



THE CYNTHIA JENKINS SCHOOL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 29Q037

ADDRESS: 179-37 137TH AVENUE JAMAICA, NY. 11434

TELEPHONE: (718) 528-5399

FAX: (718) 949-0887

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: PS 37 Q **SCHOOL NAME:** The Cynthia Jenkins School

SCHOOL ADDRESS: 179-37 137th Avenue, Jamaica, NY. 11434

SCHOOL TELEPHONE: (718) 528-5399 **FAX:** (718) 949-0887

SCHOOL CONTACT PERSON: Beverly Mitchell **EMAIL ADDRESS:** Bmitche2@schoo
ls.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Tamika Hogan

PRINCIPAL: Beverly Mitchell

UFT CHAPTER LEADER: Nannetta Smith

PARENTS' ASSOCIATION PRESIDENT: Diane Sancho

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 29 **CHILDREN FIRST NETWORK (CFN):** 531

NETWORK LEADER: Althea Serrant

SUPERINTENDENT: Lenon C. Murray

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

| Name | Position and Constituent Group Represented | Signature |
|---------------------|--|------------------|
| Beverly Mitchell | *Principal or Designee | |
| Nannetta Smith | *UFT Chapter Chairperson or Designee | |
| Diane Sancho | *PA/PTA President or Designated Co-President | |
| | Title I Parent Representative <i>(suggested, for Title I schools)</i> | |
| | DC 37 Representative, if applicable | |
| | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> | |
| | CBO Representative, if applicable | |
| Jennifer Clementson | Member/Teacher | |
| Ann Bristol | Member/Teacher | |
| Patricia McBean | Member/Parent | |
| Michelle Saunders | Member/Parent | |
| Wander Tai Rose | Member/Parent | |
| Tamika Hogan | Member/Parent | |
| Stephney Hinds | Member/Teacher | |

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

PS 37, The Cynthia Jenkins School, is located in the southeastern section of Queens, NY. This pre-kindergarten to fifth grade school serves a population of approximately 600 students from culturally diverse backgrounds. The school is set in a quiet residential neighborhood and serves Springfield Gardens and Laurelton community homeowners. According to the latest available data 89% of the students are African-American, 6% are Hispanic, 1% is white and 1% is Asian.

The school receives Title 1 funding because currently 69.2% of the students are eligible for free lunch. The Cynthia Jenkins School has a total of 27 classes. There are two Collaborative Team Teaching classes (CTT), four self-contained Special Education classes with a 12:1: 1 ratio, three Universal Pre-kindergarten classes and the rest are heterogeneously grouped general education classes. There is a free-standing ESL program for grades K-5 that serves English Language Learners (ELLs).

The school is a learning community in which students, parents, staff and administration work collaboratively to increase student achievement. We use a balanced literacy and balanced mathematics curriculum on all grades. There is a strong focus on professional development to increase the content knowledge and pedagogical skills of staff members. We have utilized consultants both within and outside the building to promote data-driven research based approaches to teaching and learning.

We use Developmental Studies researched based programs; Making Meaning Reading and Vocabulary & Being a Writer for the teaching of reading, vocabulary and writing in grades K-5. These programs are geared toward increasing students' ability to think and make meaning of what they read and write. The vocabulary component is being utilized to help students to expand their word bank and also to increase the richness of their writing. Our students have both interim and long-term goals for these core subjects. Our workshop approach includes read aloud, interactive writing, shared reading and writing, guided reading and Individualized daily reading.

Our balanced mathematics is implemented using the Everyday Mathematics series for grades pre-K through 5. Our teachers use math manipulative and math games to facilitate an inquiry based approach to the content. The teaching is scaffolded and spiraled to ensure that students master basic concepts before proceeding to advanced material. Science is taught using a combination of Foss kits and structured texts to maintain a balance between deep knowledge and hands-on experimentation.

Physical Education is taught with an emphasis on health and wellness. We use a dedicated curriculum in which progress is measured with FitnessGram. We teach fitness habits with lifelong benefits along with the skills and techniques for playing their favorite sports. We have maintained an emphasis on the arts for the past several years.

The mission of the Cynthia Jenkins School Performance Arts program is for our students to realize that what they learn everyday has value. We encourage students to use their imagination and

express themselves through performance and theater. We want students to take the idea of creating something in their minds and take it through to the end.

Our drama, visual arts and dance classes honor the knowledge and skills that students bring from all subject areas while also encouraging them to use new ideas, and what is learned through the arts in their other classes. We seek to create meaningful and exciting opportunities through visual arts, drama and movement as students practice their skills as speakers, listeners, writers, designers, visual artists, actors, singers, dancers, researchers, critics, planners, and collaborators. We also travel to, and invite other performers into our school to broaden creative connections and to encourage an ongoing interest in all aspects of the arts.

PS 37Q has integrated the arts through information culled from informal and formal data, in addition to collaborative meetings. Testing data has been used to guide instruction in performance arts to support literacy skills on all grade levels. Students are supplied with scripts to practice reading during and after instruction and given opportunities to practice new vocabulary and fluency. The scripts are used to encourage struggling readers with performance based reading and as enrichment for students performing on or above grade level to apply reading to stage direction and playwriting.

Collaboration between the performing arts teachers and other teachers also:

- Support the development of a social studies based production
- Inform instruction in mathematics, health and science
- Inform instruction of the lower grades through shared materials such as books, word/vocabulary lists, and instructional content
- Help target specific students to improve behavior and participation through performing arts

Data received from and about teachers inspire collaboration for specific projects in performing arts. Arts providers and classroom teachers work together to create meaningful lessons. Trips are planned to support enrichment of instruction for all participating classes.

Technology is infused into all areas of the curriculum through the use of computers, document cameras, interactive whiteboards and overhead projectors in the classroom. Students are provided with consistent opportunities to independently support their learning through writing projects and internet research. Some of our intervention programs and interim assessments are implemented through the computer.

As a school whose principal is a graduate of the New York City Leadership Academy, the school maintains connections to cutting edge research on using data to inform instruction. The school networks both formally and informally with schools whose philosophy we share. This increases the opportunities for inter and intra-classroom visitation among teachers. We place great emphasis on Inquiry Teams and inquiry work among our teachers. We study our struggling students and students who perform on or above performance levels intensely and develop custom-tailored approaches to meeting their needs.

PS 37 enjoys collaborations with several community-based organizations including the New York City Junior Tennis League, Learning Leaders, School Messenger, Alvin Ailey American Dance Theater, United Methodist Church and PENCILS. These agencies provide our viable after-school programs, parent outreach, student tutoring and big brother mentoring for our at-risk students. We are an empowerment school with an active parent body which sponsors community events and cultural celebrations. We are working together as a learning community to drive student achievement beyond all our previous accomplishments.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

| SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT | | | | | |
|--|----------------------------|---------------|--------|--------------------------|--------------|
| School Name: | The Cynthia Jenkins School | | | | |
| District: | 29 | DBN #: | 29Q037 | School BEDS Code: | 342900010037 |

