



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

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

School Name: **P.S./M.S. 029 MELROSE SCHOOL**

Principal: **MEREDITH GOTLIN**

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: The Melrose School School Number (DBN): 07X029
Grades Served: Pre-kindergarten – Grade Eight
School Address: 758 Courtlandt Avenue, Bronx, New York, 10451
Phone Number: 718-292-3785 Fax: 718-292-3784
School Contact Person: Meredith Gotlin Email Address: mgotlin@schools.nyc.gov
Principal: Meredith Gotlin
UFT Chapter Leader: Leticia Morales
Parents’ Association President: Sharon Ramirez
SLT Chairperson: Jessica Hanson
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: 07 Superintendent: Yolanda Torres
Superintendent’s Office Address: 501 Courtlandt Ave, Bronx, NY 10451
Superintendent’s Email Address: Ytorres5@schools.nyc.gov
Phone Number: 718-742-6500 Fax: 347-610-8122

Borough Field Support Center (BFSC)

BFSC: Bronx Field Support Center Director: Jose Ruiz
1230 Zerega Avenue, Bronx, NY 10462/1 Fordham Plaza, Bronx, NY 10458
Director’s Office Address: _____
Director’s Email Address: Jruiz2@schools.nyc.gov
Phone Number: (718)828-7776/(718)741-8895 Fax: (718)828-6280

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 that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent 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:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Meredith Gotlin	*Principal or Designee	
Leticia Morales	*UFT Chapter Leader or Designee	
Sharon Ramirez	*PA/PTA President or Designated Co-President	
Crystal Grayson	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Jessica Hanson	Member/ Teacher	
Monique Matthew	Member/ Teacher	
David Feliciano	Member/ Teacher	
Miguel Salamanca	Member/Parent	
Sharon Ramirez	Member/ Parent	
Griselle Marrero	Member/Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Cynthia Nieves	Member/Parent	
Laura Barone	Member/ Teacher	
Tiffany Quinonnes	Member/Parent	
Leticia Morales	Member/Teacher	
	Member/	
	Member/	

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

The School Comprehensive Educational Plan (SCEP) 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 SCEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City’s Public Schools and All of Our Students*.

The Framework for Great Schools and SCEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The 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 activities and strategies that improve outcomes for students.

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

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

The Six Elements of the Framework for Great Schools

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.

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

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.

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 Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is 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

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** 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 most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.
- **Step 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: SCEP Overview

Develop a narrative summary that includes:

1. 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.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

- 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 approximately 787 students. 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 17% of our student population has an Individualized Education Program and approximately 30% of our children are not native English speakers.

- Teachers at all grade levels plan using the Common Core Learning Standards (CCLS). All of our curricula are aligned with 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. All content is supported using EngageNY as appropriate. We integrate the interactive use of technology when delivering instruction, as all classrooms utilize SMART Boards, eno Boards, and document readers. Students in Grades K to 8 have access to individual laptops, as there are carts located on each floor.

- We offer diverse in-school learning opportunities for all children. Students have the opportunity to engage in visual arts instruction, dance class, vocal music (for the 2015 school year), library instruction with a focus on reading, physical education at all grade levels, and technology embedded into their every day. By exposing our students to a wide array of learning experiences we aim to meet the needs of our diverse learners.

- Professional development is a central focus at 29 guided by a year-long plan and calendar, in which some of the presentations are provided by expert staff members. In May 2014, teachers applied to become Lead Teachers for the 2014-2015 school year. 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, serving as 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 who works 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.

- We at 29 believe in supporting our students' success through positive praise; PS/MS 29 is a Positive Behavioral Interventions and Supports (PBIS) school. We incentivize our students, rewarding their good deeds, which are based on our REACH (Respect, Excellence, Accountability, Cooperation, Honesty) Matrix, by 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, including our students with disability, who are mainstreamed with a general education

class, to develop leadership skills in order to prevent violence and bullying. Books to Grow On: Home Library Project, 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 extensions to their science units. Our second graders participate in Swim for Life, which is a swim and water safety program, at St. Mary's Park. We work with CBO Vacamas to provide a comprehensive afterschool program that supports both the academic as well as social-emotional needs of our students. The program takes the students on varied trips, has them participate in camp, and offers a wide variety of clubs. 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 five students' recesses have activities/movement-based stations, facilitated and supported through our partnership with Asphalt Green. We have two after school programs: Urban Dove that works with our students in grades three and four; while the other, Vacamas, works with students in grades two through eight.

- 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 giving them the tools to make appropriate 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.
- 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.
- 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.

07X029 School Information Sheet

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
# 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			

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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 ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	E
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	HE
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. 		
<ul style="list-style-type: none"> 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 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. This past year teacher teams reflected in a Diary Mapping exercise at year-end, however next year this will be embedded after each unit. Grade and/or department teams meet weekly during scheduled common planning times, and regularly more often. 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, we will focus on using assessment to plan more targeted instruction. We will use our school 		

developed Looking Together at Student Work Protocols to improve our understanding of where our students are struggling. Additionally we will implement a more comprehensive system of intervention. Teachers will improve their toolbox of assessment tools, we will use new assessment tools for earl grades – STAR Early Literacy – and we will work to create a team meeting protocol focused on assessment.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the instructional staff will work with summative and formative assessments as instructional tools to meet the needs of all learners. Using professional development opportunities and team meetings, teacher will align our assessments to CCLS and work collaboratively to further embed them in daily instructional practice.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>Professional Development – assessment will be studied as a genre for school improvement. Professional development will be supported by consultants, in-house coaches, and colleagues who excel at assessment. We will work collaboratively to develop summative and formative assessments. - <i>Teachers teaching teachers sharing best practices and how they make assessment work for them</i></p>	<p>Teaching staff Paraprofessionals</p>	<p>September 2015 through June 2016</p>	<p>Instructional Cabinet, Instructional Specialists, Academic Dean, Lead Teachers, Consultants</p>

AIS and targeted assessment Additional AIS personnel	Students K-8	September 2015 through June 2016	AIS Teachers AIS Coordinator RTI Coordinator
Team Meetings-using protocols to critically look at student work, co-plan for success including targeted assessments	Teaching staff	September 2015 through June 2016	Teachers, Lead Teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
AIS personnel, PD time targeted on assessment, RTI coordinator, Master schedule programming, per session and per diem, using the expertise of the Assistant Principals, Coaches, consultants, Deans, expert teachers, and Lead Teachers to deliver professional development											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside	X	21 st Century	X	C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
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
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(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, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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 leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	HE
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	E
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	E
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	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 element of the Framework for Great Schools 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 trends and sources.

