prior year. In terms of non-academics, perhaps there was a crisis situation causing the student to be seen by a counselor and that counseling has continued. Students may also though be recommended to receive either or both types of intervention as the school year progresses. In terms of academics, we look at students who are operating well below grade-level and making little to no progress toward what is expected to be typical achievement for the applicable grade. When we talk about non-academic intervention, we look at everything else - speech and language issues possibly requiring therapy, physical/personal issues possibly requiring occupational and/or physical therapy, and mental health/personal issues possibly requiring counseling of some kind. The "Intervention" page of the school website is used to make referrals. Any staff member can complete a recommendation for intervention. Once an academic intervention recommendation has been submitted, it will be reviewed by the RtI Coordinator for inclusion in the next cycle. Non-academic intervention recommendations are handled differently. Once received, the recommendation will next be reviewed by the Intervention Team. This team includes the Administrative Team and the Special Education Coordinator along with the Deans, School Psychologist, Social Worker, and Guidance Counselor. A decision will then be made as to how to proceed and the staff member who completed the recommendation will be informed of next steps.</p>	<p>Grades 1-2: Reading Recovery, offered by paraprofessionals; Grades 3-5: AIS ELA and Math; Grades 6-8: AIS ELA and Math</p>	<p>One-on-one; small groups</p>	<p>During the school day</p>
Social Studies	<p>Our school offers two kinds of intervention - academic and non-academic. Some students are assigned to</p>	<p>Grades 1-2: Reading Recovery, offered by</p>	<p>One-on-one; small groups</p>	<p>During the school day</p>

	<p>receive one type or both early in the school year. In regards to academics, this might be because the student was retained from the prior year. In terms of non-academics, perhaps there was a crisis situation causing the student to be seen by a counselor and that counseling has continued. Students may also though be recommended to receive either or both types of intervention as the school year progresses. In terms of academics, we look at students who are operating well below grade-level and making little to no progress toward what is expected to be typical achievement for the applicable grade. When we talk about non-academic intervention, we look at everything else - speech and language issues possibly requiring therapy, physical/personal issues possibly requiring occupational and/or physical therapy, and mental health/personal issues possibly requiring counseling of some kind. The "Intervention" page of the school website is used to make referrals. Any staff member can complete a recommendation for intervention. Once an academic intervention recommendation has been submitted, it will be reviewed by the RtI Coordinator for inclusion in the next cycle. Non-academic intervention recommendations are handled differently. Once received, the recommendation will next be reviewed by the Intervention Team. This team includes the Administrative Team and the Special Education Coordinator along with the Deans, School Psychologist, Social Worker, and Guidance Counselor. A decision will then be made as to how to proceed and the staff member who completed the recommendation will be informed of next steps.</p>	<p>paraprofessionals; Grades 3-5: AIS ELA and Math; Grades 6-8: AIS ELA and Math</p>		
<p>At-risk services <i>(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i></p>	<p>Our school offers two kinds of intervention - academic and non-academic. Some students are assigned to receive one type or both early in the school year. In regards to academics, this might be because the student was retained from the prior year. In terms of non-academics, perhaps there was a crisis situation causing the student to be seen by</p>	<p>At-risk interventions or screenings; the Morris Heights Health Clinic</p>	<p>One-on-one</p>	<p>During the school day</p>