| DEMOGRAPHICS | | | | | | | | | |
|--------------------------------------|------------------------------------|------------------------------------|-------------------------------------|---|-------------------------------------|---|---------|------------------------------------|------------------------------------|
| Grades Served in 2009-10: | X - Pre-K | X- K | X - 1 | X- 2 | X - 3 | X - 4 | X - 1 5 | <input checked="" type="radio"/> 6 | <input checked="" type="radio"/> 7 |
| | <input checked="" type="radio"/> 8 | <input checked="" type="radio"/> 9 | <input checked="" type="radio"/> 10 | <input checked="" type="radio"/> 11 | <input checked="" type="radio"/> 12 | <input checked="" type="radio"/> Ungraded | | | |
| Enrollment: | | | | Attendance: % of days students attended* | | | | | |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | (As of June 30) | 2007-08 | 2008-09 | 2009-10 | | |
| Pre-K | 53 | 53 | 54 | | 91 | 92 | 91 | | |
| Kindergarten | 67 | 70 | 82 | | | | | | |
| Grade 1 | 64 | 103 | 98 | Student Stability: % of Enrollment | | | | | |
| Grade 2 | 73 | 73 | 99 | (As of June 30) | 2007-08 | 2008-09 | 2009-10 | | |
| Grade 3 | 71 | 78 | 89 | | | | | | |
| Grade 4 | 74 | 70 | 74 | | | | | | |
| Grade 5 | 66 | 79 | 83 | Poverty Rate: % of Enrollment | | | | | |
| Grade 6 | 89 | 70 | 0 | (As of October 31) | 2007-08 | 2008-09 | 2009-10 | | |
| Grade 7 | | | | | | | | | |
| Grade 8 | | | | | | | | | |
| Grade 9 | | | | Students in Temporary Housing: Total Number | | | | | |
| Grade 10 | | | | (As of June 30) | 2007-08 | 2008-09 | 2009-10 | | |
| Grade 11 | | | | | | | | | |
| Grade 12 | | | | | | | | | |
| Ungraded | | | | Recent Immigrants: Total Number | | | | | |
| | | | | (As of October 31) | 2007-08 | 2008-09 | 2009-10 | | |
| Total | 558 | 598 | 581 | | | | | | |
| Special Education Enrollment: | | | | Suspensions: (OSYD Reporting) – Total Number | | | | | |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | (As of June 30) | 2007-08 | 2008-09 | 2009-10 | | |
| Number in Self-Contained Classes | | | | | | | | | |

| DEMOGRAPHICS | | | | | | | | |
|---|---------|---------|---------|--|---------|---------|---------|--|
| No. in Collaborative Team Teaching (CTT) Classes | | | | Principal Suspensions | | | | |
| Number all others | | | | Superintendent Suspensions | | | | |
| <i>These students are included in the enrollment information above.</i> | | | | | | | | |
| English Language Learners (ELL) Enrollment: | | | | Special High School Programs: Total Number | | | | |
| (BESIS Survey) | | | | (As of October 31) | 2007-08 | 2008-09 | 2009-10 | |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | CTE Program Participants | | | | |
| # in Trans. Bilingual Classes | | | | Early College HS Participants | | | | |
| # in Dual Lang. Programs | | | | | | | | |
| # receiving ESL services only | | | | Number of Staff: Includes all full-time staff | | | | |
| # ELLs with IEPs | | | | (As of October 31) | 2007-08 | 2008-09 | 2009-10 | |
| <i>These students are included in the General and Special Education enrollment information above.</i> | | | | Number of Teachers | | | | |
| | | | | Number of Administrators and Other Professionals | | | | |
| Overage Students: # entering students overage for grade | | | | | | | | |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | Number of Educational Paraprofessionals | | | | |
| | | | | | | | | |
| | | | | Teacher Qualifications: | | | | |
| Ethnicity and Gender: % of Enrollment | | | | (As of October 31) | 2007-08 | 2008-09 | 2009-10 | |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | % fully licensed & permanently assigned to this school | | | | |
| American Indian or Alaska Native | | | | Percent more than two years teaching in this school | | | | |
| Black or African American | | | | Percent more than five years teaching anywhere | | | | |
| Hispanic or Latino | | | | | | | | |
| Asian or Native Hawaiian/Other Pacific Isl. | | | | Percent Masters Degree or higher | | | | |
| White | | | | Percent core classes taught by "highly qualified" teachers (NCLB/SED definition) | | | | |
| Multi-racial | | | | | | | | |
| Male | | | | | | | | |

| DEMOGRAPHICS | | | | | | | |
|--------------|--|--|--|--|--|--|--|
| Female | | | | | | | |

| 2009-10 TITLE I STATUS | | | | |
|--|---|-----------------------------------|-------------------------------|-------------------------------|
| <input type="radio"/> Title I Schoolwide Program (SWP) | <input type="radio"/> Title I Targeted Assistance | <input type="radio"/> Non-Title I | | |
| Years the School Received Title I Part A Funding: | <input type="radio"/> 2006-07 | <input type="radio"/> 2007-08 | <input type="radio"/> 2008-09 | <input type="radio"/> 2009-10 |

| NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY | | | | | | | |
|--|------------------------------------|---|---------|----------------------------|---------|---------------|-----------------|
| SURR School: Yes <input type="radio"/> No <input type="radio"/> | | If yes, area(s) of SURR identification: | | | | | |
| Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="radio"/> No <input type="radio"/> | | | | | | | |
| Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance): | | | | | | | |
| <u>Differentiated Accountability Phase (Check ✓)</u> | | | | <u>Category (Check ✓)</u> | | | |
| | | | | Basic | Focused | Comprehensive | |
| In Good Standing (IGS) | | | | | | | |
| Improvement (year 1) | | | | | | | |
| Improvement (year 2) | | | | | | | |
| Corrective Action (year 1) | | | | | | | |
| Corrective Action (year 2) | | | | | | | |
| Restructuring (year 1) | | | | | | | |
| Restructuring (year 2) | | | | | | | |
| Restructuring (Advanced) | | | | | | | |
| Individual Subject/Area Outcomes | Elementary/Middle Level (✓) | | | Secondary Level (✓) | | | |
| | ELA: | | | ELA: | | | |
| | Math: | | | Math: | | | |
| | Science: | | | Grad. Rate: | | | |
| This school's Adequate Yearly Progress (AYP) determinations for each accountability measure: | | | | | | | |
| Student Groups | Elementary/Middle Level | | | Secondary Level | | | |
| | ELA | Math | Science | ELA | Math | Grad. Rate** | Progress Target |
| All Students | | | | | | | |
| Ethnicity | | | | | | | |
| American Indian or Alaska Native | | | | | | | |
| Black or African American | | | | | | | |
| Hispanic or Latino | | | | | | | |

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

| | | | | | | | |
|--|--|--|--|--|--|--|--|
| Asian or Native Hawaiian/Other Pacific Islander | | | | | | | |
| White | | | | | | | |
| Multiracial | | | | | | | |
| Other Groups | | | | | | | |
| Students with Disabilities | | | | | | | |
| Limited English Proficient | | | | | | | |
| Economically Disadvantaged | | | | | | | |
| Student groups making AYP in each subject | | | | | | | |

Key: AYP Status

| | | | | | |
|-----------------|-----------------------------------|---|---|----|---|
| √ | Made AYP | X | Did Not Make AYP | X* | Did Not Make AYP Due to Participation Rate Only |
| √ ^{SH} | Made AYP Using Safe Harbor Target | - | Insufficient Number of Students to Determine AYP Status | | |

Note: NCLB/SED accountability reports are not available for District 75 schools.

*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

| Progress Report Results – 2008-09 | | Quality Review Results – 2008-09 | |
|--|--|--|--|
| Overall Letter Grade | | Overall Evaluation: | |
| Overall Score | | Quality Statement Scores: | |
| Category Scores: | | Quality Statement 1: Gather Data | |
| School Environment (Comprises 15% of the Overall Score) | | Quality Statement 2: Plan and Set Goals | |
| School Performance (Comprises 25% of the Overall Score) | | Quality Statement 3: Align Instructional Strategy to Goals | |
| Student Progress (Comprises 60% of the Overall Score) | | Quality Statement 4: Align Capacity Building to Goals | |
| Additional Credit | | Quality Statement 5: Monitor and Revise | |
| <i>Note: Progress Report grades are not yet available for District 75 schools.</i> | | | |

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

As indicated in the last Quality Review, PS 37's greatest assets are the high expectations and vision for improvement of its administration and the collaboration of the school community. Data is used to provide a clear understanding of the progress made by individual students and groups of students. Teacher teams work collaboratively and enthusiastically to share ideas and refine best practices that continually improve student achievement. We did not make AYP this year in ELA for our students with disabilities. Our network specialists will work with our special education teachers to enhance differentiated instruction in their classrooms. The school sets challenging goals that accelerate students' progress.