As a school community we believe that in order for our students to be academically successful they must also feel safe, supported, and emotionally stable. We work with numerous CBO’s to support this mission: Vacamas, LeAp, The Leadership Program, Urban Dove, Swim for Life, and Asphalt Green. We also have a school-based health clinic The Morris Heights Health Clinic that meets the health needs of our students. Additionally we have an advisory program for our Middle School students and we use Second Step, character education, with our elementary school students. In 2015-16 we will also pilot the Bears program. We will continue with our work with Emotionally Responsive Classrooms.

However with all that we do as a community to support the diverse needs of our students we still have a subset of our students that still struggle emotionally and socially as evidenced by behavior tracking, attendance, and academic performance. During the 2015-2016 school year we will expand on our Attendance Matters initiative, specifically focus on student attendance and our chronically absent students (students who were absent 18 days or more in one school year. We had approximately 37% of our students identified as chronically absent. We will offer supports to the students while also incorporating the parents/guardians into the solutions.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools –Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, we will develop and implement an attendance plan with the purpose of reducing the number of chronically absent students by 10%.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</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). • Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home. 	<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? (include school, educational consultants and/or CBO staff)</i></p>
<p>Attendance team Mentoring Family partnerships Incentives Home visits</p>	<p>Students identified as chronically absent 2014-2015 school year</p>	<p>September 2015 through June 2016</p>	<p>Attendance Teacher Administration Classroom Teachers Guidance Counselor Parent Coordinator</p>

Regular assessment of attendance data	Students identified as chronically absent 2014-2015 school year	September 2015 through June 2016	Attendance Teacher Administration Classroom Teachers Guidance Counselor Parent Coordinator

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • Incentives, attendance trips, home visits, administrative staff, dean, guidance counselor, school aide, teachers, parent coordinator, Morris Heights Health Clinic, PBIS Committee, The Leadership Program, Child Abuse Prevention Program, Urban Dove, Vacamas (GLOW), Books to Grow On-The Home Library Project (PENCIL) 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside	X	21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Weekly and monthly attendance monitoring, benchmarks set December 1 st , March 1 st , June 1 st
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(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:		
<ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	E
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	E
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	E
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	D
Part 1b. Needs/Areas for Improvement:		
<ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools 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 trends and sources. 		
<p>Our teachers regularly collaborate with the focus of improved student outcomes. Teachers meet weekly using one of the two protocols: Looking Together at Student Work or Co-planning for Success. Using these protocols, co-planning time embedded in our daily schedule, and afterschool professional development time, our teachers regularly plan instruction that is CCLS based, differentiated, and meets the needs of subgroups. We work to plan for ongoing assessment both formal and informal.</p> <p>While we as a school community collaborate regularly through team meetings, lead teacher meetings, professional development, and lunch and learn sessions we have more work to do around using the data we collect to drive the plans we create. During the 2015-2016 school year we will continue to improve the toolbox of assessment tools our teachers use, and to develop protocols that we as a school community use to collaboratively look at assessment data. We will work to create systems wherein administrators and teachers encourage students to participate in their own learning process. We will continue with our Student-Led Conferences and Monthly Student Goal Setting while we also develop new protocols that encourage students to participate in their own learning.</p>		

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, staff will plan and refine instruction to incorporate pedagogical strategies that foster student participation in their own learning process.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</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 promote teacher-parent collaborations to improve student achievement. 	<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? (include school, educational consultants and/or CBO staff)</i></p>
<p>Professional Development – assessment will be studied as a genre for school improvement. Professional development will be supported by consultants, in-house coaches, and colleagues who excel at assessment. We will work collaboratively to develop summative and formative assessments. - <i>Teachers teaching teachers sharing best practices and how they</i></p>	<p>All pedagogical staff</p>	<p>September 2015 through June 2016</p>	<p>Instructional Cabinet, Instructional Specialists, Academic Dean, Lead Teachers, Consultants</p>

<i>make assessment work for them</i>			
Lead teacher Meetings – Lead teachers will not only focus on assessment as a tool for improved student achievement but will spearhead the goal.	Lead Teachers, All pedagogical staff	September 2015 through June 2016	Lead Teachers, administration, Instructional Specialists, all pedagogical staff
Co-planning	Lead Teachers, All pedagogical staff	September 2015 through June 2016	Lead Teachers, administration, Instructional Specialists, all pedagogical staff, Academic Dean

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Master schedule programming, per session and per diem, using the expertise of the Assistant Principals, Coaches, consultants, Deans, expert teachers, and Lead Teachers to deliver professional development											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
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, monitoring of grade team meetings, co-planning sessions											
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	HE
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	HE
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. 		
<ul style="list-style-type: none"> Clear goals are regularly set by the school administration in cooperation with the School Leadership Team and the Instructional Cabinet. Goals are communicated to staff, students, and families at the start of the school year and posted around the school on posters and flyers. The goals drive the planning of our professional development calendar. 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 <i>Advance</i>, 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. 		

- 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.

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART— Specific, Measurable, Achievable, Relevant, and Time-bound.

By June of 2016 school leaders will develop systems for interim checks to more closely assess student achievement.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</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 promote parent leadership and engagement as a key lever for school improvement. 	<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? (include school, educational consultants and/or CBO staff)</i></p>
<p>Instructional cabinet meetings will be calendarized before the start of the school year each having a focus on developing systems to assess student achievement and plan using the data collected.</p>	<p>Instructional cabinet, pedagogical staff, students</p>	<p>September 2015 through June 2016</p>	<p>Instructional Cabinet, Consultants</p>
<p>AIS will create a calendar of assessments and cycles for intervention.</p>	<p>AIS staff, at-risk students</p>	<p>September 2015 through June 2016</p>	<p>AIS Personnel</p>
<p>Grade team leaders will collaborate with their teacher teams to create systems of regular assessment and collection of data</p>	<p>Grade team leaders, pedagogical staff, students</p>	<p>September 2015 through June 2016</p>	<p>Grade team leaders</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Lead teachers, per session, per diem, AIS personnel, AIS/RTI coordinator, Master schedule programming											
Part 4b. 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 SWP	X	Title I TA		P/F Set-aside	X	21 st Century	X	C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Ongoing during observations of teaching and learning, post-observation meetings and looking at student data, benchmarks set December 1 st , March 1 st , June 1 st , Lead Teacher Meetings
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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 leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. <p>• 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. Although there is now dedicated Family Engagement time during Tuesday afternoons, the culture of 29 was one where teachers always made themselves available and committed to families. Teachers have stayed voluntarily for an Open School night every September for the last three years, teachers regularly call, email, and meet with parents, and family events are run by staff volunteers. With Family Engagement time we have now expanded our commitment to engaging our parents through writing newsletters and developing class and grade websites. 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.</p> <p>• During the 2015-2016 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 home accessible. As the school year progresses, we will continue to develop ways to share data around academic</p>		

performance, attendance and behavior. Currently we have multiple progress reports throughout the school year but during the 2015-2016 we will work to incorporate more frequent communication by exploring options such as School Dojo, Engrade, and other online tools.