	<p>a counselor and that counseling has continued. Students may also though be recommended to receive either or both types of intervention as the school year progresses. In terms of academics, we look at students who are operating well below grade-level and making little to no progress toward what is expected to be typical achievement for the applicable grade. When we talk about non-academic intervention, we look at everything else - speech and language issues possibly requiring therapy, physical/personal issues possibly requiring occupational and/or physical therapy, and mental health/personal issues possibly requiring counseling of some kind. The "Intervention" page of the school website is used to make referrals. Any staff member can complete a recommendation for intervention. Once an academic intervention recommendation has been submitted, it will be reviewed by the RtI Coordinator for inclusion in the next cycle. Non-academic intervention recommendations are handled differently. Once received, the recommendation will next be reviewed by the Intervention Team. This team includes the Administrative Team and the Special Education Coordinator along with the Deans, School Psychologist, Social Worker, and Guidance Counselor. A decision will then be made as to how to proceed and the staff member who completed the recommendation will be informed of next steps.</p>			
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Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>The administrative team is enrolled on the list serves of reputable area schools of education because of former or current attendance at these institutions: Ms. Gotlin is a former graduate of NYU; Mr. Rozier is a current Ph.D. candidate at NYU; and Ms. Hazell is a former graduate of Teachers College. As a result, the administrative team has been able to recruit strong candidates from these institutions. Recommendations for good candidates are also sought from our teaching staff. When teachers become members of our school community, we have a robust New Teacher Mentor program that continues with teachers not just their first year of teaching, but also into their second. Our new teachers are partnered not only with the New Teacher Mentor, but also with a member of the veteran school staff, who offers additional support. Our observations of teaching and learning are not only calendarized, but professional supports are assigned for groups and/or individual teachers. This work is supported through the use of our literacy and math Coaches, the elementary and middle school Deans, and our literacy and math consultants in the elementary and middle schools. Our grade and department teams meet weekly. To be more strategic, we created a school-wide, year-long Looking at Student Work protocol to support inquiry work. After observations of teaching and learning, the administrative teams create individualized professional development plans (IPDPs) to support specific teachers' area(s) for improvement. In addition, we view teachers' progress in light of their professional learning goals which were discussed and mutually agreed upon at the Initial Planning Conferences at the start of the school year. Our year-long professional development calendar gives very specific professional targets each week for professional and family engagement times, which were developed as a result of the administrative teams' feedback; from suggestions made by teachers at the end of the year conferences from the 2013-2014 school year; and the school-wide and instructional goals from 2013-2014 and for this school year. Instructional Rounds, which begins in January, will focus our teachers' lens to that of observable, instructional practices in the classrooms in real-time. Teachers will use low-inference observational notes, during rounds, to give feedback to their colleagues during scheduled debriefs. The schedule for Instructional Rounds is set for the year, with grade and department teams executing it. There are Lead Teachers, who not only support the work of the grade and department teams, but also serve as bridges among the instructional staff, the administrative team, and the school community. Over the course of the year, we contract the services of the consultants. As one of our school-wide goals is the improvement of outcomes for our special education students, we have contracted the services of Goldmansour to work with our teachers and paraprofessionals in our ICT classrooms, as well as those teachers in our self-contained classrooms. We have literacy and math consultants who support the work of our teachers in the middle school and our literacy and math Coaches, who support the work of our elementary school teachers.</p>

2b. 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).

We have developed a year-long, weekly menu of topics for Mondays and Tuesdays professional development, which are facilitated by the Coaches, the Deans, CBOs, teachers, and paraprofessionals. We have adjusted the paraprofessional schedules to a five-minute later start time, in the beginning of the day, in order for them to participate fully in the Monday professional development sessions. Our professional development workshops are tiered for groups of teachers and paraprofessionals, using feedback from observations of teaching and learning, teaching experiences, and/or expertise in the topics. All of our instructional and support staff participate in our professional book clubs and children's literature book clubs. These groups include not only our teachers, but also our service providers—Speech therapists, Social Worker, Guidance Counselor, Psychologist, and so on—as well as our paraprofessionals. The Instructional Cabinet reviews bi-monthly the professional development calendar to ensure that the topics are meeting the professional needs of our staff and the instructional needs of our students. Because it is a dynamic working document, it has been through at least seven revisions, from the start of the school year to now. Our Coaches work with presenting teachers to assist with developing their workshops, so that the sessions are well-facilitated by the presenting teachers and the expectations and outcomes for the sessions are met. Using these professional development opportunities, we work to improve how well we deliver instruction and services to our students. Weekly grade and department team meetings also function to improve overall teacher practice.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