The school has made progress in addressing the issues identified for improvement in the previous Quality Review. We are making a strong push for the explicit differentiation of instruction with regard to process, product and content. The observation protocol is changing to match teachers' professional development needs. The learning community is increasing its flexibility to modify methods that may not be as effective as hoped and relentlessly pursue best practices. Teachers are encouraged to visit each others' classrooms frequently and to visit peer schools. Teacher teams are becoming the vehicle that would transform teaching and learning in the school.

Literacy continues to be an area considered as a work in progress. The result of the 2009-2010 English Language Arts standardized test shows a dramatic decrease in students' performance. 38.0% of students performed on grade level. In mathematics 36.0% of our students met the state standards. This reflects the significant change in the cut scores from the previous year. While we recognize that the State made major adjustments in raising the bar, we are making no excuses for our performance. We are committed to continuous improvement. We have formed grade level professional learning teams to allow teachers to share best practices that will continually support student achievement.

We have scheduled common prep periods for teachers to collaborate and plan. Teachers meet weekly to discuss students. Teachers look at student work and think reflectively of ideas that they can use to support student achievement on all instructional levels. Teachers also work to help each other improve their knowledge of their subject, their teaching skill and knowledge of their students. The core inquiry team is the driving force behind these grade level teams. Inquiry team members and specialty teachers are assigned to these grade level teams to enrich the discourse with additional perspectives.

Our core inquiry team coaches our entire faculty into an inquiry approach to improving teaching and learning. We meet weekly at a minimum and sometimes additional meetings are scheduled as we determine the school's needs. This central team prepares student data for the use of grade level teams. They model a research-based attitude to solving the challenges posed by struggling students and students who are performing on or above grade level. This includes professional self-reflection and the monitoring of teaching practices to evaluate its effectiveness. As a direct result of our inquiry work, more than 90% of our faculty is now involved in some form of inquiry. Network specialists and external consultants will provide enhanced staff training.

Teachers analyze both formative and summative data to better understand and set instructional goals for individual and groups of students. Teachers now shape their own professional goals around effective teaching practice and enhanced student learning. Teacher goals are based on the Professional Teaching Standards and the new Common Core standards.

A barrier to continuous improvement has been that students and parents are limited in their involvement in the selection of individual goals in the core subject areas. We have excellent attendance at our regular principal breakfast and significantly less so at PA meetings. Our attendance can certainly be improved and we will work on increasing parent and staff response on our Learning Environment Surveys. We are encouraging teachers to maintain regular contact with parents about student progress and attendance.

To support this goal we have purchased the School Messenger system. The system is programmed to call the primary phone number of parents for a variety of reasons that impact the safety and academic performance of our students. School Messenger will be used to complement our procedures and to inform parents of upcoming school events such as statewide testing and parent meetings.

We selected School Messenger because it offers a real value to the school and is proven to measurably impact student safety, parental involvement, staff communications and student attendance. The School Messenger system is intended to reinforce our school's commitment to remain personally connected to our parents.

Academic Intervention Services are provided during morning extended time and as a pull out program during the school day to meet the needs of all our students who require additional assistance to meet state standards in ELA, Math, Science and Social Studies. The school did an SBO (school based option) to utilize one early morning session for professional development.

Our part-time guidance counselor and social worker provide intensive guidance and support services to assist students who are experiencing emotional issues that impact on their ability to achieve academically.

Our budget this year will not permit us to conduct targeted after-school intervention programs. There has been a steep reduction in such services. We will depend on our after-school partnerships to provide services for our students.

We will continue to expand our process of inquiry and provide targeted intervention as needed. Our periodic assessments have been effective in tracking student's strengths and weaknesses through the year for immediate remediation.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

- By June 2011 teachers will agree that order and discipline is maintained in our school as evidenced by an increase of 5 % in the response rate on the Learning Environment Survey.

After conducting our needs assessment, the SLT found that several of our teachers were dissatisfied with the level of order and discipline in our school. As a result we have made the improvement of school discipline a priority goal for the 2010-2011 school year.

- By June 2011 the daily attendance of our students will increase by .5 % as evidenced by our annual attendance rate indicated in our progress report.

After conducting our needs assessment, the SLT found that our overall attendance of 91.6% placed our school at only at 3.8 % when compared to our peer group. As a result we have made improved attendance a priority goal for the 2010-2011 school year.

- By June 2011 95% of our teaching staff will participate regularly in grade level professional learning teams to improve the collaborative culture and increase student achievement as evidenced by our ARIS learning community participation and end of unit test.

After conducting our needs assessment, the SLT found that we must increase student achievement especially in the area of students' with disabilities. So as a result we have made collaborative teacher teams a priority goal for the 2010-2011 school year with a focus on generating strategies that work for addressing the needs of students' with disabilities..

- By June 2011 95% of our classrooms teachers will be trained in common core standards focusing on the implementation of informational text as evidenced by participation in trainings related to the common more standards.

After conducting our needs assessment, the SLT found that we needed to introduce the emerging common core standards in ELA using informational text in order to prepare students for future success in literacy. As a result we have made improvement of ELA curriculum a priority for the 2010-2011 school year by cross referencing the existing standards with the common core standards and by investing in a new literacy program that aligns to the common core standards.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Attendance

| | |
|--|--|
| <p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p> | <ul style="list-style-type: none"> • By June 2011 the daily attendance of our students will increase by .5 % as evidenced by our annual attendance rate indicated in our progress report. |
| <p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p> | <ul style="list-style-type: none"> ➤ School will refine and disseminate its attendance plan ➤ School will develop daily attendance data that quickly and efficiently identifies absent students ➤ Designated school personnel will reach out by phone daily to the families of all absent students ➤ The network attendance teacher will follow up with all chronic absences by contacting and visiting families. ➤ School will develop incentives to promote 100% attendance including assemblies and awards ➤ Absenteeism will be placed on the SLT and safety committee agendas |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p> | <ul style="list-style-type: none"> • Pupil attendance secretary • Parent coordinator • Attendance teacher • School Messenger System • Principal/Assistant Principal |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <ul style="list-style-type: none"> ➤ ATS attendance daily data ➤ Attendance reports disaggregated weekly and monthly ➤ Agendas of SLT and safety committee meetings ➤ Continuous refinement and adjustment of attendance plan ➤ Weekly letters sent out to families where students are showing a consistent pattern of absences |

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): English Language Arts

| | |
|--|--|
| <p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p> | <ul style="list-style-type: none"> • By June 2011 95% of our teaching staff will participate regularly in grade level professional learning teams to improve the collaborative culture and increase student achievement in ELA as evidenced by our ARIS learning community participation and end of unit test. |
| <p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p> | <ul style="list-style-type: none"> ➤ Teacher teams will meet weekly on grade level and communicate formally and informally among themselves. ➤ Teachers will participate in the professional development provided by administration, Cambridge consultant, and network specialists. ➤ Teachers will engage in lesson planning and curriculum modification. ➤ Teachers will visit each other's classrooms, examine student work and develop common assessments. ➤ Teachers will develop each other's expertise in the common core standards. ➤ Teachers will conduct their own study groups and become reflective on their practice. ➤ The school's central inquiry team will coach the grade-level inquiry teams and refine best practices. |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p> | <ul style="list-style-type: none"> • Time will be scheduled for meetings including common preps. • Per session funding will be dedicated to inquiry and for subs as needed. • Dedicated inquiry funds; Title 1 professional development funding |

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

- Agendas
- Minutes and meetings notes
- Written lesson plans
- Written curriculum
- Protocols for examination of student work
- Prominent displays of classroom work and standards
- Rubrics collaboratively developed
- IEP with meaningful goals
- Unit test results
- Sign-in and attendance sheets

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Common Core Standards

Annual Goal

Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

- By June 2011 95% of our classrooms teachers will be trained in common core standards focusing on the implementation of informational text as evidenced by participation in trainings related to the common more standards.
-

Action Plan

Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.