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016 school staff will create systems to regularly share data with families with a specific focus on academic progress, attendance, and behavior.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</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 promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<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? (include school, educational consultants and/or CBO staff)</i></p>
<p>Research available online tools, visit other schools during family engagement time, reach out to colleagues</p>	<p>Families</p>	<p>September 2015 through June 2016</p>	<p>Lead Teachers, dean, Parent Coordinator, PTA</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Parent Coordinator, SLT, Lead Teachers, per session, per diem

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

X	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Ongoing checks of: attendance at PTA meetings, attendance at school events, etc., January benchmark for pilot of online tool

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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)	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	Grades 1-2: Reading Recovery, offered by paraprofessionals; Grades 3-5: AIS ELA and Math; Grades 6-8: AIS ELA and Math	One-on-one; small groups One-on-one; small groups One-on-one; small groups	During the school day During the school day During the school day

	<p>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</p>			
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	completed the recommendation will be informed of next steps.			
Mathematics	<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</p>	<p>Grades 3-5: AIS ELA and Math;</p> <p>Grades 6-8: AIS ELA and Math</p>	<p>One-on-one; small groups</p> <p>One-on-one; small groups</p>	<p>During the school day</p> <p>During the school day</p>

	<p>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>			
Science	<p>Our school offers two kinds of intervention - academic and non-academic . Some students are assigned</p>	<p>Grades 1-2: Reading Recovery, offered by paraprofessionals;</p>	<p>One-on-one; small groups One-on-one; small groups</p>	<p>During the school day During the school day</p>

	<p>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</p>	<p>Grades 3-5: AIS ELA and Math;</p> <p>Grades 6-8: AIS ELA and Math</p>	<p>One-on-one; small groups</p>	<p>During the school day</p>
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	<p>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>Social Studies</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-</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 One-on-one; small groups One-on-one; small groups</p>	<p>During the school day During the school day During the school day</p>

	<p>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</p>			
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	<p>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>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</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</p>	<p>At-risk interventions or screenings; Interventions or screenings</p>	<p>One-on-one by a member of Crisis Team One-on-one by a member of the on-school-site Morris Heights Health Clinic</p>	<p>During the school day During the school day</p>

	<p>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</p>			
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	<p>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:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
We have an intense recruitment and interview process. We utilize graduate school databases to attract highly qualified teachers. We have created an interview protocol and use demonstration lessons with administrative and teaching staff observers. Once hired teachers are immediately paired with a mentor and provided access to our school website and databases. We support our teachers throughout the year with mentoring, coaching support, support from colleagues through Lead Teachers, and targeted, differentiated professional development

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
Professional development is at the center of our school improvement plan. We create a comprehensive plan for all staff constituents prior to the start of the school year and alter as needed based on data collected. Staff is encouraged to seek outside opportunities for professional development as well as to turnkey that information to colleagues. We have differentiated professional book clubs.

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/information, early intervention services, etc.).

We host visits from our own pre-kindergarten students in our kindergarten classrooms as well as from other community based programs. Additionally, we have our pre-kindergarten students transition to lunch in the cafeteria and reducing naptime. Pre-kindergarten teachers are part of our Lead Teacher cohort and they participate in conversations and professional development around curriculum and assessment regularly.

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.

Assessment is a collaborative decision based on our MOSL team decisions, our Lead Teachers, and our Instructional Cabinet. We study assessment as a genre and will continue to do so during the upcoming school year.

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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	833,953.00	X	11-13, 14-16, 17-19, 20-22, 23-25
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	162,603	X	11-13, 14-16, 17-19, 20-22, 23-25
Title II, Part A	Federal	149,755.00	X	11-13, 17-19
Title III, Part A	Federal	15,724.00	X	11-13
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	4,180,656.00	X	11-13, 14-16, 17-19, 20-22, 23-25

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):** To 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:** To 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 an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

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

funded through Title I must be included in the Parent 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 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) 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.

Title I Parent Involvement Policy for School PS/MS 29

School 29, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a parent involvement policy to strengthen the link between the school and the community. School 29's policy is designed to keep parents informed by actively involving them in planning and decision-making. Parents are encouraged to actively participate on School Leadership Teams, Parent Associations, and Title I Parent Advisory Councils, as trained volunteers and welcomed members of the school's community. Educational research shows a positive correlation between parental involvement and student achievement. **The overall aim of the policy is to develop a parent involvement program that will:**

- build a **home-school partnership** that assists parents in acquiring effective parenting skills;
- **provide parents with the information and training** needed to effectively become involved in planning and decision making;
- **increase their understanding of their right to support their child's education** by being involved in the educational process;
- **increase the role of the home in enriching education** and improving student achievement; and
- **develop positive attitudes toward the entire school community** .

School 29's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English language learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy to improve the academic quality of the school. The findings of the evaluation will be used to design strategies to more effectively meet the needs of parents, and if necessary, to revise the Title I Parent Involvement Program and this policy.

In developing the School 29 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 Parent Involvement Policy and asked to survey their members for additional input.

To increase parent involvement, School 29 will:

- actively involve and engage parents in planning, **reviewing and improving the Title I program** , including the Parent Involvement Policy of the school;
- **engage parents in discussion and decisions regarding the required Title I funds** that local education agencies (LEAs) must set-aside and distribute directly to schools to promote parent involvement, including family literacy and parenting skills;
- **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 Advisory Council** . This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- **maintain Parent Coordinators to serve as liaisons between the school and communities** . The Parent Coordinator 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 FACE;
- **conduct parent workshops** with topics that may include: parenting skills, grade-level curriculum 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 status, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)
- host the required Annual Meeting 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 Section 1118 of Title I,

Part A;

- schedule additional parent 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; and
- conduct parent workshops where all parents are invited to attend formal presentations and workshops that address their parenting and educational needs.