We have one Lead Teacher who supports our transition work in the Pre-Kindergarten and Kindergarten grades. Our Pre-K Lead Teacher was the director of Pre-Kindergarten programs at Harlem Children Zone's Journeys. Her Lead Teacher area of specialization is creating the bridge between the home and the school for all of our entry grades (Pre-K and K) students. She works closely with our Parent Coordinator and the Pre-K and K teachers to coordinate and facilitate parent events that encourage and improve literacy and numeracy skills among our students at home. In the first grade and second grade (this year), we have partnered with PENCIL to build home libraries for our students with a program we have dubbed Books to Grow On: Our Home Library Project. PENCIL works with our school to find donors to fund our students' home libraries, helping our families to get high-interest books in our students' hands at home. There are several events over the course of the year, one of which includes Mystery Readers who come in to read to whole classes of students. In addition to monthly Family Fridays, where parents participate as a student or observer in their child's class, there are also regularly scheduled parent workshops, offered by CBOs, teachers, and/or the Parent Coordinator. In the spring, The Leadership Program provides parent and child(ren) workshops, ranging from how to speak to their child when addressing inappropriate behaviors, how to destress by practicing yoga, to making wise choices for their family

with limited funds, and so on.

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Beside the MOSL Committee, the assessment level decisions also occur on the grade and department team levels. With the support of the Administrative Team and the Coaches, the team meetings are also forums for discussing, modifying, presenting, and decision-making about assessments. The frequency with which to assess and using what instruments are done in consultation with the Administrative Team and the Coaches. All assessment data is housed on our psms29.com password-protected website and is accessible to all instructional staff, administrative staff, and service providers in our school community.

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	672,485	X	12, 15, 17, 21, 24
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	161,149	X	12, 15, 17, 21, 24
Title II, Part A	Federal	148,627	X	
Title III, Part A	Federal	15,492	X	12, 15, 17, 21, 24
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	4,005,656	X	12, 15, 17, 21, 24

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal,

State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities

funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.

- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 9: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[PS/MS 29-The Melrose 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 the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[PS/MS 29-The Melrose 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;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, 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;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;

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

School-Parent Compact (SPC) Template

[PS/MS 29-The Melrose School], in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

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

B. Language Allocation Policy Team Composition [i](#) 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	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	1	1	1	1	0	0	0	0	0	0	0	0	4
Dual Language <small>(50%:50%)</small>														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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	25	4		2						27
Dual Language										0
ESL	55	20		24	2		12			91

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	80	24	0	26	2	0	12	0	0	118
Number of ELLs who have an alternate placement paraprofessional: <u>1</u>										

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	
	ELL	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									
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
TOTAL	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
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/	B													

NYSESLAT Modality Analysis

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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 20 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.

Part IV: ELL Identification Process

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

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

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

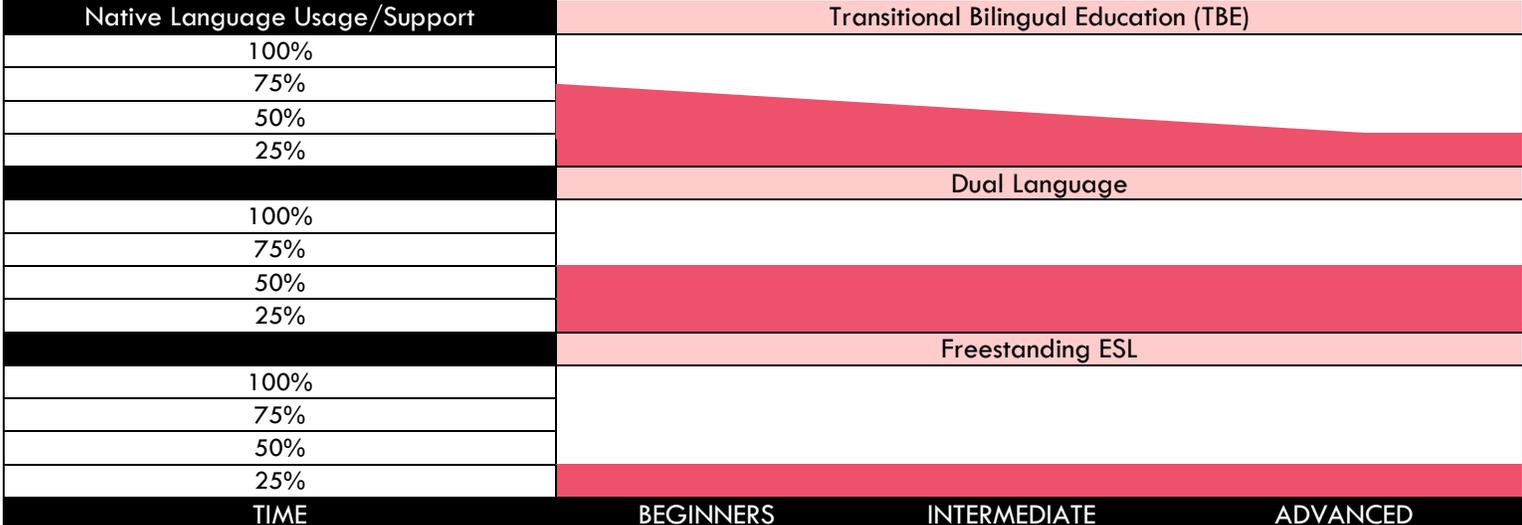
	Beginning	Intermediate	Advanced
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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 Leaner'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.