- Our staff will be systematically trained by our network achievement specialists and external consultants
- School administration will tailor teacher observations to increase teacher expertise in the common core standards and coach its daily implementation.
- Student assessments will be aligned with the common core standards.
- Revisit essential components of balanced literacy and their integration with the common core standards.
- Upgrade the early childhood reading and writing curriculum to provide a strong foundation for essential intervention and remediation.
- Full utilization of thirty seven and a half minutes to provide individualized instruction to struggling students.
- Maximum utilization of writing curriculum to enhance literacy.

| | |
|---|---|
| | <ul style="list-style-type: none"> ➤ Exposure of teachers to reciprocal and team teaching across grades. ➤ Integration of the arts with Balance literacy and student writing. ➤ Integrate systematic strategies to close the achievement gap for students in our subgroups |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p> | <ul style="list-style-type: none"> • The central inquiry team and members of the common core standards team will provide training for grade level inquiry teams. • Outside consultants and network team members will provide training to enhance the development of teacher teams. |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <ul style="list-style-type: none"> • Evidence provided to show that teachers have at least two introductory experiences with CCSS. • Teacher teams will integrate review of student work products (e.g. student writing) as part of examining student data in their inquiry cycle as they cross reference existing standards to common core standards. • 20% of teacher teams will focus their efforts on preparing for the new standards. |

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

| Grade | ELA | Mathematics | Science | Social Studies | At-risk Services: Guidance Counselor | At-risk Services: School Psychologist | At-risk Services: Social Worker | At-risk Health-related Services |
|-------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|--------------------------------------|---------------------------------------|---------------------------------|---------------------------------|
| | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS |
| K | 0 | 0 | N/A | N/A | 0 | 0 | 0 | 0 |
| 1 | 45 | 50 | N/A | N/A | 0 | 0 | 0 | 0 |
| 2 | 61 | 58 | N/A | N/A | 5 | 1 | 2 | 0 |
| 3 | 62 | 40 | N/A | N/A | 5 | 2 | 3 | 0 |
| 4 | 70 | 60 | 30 | 35 | 5 | 2 | 3 | 0 |
| 5 | 60 | 60 | 25 | 40 | 8 | 3 | 4 | 0 |
| 6 | | | | | | | | |
| 7 | | | | | | | | |
| 8 | | | | | | | | |
| 9 | | | | | | | | |
| 10 | | | | | | | | |
| 11 | | | | | | | | |
| 12 | | | | | | | | |

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

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

- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

| Name of Academic Intervention Services (AIS) | Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.). |
|--|---|
| ELA: | <p>Academic Intervention Tier II providers (IEP Teacher, Title One Reading Teacher, ESL Teachers, SETTS Teacher, Extended Day Teachers, & Literacy Coach/AIS Provider) as well as Tier I providers (Classroom Teachers) are utilizing Foundations, Wilson’s, Destination Reading, Insights for Reading, Essential skills for Reading Success, Rally Reading, Making Meaning Reading Program, CARS, Focus, ELA Coach, AIM Higher, Voyager, & BEL</p> <p>Method of Delivery: Daily small group and one to one</p> <p>When the service is provided: During the school day and during Extended Day before school 8am-8:37 ½ am</p> <p>Frequency: Extended Day Monday-Wednesday; Daily during the school day</p> |
| Mathematics: | <p>Academic Intervention Tier II providers (IEP Teacher, ESL Teachers, SETTS Teacher, Extended Day Teachers, & AIS Provider) as well as Tier I providers (Classroom Teachers) are utilizing Everyday Mathematics remediation component, Getting to Know Mathematics, Exploring With Mathematics, Math Coach, Essentials in Mathematics, Rally Mathematics, & Buckledown Mathematics (We also incorporate manipulatives and visuals in order to help differentiate instruction to meet the needs of students.)</p> <p>Method of Delivery: Daily small group and one to one instruction</p> <p>When the service is provided: During the school day and during Extended Day before school 8am-8:37 ½ am</p> <p>Frequency: Daily 45 minute period Tier II Intervention, 37 ½ minutes in Extended Day</p> |
| Science: | <p>Academic Intervention Tier I Intervention in class; When programming the school the school science teacher has been given two periods in which groups of at risk students will be serviced and given hands on opportunities to master science concepts within the curriculum so that students will be provided with the chance to met NYS Science Standards. In addition, class room teachers provide Tier I Intervention in the classroom. Response to Intervention (RTI) has been implemented to provide differentiated instruction for all learners. FOSS and Harcourt science curriculum has been fully implemented so that students can learn science through exploration. Students learn science concepts through hands on exploration, use of audiovisuals, incorporation of technology: SMARTBOARDS and ELMOs, science projects (in class and assigned at home projects for reinforcement and to monitor transference of learning)</p> <p>Method of Delivery: Small group and one to one instruction</p> <p>When the service is provided: During the school day</p> |

| | |
|--|---|
| | Frequency: 4 days per week in 45 minute intervals |
| Social Studies: | <p>Academic Intervention Tier I intervention in class; Response to Intervention (RTI) is implemented to differentiate instruction to meet the needs of all learners. Small group instruction is utilize, technology is incorporated, audiovisuals, as well as hands on activities are provided to assist students that are struggling learners. Teachers incorporate materials such as Mastering the NYS Social Studies Standards, Buckledown,etc. In addition, the Social Studies curriculum is integrated throughout the curriculum. Cluster teachers are also utilized to reinforce concepts taught. For example, the Visual Art Teacher has students create physical and political maps of specific countries, communities, or neighborhoods that students are learning about.</p> <p>Method of Delivery: Daily small group and one to one instruction</p> <p>Frequency: 4 days per week</p> <p>When the Service is provided: During the school day and during Extended Day before school 8am-8:37 ½ am</p> |
| At-risk Services Provided by the Guidance Counselor: | <p>At risk services are provided to our students by our Guidance Counselor through the use of Games, Play Therapy, puppets, Character Value Education, & Role Play</p> <p>Method of Delivery: Small Group & one to one individual sessions</p> <p>When the Service is Provided: During the school day and during Extended Day before school (Monday & Wednesday)</p> <p>Frequency: 30 minutes 2 ½ days per week</p> |
| At-risk Services Provided by the School Psychologist: | <p>Games, play therapy, art therapy, role play, Active Listening, puppets, visual thinking strategy, & Assists in implementation and creation of Behavior Intervention Plans</p> <p>Method of Delivery: One on One individual sessions</p> <p>When the service is provided: : During the school day and during Extended Day before school (Monday, Tuesday, & Wednesday)</p> <p>Frequency: Daily Monday-Wednesday, & Friday 30 minutes per session 3 days per week</p> |
| At-risk Services Provided by the Social Worker: | <p>Games, play therapy, art therapy, & Puppet Therapy</p> <p>Method of Delivery: One to One</p> <p>When the service is provided: During the School Day Wednesday through Thursday</p> <p>Frequency: 30 minutes 3 days per week</p> |
| At-risk Health-related Services: | Not Applicable |

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

See Attachment

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) _____ Number of Students to be Served: _____ LEP _____ Non-LEP

Number of Teachers _____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain

English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Section III. Title III Budget

School: _____ BEDS Code: _____

| 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) - Per session - Per diem | (e.g., \$9,978) | (Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00) |
| Purchased services - High quality staff and curriculum development contracts. | (e.g., \$5,000) | (Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements) |
| Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed. | (e.g., \$500) | (Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books) |
| Educational Software (Object Code 199) | (e.g., \$2,000) | (Example: 2 Rosetta Stone language development software packages for after-school program) |
| Travel | | |
| Other | | |
| TOTAL | | |

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

We consulted with classroom teachers, ESL teacher and SBST team to find out the needs of our non English speaking families. We analyzed the Home language Survey to further clarify the level of translation support needed. As a result of this data, we realized that our family's major needs other than English are for Haitian Creole and Spanish.

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

In the PS 37Q community our need for written translation and oral interpretation is very minimal. We have less than 10 families who require the services of an interpreter and/or the need for written translation. For the families who are in need of the services, we utilize current PS 37Q staff to translate correspondence and conversations. We made the community aware of our findings through announcements at PA meetings, SLT meetings and at monthly Principal's breakfast parent meetings.