School 29 will further encourage school-level parental involvement by:

- holding parent curriculum classes;
- hosting events/activities during Open School Week;
- encouraging meaningful parent participation in the School Leadership Teams and the Parent Association (or Parent-Teacher Association);

- supporting or hosting FACE Family Day events;
- establishing a Parent Resource Center or lending library;
- starting school clubs for parents and students (e.g., book clubs, chess clubs, etc.);
- hosting events for male parents/guardians and grandparents;
- encouraging more parents to become trained school volunteers through Learning Leaders;
- 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; and
- providing school planners for daily written communication between school/teacher and the home.

SCHOOL - PARENT COMPACT for School 29

PS/MS 29 staff and the 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 the 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.

SCHOOL RESPONSIBILITIES

PS/MS 29 staff will:

- **provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's standards by :**
 - o using academic learning time efficiently;
 - o providing a safe, supportive and effective learning environment for students and a welcoming environment for parents/guardians;
 - o respecting cultural, racial and ethnic differences;
 - o implementing a curriculum aligned to State standards;
 - o offering high quality instruction in all content areas; and
 - o providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act.
- **address communication issues between teachers and parents by :**
 - o conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

- o convening an annual meeting (early in the school year) for parents of students participating in the Title I program to inform them of the Title I program and their right to be involved;
- o arranging additional meetings at other flexible times, i.e., morning and evening; and providing (if necessary and funds are available) transportation, child care or home visits for those parents who cannot attend a regular school meeting;
- o ensuring that 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;
- o involving parents in planning, reviewing, evaluating and improving the Title I programs and the parental involvement policy;
- o providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual and school information; and ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents.

• **provide parents reasonable access to staff by :**

- o notifying parents of the procedures to arrange an appointment with their child’s teacher; arranging opportunities for parents to volunteer in the school or at home; and
- o providing for Open School activities that include observations of classroom activities.

• **provide support to parents by :**

- o 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;
- o sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community; and
- o supporting parental involvement activities as requested by parents.

PARENT/GUARDIAN RESPONSIBILITIES

The Parent/Guardian will:

- **monitor my child’s attendance** and ensure my child arrives to school on time. When my child is absent, I will follow the procedures to inform the school;
- ensure that my child comes to school rested by setting a schedule of for bedtime based on the needs of my child and their age;
- **make sure that homework is completed** and assist my child if necessary;
- read to my child or discuss what my child is **reading each day** (minimum 15 minutes);

- set limits to the amount of time and what my child watches on television or plays video games;
- promote positive use of my child’s extracurricular time such as, afterschool extra learning opportunities, clubs, team sports and/or quality family time;
- **encourage my child to follow the school’s rules** and regulations and
- discuss this Compact with my child;
- **volunteer** in my child’s school either at the school or assisting from my home in some way if time or schedule permits;
- participate, as appropriate, in the decisions relating to my child’s education. I will;
- **communicate with my child’s teacher** about their educational needs and stay informed about their education by promptly reading and responding to all notices received from the school or district;
- respond to surveys and notices when requested;
- become involved in developing, implementing, evaluating, and revising the school-parent involvement policy;
- participate in or request training that the school offers on teaching and learning strategies whenever possible;
- take part in the PA or serve to the extent possible on policy advisory groups, e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and
- share the responsibility for the improved student achievement of my child.

STUDENT’S RESPONSIBILITIES

I will:

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

I have read and discussed the contents of the School-Parent Compact with my child as it relates to his/her education at PS/MS 29.

Student Signature Print Student Name

Parent/Guardian Signature Print Parent/Guardian Name

The final versions of these documents will be distributed to the school community on November 13, 2014 and will be available on file in the Parent Coordinator's office.

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: <u>The Melrose School</u>	DBN: <u>07X029</u>
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 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>1</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: _____

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: 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 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.

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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 (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)	_____	_____

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.
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 7	Borough Bronx	School Number 029
School Name The Melrose School		

B. Language Allocation Policy Team Composition

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

Principal Meredith Gotlin	Assistant Principal Alexis Hoffman
Coach Andrew Fletcher	Coach type here
ENL (English as a New Language)/Bilingual Teacher Marina Berestova	School Counselor Wendy Soto
Teacher/Subject Area Leticia Morales/ENL	Parent type here
Teacher/Subject Area	Parent Coordinator Monse Santana
Related-Service Provider Pedro Fuentes	Borough Field Support Center Staff Member type here
Superintendent Elisa Alvarez	Other (Name and Title)

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	2	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	1
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	788	Total number of ELLs	178	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5
	<input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program (DL)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Freestanding ENL	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education		1	1	1	1									0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	178	Newcomers (ELLs receiving service 0-3 years)	146	ELL Students with Disabilities	19
SIFE	22	Developing ELLs (ELLs receiving service 4-6 years)	26	Long-Term (ELLs receiving service 7 or more years)	6

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	48									0
DL										0
ENL	98	15	7	26	7	9	6		3	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 1