Department of English Language Learners and Student Support

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<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

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
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 type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 1
of certified ESL/Bilingual teachers: 1
of content area teachers: _____

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: Public School Middle School 29 is a pre-kindergarten through eighth grade school in the South Bronx. 755 students are enrolled. According to the latest ELL information in the AMAO report, 16% of students, or 120 pupils, are classified as English Language Learners.

Upon examination of our students through the NYSELAT and AMAO data analysis, our targeted subgroup to be served through this supplemental program is our children in grades 3 and 4. These students are ELLs who scored below proficient on the reading component of the NYSELAT exam. Therefore, the program will focus on literacy, specifically reading comprehension.

The program will begin on November 5th, 2014 and be held after school on Wednesdays, Thursdays and Fridays. On Wednesdays and Thursdays the group will meet from 4 - 5 PM. On Fridays the students will meet from 2:30 - 4 PM.

The program will run through May and terminate on the last Friday of the month, May 29th, 2015. Instruction will take place in both English and Spanish as per CR Part 154 Language Allocation. There will be one certified ESL teacher participating in the program.

The teacher will use the intervention materials from the school's literacy curriculum, Journeys.

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: Public School Middle School 29 believes that high quality professional development leads to improved teacher practice and ultimately increases student achievement. Professional development will be provided to staff in order to support the needs of ELLs. All staff including assistant principals, bilingual and ESL teachers, common branch teachers, content area teachers, paraprofessionals, support staff such as counselors will receive professional development

Part C: Professional Development

during Monday afternoon professional development time. The primary focus of the professional development will be how to improve the reading comprehension skills of our ELL students.

In addition, multiple workshops and seminars for ELL educators are offered by the network and DOE throughout the year. Our ESL/bilingual teachers will attend these workshops in order to improve their teaching skills and gather new ideas to integrate into their practice.

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: Public School Middle School 29 believes that family engagement is critical to student growth. Engaged ELL families are crucial partners in supporting their children's success. For that reason, staff will provide workshops to families on strategies to be used at home to support children's academic progress. These strategies may include reading aloud in native language and English, creating and playing educational games (letter/word bingo; memory/concentration games for spelling; using internet and neighborhood library to conduct research; use of bilingual dictionaries) and other strategies to improve reading comprehension. In addition, student goals and benchmarks will be communicated three times throughout the year.

We will continue to offer parent workshops through the DOE including free Teacher's College calendar days targetted to the families of ELL students. In addition, our bilingual parent coordinator will conduct dual language workshops to educate families on ways to support their children at home. Books will be provided to families to deepen their understanding of ELLs.

Parents will be notified of these activities through various forms of communication. Backpack notices, monthly newsletters, emails, phone calls and our school's website will notify families of events..

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	_____	_____

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.
(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	_____	_____