Part B: Strategies and Activities

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

We plan to translate the significant documents that are not already translated by the Department of Education. These will include the monthly calendar and memo or letters that I write to parents. We will also include notices of meetings, events, celebrations, assemblies and all activities in which parents are required to participate. In particular students receiving ELL services would have their academic information sent to their parents in their preferred language. Non ELL students would be given a choice as to which documents would need to be translated.

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

We plan to provide oral interpretation services as a direct supplement to the written interpretation of educational documents. Written documents that have been translated by our staff will be thoroughly explained to parents in their preferred language. Whether or not the parent is in a formal meeting or simply requesting an explanation of materials that have been sent home, our staff will be available to translate and interpret with clarity. In addition, we plan to invest in a translation machine (“The Talk System”) to better communicate with parents for our public meetings. This device will allow us to communicate with parents in multiple languages simultaneously.

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

Members of the LAP team will be responsible for ensuring that the PS 37Q community complies with the requirements of Chancellor’s Regulation A-663 part VII regarding ‘Notification Requirements’ outlined below.

NOTIFICATION REQUIREMENTS

- A. Schools and central and regional offices are responsible for providing each parent whose primary language is a covered language and who requires language assistance services with written notification of their rights regarding translation and interpretation services in the appropriate covered languages, and instructions on how to obtain such services.
- B. Schools and central and regional offices must post in a conspicuous location at or near the primary entrance to such school a sign in each of the covered languages indicating the office/room where a copy of such written notification can be obtained (Attachment #1).
- C. Each school’s safety plan will contain procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school’s administrative offices solely due to language barriers.
- D. Each school at which the parents of more than 10% of the children at such school speak a primary language that is neither English nor a covered language, shall obtain from the Translation and Interpretation Unit a translation into such language of the signage and forms required pursuant to this section and shall post and provide such forms in accordance with this section.
- E. The Department’s website shall provide information in each of the covered languages concerning the rights of parents to translation and interpretation services and how to access such services.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

| | Title I Basic | Title I ARRA | Total |
|---|---------------|--------------|-----------|
| 1. Enter the anticipated Title I, Part A allocation for 2010-11: | \$238,878 | \$8030 | \$246,908 |
| 2. Enter the anticipated 1% set-aside for Parent Involvement: | \$ 2,389 | \$ 80 | \$ 2,469 |
| 3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified: | \$ 11, 944 | * | |
| 4. Enter the anticipated 10% set-aside for Professional Development: | \$ \$23,888 | * | |

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100 %

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Title I Parent Involvement Policy and Parent-School Compact for PS 37Q

Section I: Title I Parent Involvement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore PS 37Q *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]*, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. PS 37Q’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Advisory Council, as trained volunteers and welcomed members of our school community. PS 37Q will support parents and families of Title I students by:

1. providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);
2. providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;

3. fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
4. providing assistance to parents in understanding City, State and Federal standards and assessments;
5. sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
6. providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

PS 37Q's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the PS 37Q Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, PS 37 Q will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)
- host the required Title I Parent Annual Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings (e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed; and
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help.

PS 37Q will further encourage school-level parental involvement by:

Please note that only New York City Public schools that have attained a student population of two-hundred (200) or more will receive funding to hire a Parent Coordinator.

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

Section II: School-Parent Compact

PS 37Q [in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act] is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. PS 37Q 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 responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information; and
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents; and

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

Parent/Guardian Responsibilities:

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

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

Student Responsibilities:

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

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by Beverly Mitchell on November 10, 2010.

This Parent Involvement Policy was updated on October 27, 2010.

The final version of this document will be distributed to the school community on December 1, 2010 and will be available on file in the Parent Coordinator's office.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school's CEP and filed with the Office for Family Engagement and Advocacy.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

Please refer to **needs assessment** completed in section IV, page 11.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.

We provide full-day pre-kindergarten programs to 54 students in 3 classes with a teacher and a Paraprofessional in each class. Students follow a rigorous curriculum that includes literacy, math, social studies, science and Arts. We emphasize the development of social skills in these children.

For our grades K-5, we implement (with the assistance of consultants and our network specialists) a year-long cycle of training and professional development. This consistent training is intended to embed the practice of evidence-based differentiated instruction, self evaluation and a culture of continuous improvement.

Our intensive professional development is equipping our teachers and inquiry teams to use student data to drive improved academic results among our high needs students. The principal and assistant principal use formal and informal teacher observations to coach teachers to acquire improved instructional practices.

Our school community uses the 371/2 minutes extended day to provide additional instructional support for struggling students. During the school day small groups of targeted students are pulled out for individualized intervention in our core academic subjects of ELA, math, science and social studies. Our ELL students are seen by our ESL teacher in addition to the regular academic instruction that they receive in their assigned classroom. The ESL teacher tutors them in the literacy skills they need to develop academic vocabulary.

All of our tutoring, instructional and academic interventions are provided by certified, highly qualified teachers. Our teachers meet weekly by grade to develop lesson plans, pacing calendars and essential curriculum. We have introduced a Collaborative team teaching (CTT) class to better serve the needs of our students including students with disabilities. Our teachers engage in voluntary, structured classroom inter-visitations to observe and implement the best instructional practices.

Our school is programmed and scheduled to provide time during the school day for teachers to meet to analyze student data. Our curriculum is rigorous, standards-based, assessment driven and delivers high quality instruction daily. We are constantly aiming to improve student learning and achievement. We provide on-going training for our teachers in methodology, instructional approaches and strategies.

3. Instruction by highly qualified staff.

Upgrade instruction for all students. Administration, teachers and parents will continue to work collaboratively with the support of the School Wide Project in order to create an environment of flexibility that facilitates and encourages students' progress, parent involvement, teachers' growth and administrative leadership. Students in Grades K-6 will participate in small group literacy and mathematics instruction in a push-in model. Intervention programs with teachers who have undergone professional development in their specialty areas will ensure *all* student progress in and throughout the literacy and mathematics curricula. Intervention teachers will identify and address individual student needs and measure student progress on an ongoing basis.

Students in K-2 will have the opportunity to *receive* instruction with the **Fundation Phonemics Awareness and Phonics Program**. The program will enhance reading instruction for students identified not meeting the grade specific standards in K-2. ECLAS-2 scores will provide information regarding student needs and entry into Extended Day and other academic intervention services. Benchmark assessments will provide insight to student progress and areas in need of improvement. Additionally, classroom teachers will work collaboratively to plan, implement instructional initiatives and assess student progress through articulation with the intervention teacher. A seamless approach will be implemented to support the entire school community.

Destination Reading and Mathematics Online Intervention Programs have been provided to teachers to address our struggling readers and young mathematicians. Children identified as being in need of additional academic instruction in grades k-5 will receive target online intervention services geared specifically to address their needs. There is a home/school component that allows parents to support students at home. **Creating and maximizing** of push-in services will reduce the amount of instructional time students will potentially lose during a pull-out intervention program, making instructional time increasingly more effective. In addition it provides flexibility within the classroom instructional program.

Reducing class size in Grade 4 will increase individualized instructional opportunities for students minimizing the student to teacher ratio. This will allow for individualized teaching, conferences, cooperative learning and student opportunities for learning. Additionally, reduced class size will personalize instruction during push-in periods

maximizing time on task. Students in need of academic intervention and students identified, as at risk of not meeting proficient levels of academic standards will be members of a smaller classroom environment thereby receiving more individualized instruction. State and City Standards will be addressed allowing for a greater amount of personalized instruction.

Student evaluation will take place throughout the school year. This will be accomplished through informal assessment, running records, standardized assessments and conferences. The Periodic assessments and ITAs will identify academic needs; The ELL Interim Assessment and the NYSESLAT will identify ELL student progress. Utilizing these assessments throughout the year will provide information in a timely manner supporting student success.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

Professional Development for all teachers has become a part of our school environment. Teachers often participate in visitations within the school to observe successful models of instruction. Additionally, teachers utilize grade conferences as an opportunity to share and interact with colleagues to discuss and share information.