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE		13	12	5	8									0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): <u>N/A</u>	Number of students who speak three or more languages: <u>N/A</u>
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Freestanding English as a New 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	7	2	5		6	10	18	14	9					0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other Manding a		1					1	1						0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSES LAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	7	4	10	2	5	4	9	3	9					0
Emerging (Low Intermediate)	1	4	1	1	3	2	5	3	1					0
Transitioning (High Intermediate)														0
Expanding (Advanced)	1	6	9	2	6	8	9	14	1					0
Commanding (Proficient)		2	3	3	3	1	7	5	4					0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSES LAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSES LAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	0	0	0	0	0					0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total		2	3	5	0	3	3	5	5	0	0	0	0	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	0	0	0	0
4	5	0	0	0	0
5	9	0	0	0	0
6	7	0	0	0	0
7	10	0	0	0	0
8	12	0	0	0	0
NYSAA	0	0	0	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	0	0	0	0	0	0	0	0	0
4	0	5	0	0	0	1	0	0	0
5	0	12	0	1	0	0	0	0	0
6	0	9	0	1	0	0	0	0	0
7	0	16	0	4	0	0	0	0	0
8	0	16	0	1	0	0	0	0	0
NYSAA	0	0	0	0	0	0	0	0	0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	0		4	1	1	3			0
8	6		5						0
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	0	0	0	0
Integrated Algebra/CC Algebra	0	0	0	0
Geometry/CC Algebra	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math _____	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	0	0	0	0
Geography	0	0	0	0
US History and Government	0	0	0	0
LOTE	0	0	0	0
Government	0	0	0	0
Other _____	0	0	0	0
Other _____	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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)		14	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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
At P.S. M.S. 29, we use the Fountas and Pinnell (F&P), assessment tool to measure the literacy skills of our ELLs. For Spanish assessments, we use the Fountas and Pinnell Spanish assessment system, developed by bilingual literacy experts and adapted for Spanish speaking students. We also identify ELL students' proficiency level, based on their most recent NYSELAT scores. This data provides us with an understanding of each child's performance level, fluency, decoding and comprehension skills. The F&P levels and NYSELAT data analysis enables us to develop a coherent instructional plan and strengthen programs to benefit the learning of our ELLs. Our instructional plan includes small group work, scaffolding, partnering of ELLs and modified materials. These plans are developed based on insight gleaned from data analysis.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSELAT) and grades?
The data patterns across performance levels reveal that we have 56 Advanced ELL students. The majority of this group (34) belongs to the upper grades (5 - 8). We have a total of 25 Beginner ELLs and 18 Intermediate level ELLs across grades kindergarten through eighth grade. The beginner and intermediate group is distributed fairly evenly across the lower and upper grades.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Our school uses the AMAO tool to provide insights into the performance of our ELLs. We use this data to inform programming, to track student progress and to identify students who may need additional supports. The AMAO tool allows us to identify our Entering, Emerging, Transitioning, Expanding and Commanding students. In addition, the AMAO tool informs us of our most struggling students. These students include newcomers, long-term ELLs, SIFE students and ELLs with disabilities. With this information, our ENL pedagogues collaborate with classroom teachers, appropriate related service providers and or the reading specialist to provide targeted instruction and additional support to the aforementioned students.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - 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 home language used?

A. Historically, after analyzing the performance level data, across grades, in both programs, the observable patterns are the following: the larger number of students that reach proficiency and test out are upper grade children. Furthermore, in the past, most of our ELLs that reached a higher proficiency level come from lower grades: insert data from 2015 NYSESLAT.

B and C. Our school no longer uses the ELL periodic assessments.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.]

Our school identifies ELLs that performed at level 1 in Math and or ELA. In addition to mandated ENL services, these students also receive supports through the Response to Intervention framework.

6. How do you make sure that a student's new language development is considered in instructional decisions?

In order to ensure 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. Teachers use this information for appropriate groupings, scaffolding, and differentiation.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the target language?
- b. What is the level of language proficiency in the target language for EPs?
- c. How are EPs performing on State and other assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

We evaluate the success of our program for ELLs based on data analysis revealed in the AMAO tool. Our AMAO tool revealed that the majority of our ELLs reach proficiency levels as they move to higher grades. Based on this data, we consider our ELL programs to be successful.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.

At the point of student registration, parents are interviewed by a trained ENL teacher in order to complete the Home Language Identification Survey. The certified teacher also conducts an informal student interview. Based on responses for the HLIS and student interview, the ENL teacher determines whether the child needs to have the NYSITELL (or Spanish LAB) administered. Once the NYSITELL (or Spanish LAB) is administered (within 10 days of registration), the principal and family is informed about the entitled service(s) of the student. If, however, the student is new to New York City, but is entering from a NYS public school, our school will directly contact the student's former school to obtain his or her NYSITELL/NYSESLAT scores. This data will be used to determine that student's eligibility. If the information from the former school is not obtained, the ELL Identification process continues.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Initial SIFE status will be determined through the administration of the oral interview questionnaire within 30 days of enrollment. For students who have a home language of Arabic, Bengali, Creole or Spanish, we will administer the Literacy Evaluation for Newcomers (LENS). As per CR Part 154, we have up to one year to make a final determination of SIFE status; therefore, initial SIFE identification within the 30 day period may be modified for up to one year.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to *ELL Policy and Reference Guide, ELL Identification* section).

Our newly formed Language Proficiency Team will review evidence of English language development for newly enrolled students with IEPs. The LPT members include the assistant principal, and ENL teacher, the special education coordinator and the parent or guardian of the child. We will use the DOE's over-the-phone interpretation services to translate information to the parent or guardian. Based on this review, the LPT will recommend whether the child's language acquisition needs require the student to take the NYSITELL. If the LPT members determine that the child takes the exam, the ELL Identification Process continues. If, however, the LPT team recommends that the child not take the NYSITELL, our principal will have the opportunity to review the LPT team's recommendation. If our principal agrees that the child should not take the NYSITELL, her recommendation will be reviewed by the superintendent and the parent will be notified within three days of the decision. If the principal disagrees, and believes the child should take the exam, the child will take the exam and the usual ELL Identification Process will follow.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
Entitlement and non-entitlement parent notification letters are distributed to classroom teachers who in turn hand deliver the letters to the families. Copies of the letters are filed and available in the main office, in the event that a parent is unable to meet with the teacher.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).
Upon enrollment, our certified ENL/bilingual teachers will verbally inform parents and guardians of their right to appeal ELL status. In addition, during the parent orientation meeting, families will be informed of their right to appeal ELL status within 45 days of enrollment. In addition, notices are backpacked home informing families of their right to an appeal.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
Shortly after the NYSITELL is completed (within 10 days of the time of enrollment), parents or guardians of ELLs are invited for an orientation in which ENL/Bilingual teachers and the Parent Coordinator familiarize parents with program options. Phone calls and letter invitations inform families of the orientation. Parents watch a video and receive information on all programs available. During the orientation, parents are informed of the three program choices (Transitional Bilingual Education, Dual Language and Freestanding ENL). The orientation is repeated later in the year and, as needed, based on new admissions. Orientation sessions are provided in three intervals of time for Spanish, Arabic and French speaking families.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
Our ENL teachers maintain a spreadsheet with a list of entitled students. Upon registration, our ENL teachers explain the importance of the Parent Surveys and Program Selection forms. If a parent does not complete the forms on time, the ENL teacher will reach out to the family directly. If forms are still not received, our Parent Coordinator and or administrator(s) will contact the family, via telephone or notice home, to ensure they are completed and returned to our school promptly.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
A spreadsheet is developed to track completed and returned Parent Surveys and Program Selection forms.
9. Describe how your school ensures that placement parent notification letters are distributed.
Our school ensures parent notification letters are distributed in a timely manner in the parents' preferred language. A spreadsheet tracks and monitors the distribution of parent notification letters.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
All completed HLIS, non-entitlement and entitlement letters will be placed in the student's cumulative folder and maintained in an organized, alphabetized binder in the main office.
11. 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.
The NYSESLAT testing materials are ordered in advance and delivered to our NYSESLAT testing team (ENL, bilingual teacher, Testing Coordinator and administrator). The team develops a schedule to ensure that all sections of the exam are administered to every ELL in our school. Records are maintained to track absenteeism. Our ENL teachers contact families of absent ELL students in order to ensure every child has the opportunity to sit for every subtest of the NYSESLAT.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Continued entitlement and transitional support parent notification letters are sent to parents at the beginning of the school year, but no later than September 15th of the school year in which the student continues to be entitled.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
After reviewing the Parent Survey and Program selection forms, the observable trend in choice is Transitional Bilingual Education for Spanish speaking newcomers and Freestanding ENL for speakers of other languages. The program models offered at our school (TBE and ENL) are aligned with our parent and guardian requests, as per Aspira Consent Decree.