Regional and citywide professional development is attended on a regular basis as a result of this implementation. P.S. 37 has adopted a professional development plan encouraging collaboration, cooperative planning and collegial conversation. Professional Development within PS 37 is presented through use of consultants, inter-visitations, demonstrations and professional conferences.

Collaborative professional development with a Cambridge Consultant has opened the doors to the instructional needs of our staff. Supporting professional development provides experiences and exchanges between teachers and the related services staff that provide opportunities that translates into the classroom thus restructuring educational initiatives to fit today's mandates.

Addendum: As of **January 14, 2010** the 5% Highly Qualified funds will be used to support the professional development of the teachers to ensure that they remain Highly Qualified. We change the object code in the budget however the intent of the funds remain the same.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

To ensure highly qualified teachers are entering the P.S. 37 School Community, the Open Market hire system has been implemented. It provides opportunities for members of the school community to select, through a rigorous interview process, the most highly qualified teachers available. Selected teachers are encouraged to participate in all professional development opportunities available for continuous growth.

6. Strategies to increase parental involvement through means such as family literacy services.

Supporting the entire school community embraces the **parent community**. To ensure the needs of the parent community are addressed parents will have opportunity to complete a survey reflecting possible topics for parent workshops. Our **Parent Coordinator** will support this effort along with our Parents Association. Parents will have the

opportunity to learn about the new programs offered to students during their school day and learn strategies to support their children's progress at home. Emphasis will be placed on setting clear expectations in the partnership between the home and the school connection.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

P.S. 37's Universal Pre-K Program is state funded. In order to make a successful transition from preschool to kindergarten the curriculum incorporates the philosophy of the Teacher's College Model including read alouds, poetry, shared reading and interactive writing. The children are taught the readiness skills such as letter recognition and sounds, rhyming words and counting.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

The instructional improvement committee (consisting of the administration, consultants, grade representative, UFT and paraprofessional) will meet monthly with teachers during grade level conferences, professional development days and on prep periods to collaborate on the effective selection and use of assessment materials.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

See AIS component of the CEP.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

By integrating school wide resources such as the ELL program, classroom teachers will be afforded opportunities for additional materials, experiences and a collaborative learning experience. Coordinating funds from federal programs, tax levy resources and PCEN will enhance programs for a greater number of students reaching out to the entire school community thus increasing flexibility within the school. This will include Title 3, which includes services for ELL Learners.

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) 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 consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use

of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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>(i.e., Federal, State, or Local)</i> | Program Funds Are “Conceptually” ² Consolidated in the Schoolwide Program <i>(☑)</i> | | | Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i> | Check <i>(☑)</i> in the left column below to verify that the school has met the intent and purposes ³ of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan. | |
|-------------------------|--|--|----|-----|---|--|-----------|
| | | Yes | No | N/A | | Check <i>(☑)</i> | Page #(s) |
| Title I, Part A (Basic) | Federal | √ | | | \$284,378 | √ | |
| Title I, Part A (ARRA) | Federal | √ | | | \$7,950 | √ | |
| Title II, Part A | Federal | √ | | | \$12,425 | √ | |
| Title III, Part A | Federal | | | √ | | | |
| Title IV | Federal | | | √ | | | |
| IDEA | Federal | | √ | | | | |

Reminder: 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

| | | | | | | | |
|----------|-------|---|--|--|-------------|--|--|
| Tax Levy | Local | √ | | | \$2,493,113 | | |
|----------|-------|---|--|--|-------------|--|--|

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.

2. Ensure that planning for students served under this program is incorporated into existing school planning.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

7. Provide strategies to increase parental involvement; and

8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR⁴ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

| Type of Review or Monitoring Visit (Include agency & dates of visits) | Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.) | Actions the school has taken, or plans to take, to address review team recommendations |
|---|---|---|
| | | |

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

Currently, we have 10 students in a housing status identified as doubled up, in a shelter or living in another temporary housing situation.

- Please describe the services you are planning to provide to the STH population.
Counseling services are provided for these students who are dealing with anxiety or stress associated with homelessness. The guidance counselor has an attendance plan for each student and follows up with the DOE liaison at each temporary housing facility.
- Basic school supplies are purchased for these students to achieve optimal academic success.
- Our Title I funded reading teacher works with second & fourth grade classes. The reading teacher and classroom teachers work closely with the administrative team and data specialists to identify the needs of these students and differentiate instruction based on their needs.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

| | | | | | | |
|---------------------|------------------------|-------------|--------|---------------|--|--------------|
| School Name: | Cynthia Jenkins School | | | | | |
| District: | 29 | DBN: | 29Q037 | School | | 342900010037 |

DEMOGRAPHICS

| | | | | | | | |
|----------------|-------|---|---|---|----|----------|---|
| Grades Served: | Pre-K | v | 3 | v | 7 | 11 | |
| | K | v | 4 | v | 8 | 12 | |
| | 1 | v | 5 | v | 9 | Ungraded | v |
| | 2 | v | 6 | | 10 | | |

| Enrollment | | | | Attendance - % of days students attended: | | | |
|--------------------|---------|---------|---------|--|---------|---------|---------|
| (As of October 31) | 2008-09 | 2009-10 | 2010-11 | (As of June 30) | 2007-08 | 2008-09 | 2009-10 |
| Pre-K | 53 | 54 | 54 | | 91.5 | 92.1 | 91.6 |
| Kindergarten | 70 | 82 | 83 | | | | |
| Grade 1 | 104 | 98 | 79 | Student Stability - % of Enrollment: | | | |
| Grade 2 | 73 | 99 | 88 | (As of June 30) | 2007-08 | 2008-09 | 2009-10 |
| Grade 3 | 78 | 89 | 97 | | 88.3 | 88.5 | 87.8 |
| Grade 4 | 70 | 74 | 89 | | | | |
| Grade 5 | 79 | 83 | 82 | Poverty Rate - % of Enrollment: | | | |
| Grade 6 | 70 | 0 | 0 | (As of October 31) | 2008-09 | 2009-10 | 2010-11 |
| Grade 7 | 0 | 0 | 0 | | 65.8 | 84.9 | 59.1 |
| Grade 8 | 0 | 0 | 0 | | | | |
| Grade 9 | 0 | 0 | 0 | Students in Temporary Housing - Total Number: | | | |
| Grade 10 | 0 | 0 | 0 | (As of June 30) | 2007-08 | 2008-09 | 2009-10 |
| Grade 11 | 0 | 0 | 0 | | 19 | 20 | 26 |
| Grade 12 | 0 | 0 | 0 | | | | |
| Ungraded | 1 | 2 | 2 | Recent Immigrants - Total Number: | | | |
| Total | 598 | 581 | 574 | (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| | | | | | 0 | 1 | 0 |

| Special Education | | | | Suspensions (OSYD Reporting) - Total Number: | | | |
|--|---------|---------|---------|---|---------|---------|---------|
| (As of October 31) | 2008-09 | 2009-10 | 2010-11 | (As of June 30) | 2007-08 | 2008-09 | 2009-10 |
| # in Self-Contained Classes | 61 | 37 | 45 | Principal Suspensions | 14 | 25 | 6 |
| # in Collaborative Team Teaching (CTT) Classes | 0 | 3 | 2 | Superintendent Suspensions | 3 | 3 | 3 |
| Number all others | 33 | 31 | 32 | | | | |

These students are included in the enrollment information above.

| English Language Learners (ELL) Enrollment: (BESIS Survey) | | | | Special High School Programs - Total Number: | | | |
|---|---------|---------|---------|---|---------|---------|---------|
| (As of October 31) | 2008-09 | 2009-10 | 2010-11 | (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| # in Transitional Bilingual Classes | 0 | 0 | TBD | CTE Program Participants | 0 | 0 | 0 |
| # in Dual Lang. Programs | 0 | 0 | TBD | Early College HS Program Participants | 0 | 0 | 0 |

| Number of Staff - Includes all full-time staff: | | | |
|--|---------|---------|---------|
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| # receiving ESL services only | 15 | 17 | TBD |
| # ELLs with IEPs | 1 | 3 | TBD |
| Number of Teachers | | | |
| | 44 | 42 | 41 |
| Number of Administrators and Other Professionals | | | |
| | 10 | 11 | 7 |
| Number of Educational Paraprofessionals | | | |
| | 4 | 3 | 9 |