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.

Our freestanding ENL program will provide instruction in English with home language support, emphasizing English language acquisition. As per CR Part 154, we will offer two types of ENL services: stand-alone and integrated. The purpose of stand-alone ENL is to develop English language skills so that students can succeed in core content courses. The goal of integrated ENL is to build English language skills through content area instruction. Our students will be grouped heterogeneously and or homogeneously, based on need, in order to deliver the required services. ENL instruction is delivered by certified ENL instructors.
 - b. TBE program. *If applicable.*

Our TBE program is designed so that students develop conceptual skills in their home language as they learn English. Our classes are bridged (K/1 and 3/4) based on school need. There is a range of proficiency levels in our bilingual classrooms. Our bilingual classes are taught by certified bilingual teachers.
 - c. DL program. *If applicable.*

N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

As per CR Part 154, our school ensures that the mandated instructional minutes are delivered for each program. For our ENL program, our entering, emerging, and transitioning ELLs received integrated ENL in ELA. Our expanding and commanding students also receive integrated ENL, but depending on the needs of the students, these children may receive integrated ENL in ELA or another content area. In our TBE program, the home language usage decreases over time as students develop English language skills. For example, at the entering level, students receive 75% of instruction in their home language and 25% in English. Our transitioning students, on the other hand, receive 50% of instruction in their home language and 50% in English.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

In our ENL and bilingual programs, the teachers provide a variety of strategies to ensure content is comprehensible in English and the Common Core Learning Standards are met. The certified ENL teachers are given pacing calendars and curriculum maps by the classroom teachers to plan their instruction and include content information and vocabulary that the ELLs will need in their classroom. ENL teachers use visuals, manipulatives, and videos to customize the display of information that has already been taught in their classroom or will be taught in their classroom. In our ENL and bilingual classes, picture Dictionaries, Picture word walls, and technology are used to clarify vocabulary, and prompts and sentence starters help clarify syntax and structure. Our ENL and bilingual teachers activate prior knowledge by using concept maps and charts they have created together while discussing students' experiences.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

Our Spanish speaking ELLs in bilingual classes are given ELE text, running records and Benchmark Assessments adapted for Spanish to measure their progress in their home language. Students in our ENL program are evaluated based on oral assessments and or a retelling of texts in their home 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 throughout the year teachers use a variety of assessments including on demand writing pieces, read alouds to strengthen listening skills, running records for comprehension and in class student discussion for the speaking modality.
6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status

A. Our instructional plan for SIFEs is geared towards students' individual needs. Some students come to our school without literacy skills or knowledge of the Latin Alphabet. For example, our Arabic students use "Handwriting Without Tears" by Jan Olsen to

develop a new habit of writing in English. ENL teachers inform classroom teachers about SIFE students' academic levels and share specific strategies that may be used with SIFE students. Specific differentiation for our SIFE students includes small group instruction, visuals, and hands on activities.

B. Newcomers receive ENL services based on their proficiency level. Beginner newcomers receive 360 minutes of ENL instruction every week. Within the 360 minutes, newcomers receive 180 minutes of stand-alone ENL and 180 minutes of integrated ENL. ENL teachers work collaboratively with classroom teachers on accessing appropriate materials and or modifying lessons to support instruction in the classroom.

C. Developing ELLs receive specific supports to enhance their learning. Our intermediate developing ELLs will receive 180 minutes of weekly services. 90 minutes of services will be conducted in the integrated ENL model while the other 90 minutes will be standalone or integrated ENL.

D. Long term ELLs receive continued support. Instruction is differentiated to ensure students continue to gain knowledge of the English language.

E. Former ELLs, up to two years after exiting ELL status, are still given supports. For at least two years following the school year in which a student exited from ELL status, former ELLs will receive at least one half of one unit of study of ENL and will continue to be eligible for certain specified testing accommodations.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

Our school will initiate a review of ELL status determination upon receipt of a written request from a student's guardian or teacher. The re-identification process will be completed within 10 school calendar days of receipt of written notice; however, if the CSE is consulted, the process will be completed within 20 days. Our school will review all appropriate documentation including student work in English and in the home language in order to make the appropriate determination. The re-identification process as outline in CR Part 154 will be followed and adhered to in an appropriate and timely manner. At the end of the process all relevant documents will be maintained in the child's cumulative folder.

8. 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?

Instructional strategies used to make content accessible and enrich language development for ELL-SWDs include: multi-level group work, TPR techniques, hands on activities, integration of visual supports and graphic organizers. Visuals aids and charts with pictures associated with the words or ideas are created and displayed in classrooms to assist ELL-SWDs with learning.