These students are included in the General and Special Education enrollment information above.

| Overage Students (# entering students overage for | | | | Teacher Qualifications: | | | |
|---|---------|---------|---------|--|---------|---------|---------|
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| | 0 | 2 | 0 | % fully licensed & permanently assigned to this school | 100.0 | 100.0 | 100.0 |
| | | | | % more than 2 years teaching in this school | 81.8 | 78.6 | 95.1 |
| | | | | % more than 5 years teaching anywhere | 84.1 | 83.3 | 90.2 |
| Ethnicity and Gender - % of Enrollment: | | | | | | | |
| (As of October 31) | 2008-09 | 2009-10 | 2010-11 | % Masters Degree or higher | 91.0 | 95.0 | 92.7 |
| American Indian or Alaska Native | 0.3 | 0.3 | 0.2 | % core classes taught by "highly qualified" teachers | 77.8 | 94.3 | 97.2 |
| Black or African American | 89.6 | 89.3 | 89.4 | | | | |
| Hispanic or Latino | 6.4 | 6.4 | 8.5 | | | | |
| Asian or Native Hawaiian/Other Pacific | 1.0 | 1.2 | 0.3 | | | | |
| White | 1.7 | 1.7 | 1.6 | | | | |
| Male | 51.2 | 50.8 | 52.6 | | | | |
| Female | 48.8 | 49.2 | 47.4 | | | | |

2009-10 TITLE I STATUS

| | | | | | | | |
|------------------|-----------|--|--|---------|---------|---------|---------|
| v | Title I | | | | | | |
| | Title I | | | | | | |
| | Non-Title | | | | | | |
| Years the School | | | | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
| | | | | v | v | v | v |

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

| | | | | | | | |
|-----------------------------|--|---------|--|--|--|--|--|
| SURR School (Yes/No) | | If yes, | | | | | |
|-----------------------------|--|---------|--|--|--|--|--|

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

| | Phase | | | Category | | |
|--|-------------------------------|--|---|----------|---------|---------------|
| | In Good | | v | Basic | Focused | Comprehensive |
| | Improvement Year 1 | | | | | |
| | Improvement Year 2 | | | | | |
| | Corrective Action (CA) – Year | | | | | |
| | Corrective Action (CA) – Year | | | | | |
| | Restructuring Year 1 | | | | | |
| | Restructuring Year 2 | | | | | |
| | Restructuring Advanced | | | | | |

Individual Subject/Area AYP Outcomes:

| <u>Elementary/Middle Level</u> | | <u>Secondary Level</u> |
|--------------------------------|---|------------------------|
| ELA: | v | ELA: |
| Math: | v | Math: |
| Science: | v | Graduation Rate: |

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

| | <u>Elementary/Middle Level</u> | | | <u>Secondary Level</u> | | | |
|---------------------|--------------------------------|------|---------|------------------------|------|-------------|-----------------|
| Student Groups | ELA | Math | Science | ELA | Math | Grad Rate** | Progress Target |
| All Students | v | v | v | | | | |
| Ethnicity | | | | | | | |

| | | | | | | | |
|---|----------|----------|----------|--|--|--|--|
| American Indian or Alaska Native | | | | | | | |
| Black or African American | v | v | | | | | |
| Hispanic or Latino | - | - | - | | | | |
| Asian or Native Hawaiian/Other Pacific Islander | - | - | - | | | | |
| White | - | - | - | | | | |
| Multiracial | - | - | - | | | | |
| Students with Disabilities | vsh | v | - | | | | |
| Limited English Proficient | - | - | - | | | | |
| Economically Disadvantaged | v | v | | | | | |
| Student groups making | 4 | 4 | 1 | | | | |

CHILDREN FIRST ACCOUNTABILITY SUMMARY

| | | | |
|--|------|--|----|
| Progress Report Results – 2009-10 | | Quality Review Results – 2009-10 | |
| Overall Letter Grade: | C | Overall Evaluation: | P |
| Overall Score: | 13.2 | Quality Statement Scores: | |
| Category Scores: | | Quality Statement 1: Gather Data | P |
| School Environment: | 4.7 | Quality Statement 2: Plan and Set Goals | P |
| <i>(Comprises 15% of the</i> | | Quality Statement 3: Align Instructional Strategy to Goals | P |
| School Performance: | 1.1 | Quality Statement 4: Align Capacity Building to Goals | WD |
| <i>(Comprises 25% of the</i> | | Quality Statement 5: Monitor and Revise | P |
| Student Progress: | 7.4 | | |
| <i>(Comprises 60% of the</i> | | | |
| Additional Credit: | 0 | | |

| | |
|--|---|
| KEY: AYP STATUS | KEY: QUALITY REVIEW SCORE |
| v = Made AYP | U = Underdeveloped |
| vSH = Made AYP Using Safe Harbor Target | UPF = Underdeveloped with Proficient Features |
| X = Did Not Make AYP | P = Proficient |
| - = Insufficient Number of Students to Determine AYP | WD = Well Developed |
| | NR = Not Reviewed |

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

| | | | |
|--|--------------------|---|------------------------------------|
| Network Cluster CFN 531 | District 29 | School Number 037 | School Name Cynthia Jenkins |
| Principal Beverly Mitchell | | Assistant Principal Cheryl Jones | |
| Coach Carole Blisko-AIS teacher | | Coach none | |
| Teacher/Subject Area Brittany Reilly/1st grade | | Guidance Counselor Relda Boyd | |
| Teacher/Subject Area Jennifer DeSito/3rd Grade | | Parent | |
| Teacher/Subject Area Victoria Anderson/4thGr. Sp. E | | Parent Coordinator Joan Estick | |
| Related Service Provider Ms. Leder-speech | | Other Florence Amy, ESL teacher | |
| Network Leader Althea Serrant | | Other Jewel Mitchell-Drama teacher | |

B. Teacher Qualifications

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

| | | | | | |
|---|----------|--|----------|--|----------|
| Number of Certified ESL Teachers | 1 | Number of Certified Bilingual Teachers | 0 | Number of Certified NLA/Foreign Language Teachers | 0 |
| Number of Content Area Teachers with Bilingual Extensions | 0 | Number of Special Ed. Teachers with Bilingual Extensions | 0 | Number of Teachers of ELLs without ESL/Bilingual Certification | 0 |

C. School Demographics

| | | | | | |
|------------------------------------|------------|----------------------|-----------|---|--------------|
| Total Number of Students in School | 576 | Total Number of ELLs | 13 | ELLs as Share of Total Student Population (%) | 2.26% |
|------------------------------------|------------|----------------------|-----------|---|--------------|

Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1. When a student is newly admitted to PS 37, at registration, the parent/guardian must fill out many forms, one of which is a Parent/Guardian Home Language Identification Survey which indicates the language spoken at home. The survey is administered in the preferred language of the parent and in the presence of a qualified pedagogue, the ESL teacher. An informal oral interview is conducted with the parent in English and in the native language of the child being admitted with the assistance of a translator (if needed) to determine the student's home/dominant language. We have several staff members whom we can use as translators, however, if there is no one in the school who speaks the native language of the student and parent, the Translation Unit is contacted. Once the HLIS is completed and the questions are reviewed (using the ½ formula), and also by questions answered in the interview, the ESL teacher (Florence Amy) makes the determination of the dominant language used at home to determine whether or not the student is eligible to take the LAB-R test. The OTELE code (language code) is then recorded on the HLIS and the Pupil Accounting Secretary enters it in ATS. A copy of the HLIS is made and kept on file and the original form is put in the student's cumulative folder. Within 10 days of admission, the LAB-R is administered. The LAB-R is a screening tool that determines if a student is an ELL (English Language Learner) or not. If the student scores above a certain RS level, he/she is not eligible for ESL services. If he/she scores below a certain RS scale, they are then eligible for ESL (English as a Second Language) services. If needed, the Spanish LAB is administered to Spanish dominant students by a trained bilingual pedagogue sent from another school or by the ESL teacher with the assistance of a trained bilingual educational assistant to translate answers, since the ESL teacher does not speak Spanish. The New York State English as a Second Language Achievement Test (NYSESLAT) is the annual English language assessment used to determine if an ELL student continues to be limited English proficient based upon state designated levels. Every year in the spring (April-May), it is administered to all eligible ELLs and X-coded ELLs to determine eligibility for the following school year. It is also used to measure the student's proficiency level in English and are then classified as beginning, intermediate, advanced or proficient. This then determines the required amount of ESL and ELA instruction the student is to receive. The NYSESLAT is a mandated test for all ELLs and they must take it until they have reached the level of proficient in English which will then allow them to exit a bilingual education or ESL program.