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

Our ENL teachers co-plan with classroom teachers and are familiar with the units of study that students are expected to complete their grade. ENL teachers engage in curriculum planning based on the learning needs and abilities of ELL-SWDs they support. When they deliver integrated ENL services, the ENL teacher co-teaches with the classroom teacher in order to support ELL students who are learning alongside their general education peers.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

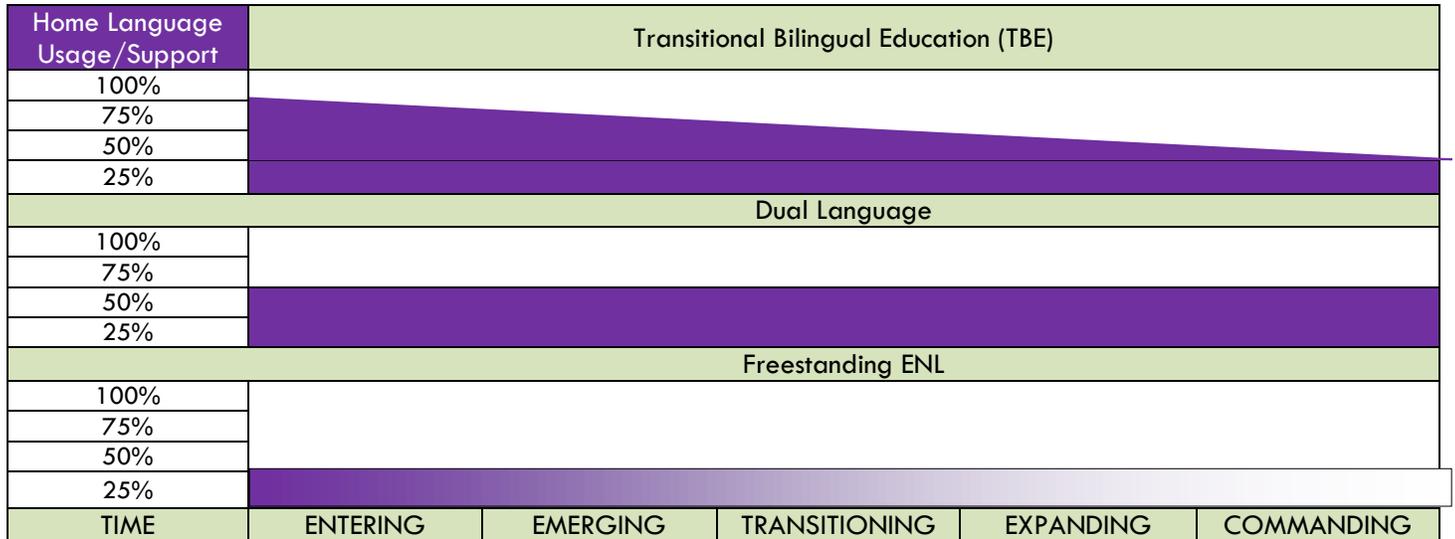


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Response to Intervention (RTI) is used to identify ELLs at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and or identify students with disabilities. Targeted interventions for advanced ELLs include the ENL teacher helping to support the content areas of ELA, Math, Social Studies, and or Science. Depending on the needs of the child, the ENL teacher works closely with the classroom teachers to co-plan and connect the work in the freestanding ENL program to the child's classroom. Targeted interventions for math include one on one support during math instruction periods, focusing on word problems and modeling examples of the process. The ENL teacher supports the Beginner and Intermediate ELLs by utilizing ENL strategies through small group instruction in the stand alone model. This helps ELLs in reaching the Common Core Learning Standards for ELA, Math, Social Studies, and Science. The advanced group has more independent time to practice the skills and strategies taught both in their classrooms and in their ENL classes. The flow between the two classroom environments helps the students to make the connection from the highly scaffolded ENL environment back to the larger class environment. Integrated language and content instruction provides opportunities for beginner ELLs to acquire a new language through the study of the academic disciplines such as Math, Science, History, and Language Arts.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

The effectiveness of our current program is evident in the advancement of our students' Fountas and Pinnell reading level assessments that consistently advance each student to a new reading level several times a year. In addition, our students' ELA and math test scores continue to improve. We are working hard to ensure the students gain the knowledge needed to continue to improve their test scores.
12. What new programs or improvements will be considered for the upcoming school year?

We are not adding any new programs for the upcoming school year. However, we are revising our scheduling to ensure services for our ELLs students are met, according to the new CR Part 154 requirements.
13. What programs/services for ELLs will be discontinued and why?

We are not discontinuing any programs/services for ELLs at this time.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

ELLs are able to participate in all school activities. They are invited to participate in all our programs. In addition, we offer an after school supplemental literacy program to for our ELL students. Our after school program is offered to children who scored below proficient on the reading component of the NYSESLAT exam.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

We use a variety of instructional materials, including technology, to support and enrich the learning of our ELL students. In ELA, we offer the Spanish version of our Journeys' curriculum, Senderos. For math, we received a grant to participate in the Spatial Temporal Math online program. Our ENL and bilingual teachers use SmartBoards, document cameras, projectors, dvds, as well as online websites geared specifically towards ELL students. Our ENL and bilingual teachers also use iPads, laptops, and computers to incorporate technology into their lessons.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Home language is used to support English language acquisition. In our TBE program, as ELLs develop English language skills, instructional time in the home language decreases. In accordance with CR Part 154, our beginner ELLs receive 75% of instruction in their home language and 25% in English. At the transitioning level, this ratio shifts and students receive 50% of instruction in their home language and 50% in English. At the Expanding level, 75% of instruction is in English and the remaining 25% is in the home language.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

Our school ensures all required services/resource supports correspond to the ELLs' ages and grade levels. All materials and resources are placed in classrooms based on the results of assessment analysis and materials are tailored to meet their needs.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

To offer assistance to our newly enrolled ELL students, we provide orientation during the summer. Our bilingual parent coordinator and ENL teacher is involved in our summer orientation. We also distribute literature and brochures to inform our newly enrolled ELL students and their families of the support we provide. For all other students, we offer orientation on an going basis throughout the year.

19. What language electives are offered to ELLs?

N/A

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

We will provide our staff with professional development to support the needs of ELLs throughout our school. All staff including administrators, bilingual and ENL teachers, common branch teachers, content area teachers, paraprofessionals and support staff will receive professional development on the first day of the new school year. The focus will be meeting the needs of the ELL students in our classrooms. In addition to our September PD, ELL professional development will be integrated into our year long PD plan. All school staff will receive on-going ELL PD throughout the 2015-16 school year.

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

A variety of professional development is offered to our teachers our ELLs. Multiple workshops and seminars for teachers of ELLs are offered by the DOE throughout the year. Our ENL, bilingual and classroom teachers will attend these workshops in order to improve their teaching skills, get new ideas and engage in the Common Core Learning Standards. Our school will collaborate with our Borough Field Support Center to receive PD offered through their offices.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Since we are a pre-k through grade 8 school, many of our students remain in our building for elementary and middle school. Our ENL staff frequently visit our middle school classrooms to understand the expectations of middle school. In this way, our ENL teachers are able to support students through the transition. In addition, at the end of the middle school experience, our ENL teachers work with students to select appropriate high schools and discuss the demands of high school.

4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [*ELL Policy and Reference Guide, Professional Development*](#) section.

Agendas and attendance are kept on file and maintained in the main office to ensure our school meets the professional development requirements for all teacher and for bilingual/ENL teachers, as per CR Part 154. By year's end, 15% of the total PD hours for our staff and 50% of total PD hours for bilingual/ENL teachers will have focused on ELL-specific professional development.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

As per CR Part 154, our school will provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency results and language development needs in all content areas. The meeting will be conducted with a qualified interpreter in the language or mode of communication the parent or guardian best understands. The annual meetings will be scheduled during our school's weekly Family Engagement time, before school and or after school.

2. Records are maintained to ensure annual individual meetings with ELL parents are held. In order to accommodate parent schedules, phone calls, letters and in person meetings are offered as ways to communicate. Our ENL teachers will maintain records of annual individual meetings with parents. This documentation will be maintained in a shared binder in our main office.
2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. 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 offer a parent orientation that provides information on how parents can work with their students and how the school will support their children. In addition, workshops will be designed based on the needs and feedback from the parents. Workshops may include community safety issues, activities for children during non-school hours and or accessing health services. Workshops are offered in both Spanish and English. For all parental involvement activities, we will utilize the DOE's Translation and Interpretation Unit to translate pertinent documents and or provide over-the-phone interpretation services.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Our school partners with a variety of organization to provide workshops to our ELL families. For example, Mercy College offers free GED, citizenship and ENL class for parents. For all partnerships with outside agencies or Community used Organizations, our school will utilize the DOE's Translation and Interpretation Unit to translate pertinent documents and or provide over-the-phone interpretation servies to families.
5. How do you evaluate the needs of the parents? A parent survey is distributed. Based on the needs expressed in the surveys, workshops are developed and offered to meet specific needs of our ELL families. Workshops offered are in both Spanish and English.
6. How do your parental involvement activities address the needs of the parents? All parent involvement activities are offered based on the stated needs of the parents and as the result of understanding needs of the community being served.

D. Additional Information

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

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School Name: The Melrose School

School DBN: 07X29

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Meredith Gotlin	Principal		6/22/15
Alexis Hoffman	Assistant Principal		6/22/15
Monse Santana	Parent Coordinator		6/22/15
Marina Berestova	ENL/Bilingual Teacher		6/22/15
	Parent		1/1/01
Leticia Morales/ENL	Teacher/Subject Area		6/22/15
	Teacher/Subject Area		
Andrew Fletcher	Coach		6/22/15
	Coach		1/1/01
Wendy Soto	School Counselor		6/22/15
Yolanda Torres	Superintendent		6/22/15
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

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

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

Our school uses multiple data points to assess language preferences of our parent community for both written and oral communication. Extensive analysis of the Home Language Identification Survey, ATS reports and student emergency contact cards provide us with insight into our parents' preferred language of communication. Furthermore, teachers survey their class at the beginning of the year to determine parents' preferred language.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Below is a list of our parents' preferred languages for oral communication:
English, Spanish, French, Soninke, Fulani, Arabic, Twi, and Malinke

Below is a list of our parents preferred languages for written communication:
Spanish and English

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

The following documents are disseminated throughout the school year: annual handbooks, student planner/handbook, monthly newsletters, monthly calendars, parent teacher conference announcements, open school night, after school program information, NYS testing dates, overview of school curriculum, and letters from the school leadership team. Our calendars and important dates are distributed monthly, and as needed.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Our school will offer multiple face-to-face meetings with parents and families throughout the school year. Parent-teacher conferences are scheduled three times a year. In addition, every Tuesday we have thirty minutes of Family Engagement time scheduled from 2:30 through 3:00 PM. Our Family Engagement time is used for faculty, including teachers, the guidance counselor, attendance teacher or other support staff, to meet face-to-face with families and or call parents to discuss the student's academic and social progress.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Written translation services will be provided by in-house school staff (bilingual parent coordinator, ENL and bilingual teachers, social worker and guidance counselor) for documents that require Spanish translations. These documents will be submitted to our Spanish speaking staff three to five days prior to dissemination of materials to ensure timely provision of translated documents to families. For other preferred languages, we will utilize the translation services provided by the Translation and Interpretation Unit. For languages not covered by the T&I unit, we will contract outside approved DOE vendors. We ensure the timely translation of documents through the use of a planning calendar that allows sufficient time for preparation and delivery.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Our school will meet the identified interpretation needs of our families through multiple means. In-house school staff, including our bilingual parent coordinator, social worker, guidance counselor, ENL and bilingual teachers, will provide interpretation services to our Spanish speaking families. For other preferred languages, we will utilize over-the-phone interpreters via the Translation and Interpretation Unit. For languages not covered by the T&I unit, we contract outside DOE approved vendors.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Staff will be informed of the translation and over-the-phone interpretation services through multiple mediums. During our September professional development day, materials will be distributed including the Language Palm Card, Language ID Guide and T&I brochure. In addition our school's Language Access Coordinator will distribute memos and emails throughout the year detailing the services available and providing instructions on how to use these resources. The LAC will also offer on-going training to staff members throughout the year, based on need.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

Our school will fulfill parental notification requirements for translation and interpretation services by ensuring that the aforementioned checklist of notification requirements is current and complete. The welcome poster is posted in a conspicuous location near the primary entrance to the school. Copies of the parents' Bill of Rights and Guide to Language Access are distributed upon registration and made available throughout the school year. Finally, the Language ID guide is available and visible at our security desk and in our main office.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Our school uses multiple mechanisms to gather feedback from parents on the quality and availability of translation and interpretation services. Parent surveys are distributed at the beginning, middle and end of the year to monitor effectiveness of available services. Informal parents interviews are also used to gauge quality.