2. In order to ensure that parents of ELLs understand all three program choices for their children, a parent orientation is conducted by the ESL teacher (Florence Amy), assisted by the parent coordinator (Mrs. Joan Estick). Letters are sent home to inform the new admit's parents of their test results and inviting them to attend a parent orientation session. Letters are also sent home to the parents of our continuing ELLs informing them if their child is eligible again for ESL services or if their child has tested out. These letters are sent home in their native language (if available) and in English as well. Students must bring them back signed by their parents to ensure that the parents read them. The ESL teacher keeps them logged in a folder when they are returned.

The parents of new admits are sent a letter inviting them to an orientation. This must be done within the first 10 days of admission/identification. If the time of the orientation is not convenient for the parent, other dates and times are offered and even a telephone conference can be conducted (with a detailed log maintained) if need be-although we have never had to do this at our school.

3. The orientation is conducted by the ESL teacher and the parent coordinator. Our Spanish and Haitian speaking educational assistants here at PS 37 are present if necessary to translate. If the language is other than Haitian or Spanish, the parent is welcome to invite his/her own translator or the Translation Unit is called. At the orientation the parent signs a sign-in sheet as proof of attendance at the meeting. They are then shown a video from the NYC Department of Education, in their native language and/or in English, explaining ELL program options (Transitional Bilingual, Dual Language and Freestanding ESL).

4. After the video is shown, the ESL teacher, parent coordinator and translators walk the parent through every question on the parent survey to make sure they fully understand their options. Once the three programs have been explained the parents are offered the opportunity to ask questions about the three choices. Then they are then asked to fill out the Parent Survey and Program Selection forms

and choose one of the programs and also rank a second and third choice. At this time they are explained that due to the small ELL population in our school, we only offer a freestanding ESL program. If parents indicate they want their child to attend either a Transitional Bilingual program or Dual Language program, they are given the option to transfer to a school that has the requested program. They are also informed that if we have 15 or more students speaking the same language in two contiguous grades, a bilingual class would be created for those students provided the parents requested bilingual placement. At the end of the meeting, the parent survey forms are then collected and kept on file. The original is kept in the office and a copy is placed in the child's cumulative record folder.

Parents who did not attend the orientation sessions are contacted by the ESL teacher and another survey form is sent home in English and the native language. Logs are kept recording the dates they are sent home and returned to the school. Parents are given the opportunity to meet with the ESL teacher at individual meetings before school, during the teacher's prep, after school and during Parent-Teacher conferences. Every effort is made to ensure that a survey is returned for each child.

5. & 6. After reviewing the Parent Surveys and Program Selection forms for the past few years, the trend in program choice has been for a pull-out ESL program. In the past 3 years 100% of our parents opted for the ESL program over bilingual. This year, at PS 37, again all parents chose ESL as their first option and so the program model is aligned with parent requests. On the rare occasion, however, that a parent does choose a bilingual program, the ESL teacher will present parents with the options again and present parents with information of where bilingual programs are offered within our district. The parents can also view various locations of the bilingual schools around the city from the NYC DOE website. This information along with the help of the Office of Student Enrollment will allow the parent to make an informed choice. At this time, there is not a sufficient number of students at our school in consecutive grades that speak the same language to form a bilingual class, so, a full time, pull-out, ESL program is all that is available to them at PS 37. If the situation and trend change then we will have to re-examine our population and adjust classes accordingly.

Part III: ELL Demographics

A. ELL Programs

| | |
|--|--|
| This school serves the following grades (includes ELLs and EPs) | K * 1 * 2 * 3 * 4 * 5 * 6 * 7 * 8 * 9 * 10 * 11 * 12 * |
| Check all that apply | |

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

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

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|----|--|----|-------------------------------|---|
| All ELLs | 13 | Newcomers (ELLs receiving service 0-3 years) | 10 | Special Education | 2 |
| SIFE | 0 | ELLs receiving service 4-6 years | 3 | Long-Term (completed 6 years) | 0 |

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

| | ELLs by Subgroups | | | | | | | | | Total |
|---------------|---------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|------------------------------------|--------------------------------|--------------------------------|---------------------------------|
| | ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | |
| | All | SIFE | Special Education | All | SIFE | Special Education | All | SIFE | Special Education | |
| TBE | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Dual Language | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| ESL | <input type="text" value="10"/> | <input type="text" value="0"/> | <input type="text" value="1"/> | <input type="text" value="3"/> | <input type="text" value="0"/> | <input type="text" value="1"/> | <input type="text" value="0"/> | <input type="text" value="0"/> | <input type="text" value="0"/> | <input type="text" value="13"/> |
| Total | <input type="text" value="10"/> | <input type="text" value="0"/> | <input type="text" value="1"/> | <input type="text" value="3"/> | <input type="text" value="0"/> | <input type="text" value="1"/> | <input type="text" value="0"/> | <input type="text" value="0"/> | <input type="text" value="0"/> | <input type="text" value="13"/> |

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

C. Home Language Breakdown and ELL Programs

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

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

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

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | | | | 1 | | | | | | | | | | 1 |
| TOTAL | 0 | 4 | 2 | 4 | 1 | 2 | 0 | 13 |

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

At PS 37, the ESL program for the 2010-2011 school year is a pull-out Free Standing program where ELL students receive all instruction in English by a state certified ESL teacher for the mandated instructional time each week. The students are distributed in the following grades: 1st grade-4, 2nd grade-2, 3rd grade-4, 4th grade-1, and 5th grade-2. They come from various language backgrounds: 6 speak Spanish, 6 speak Haitian Creole, and 1 speaks an African language called Krio. The ESL teacher picks up the students by group from their monolingual classroom and brings them to the designated ESL classroom for instruction. Due to the small caseload and time/scheduling constraints in the school (eg. mixed lunch periods, preps, etc.), groups are of heterogeneously mixed grade and proficiency levels. Group One consists of heterogeneous students in grade 1 and one special education 4th grader, Group Two consists of heterogeneous students in grades 2-3, Group Three are advanced 5th graders and Group 4 consists of newcomers of various grade levels. The ESL teacher provides ESL instruction and strategies through literacy and content instruction that is tailored to meet the needs of the ELLs through this pull-out model.

2. The required 360 minutes per week are broken down to precisely 72 minutes a day for Beginning and Intermediate students and also for for Advanced Level students (splitting the time between ESL and ELA instruction for these Advanced Level students.) The ESL teacher ensures that the mandated number of instructional minutes is provided daily also by following a daily schedule and keeping attendance records and logs. Beginner and Intermediate level students receive 360 minutes per week of explicit ESL instruction. Our Advanced level ELLs receive 180 minutes of ESL and 180 minutes of ELA (English Language Arts), divided into equal daily allotments of instructional time.

The required mandated minutes of ESL instructional time is adhered to. The school schedule is adhered to as much as possible but due to the extended time of the ESL periods (72 minutes), the ESL classes do overlap the school period times. The school is on a 45 minute period schedule. This has never been a problem as the teachers understand that the ESL students have a mandated amount of time they must receive ESL instruction. The proficiency level of each ELL based on the LAB-R or NYSESLAT is communicated with the classroom teacher so that differentiated instruction can be provided based on individual needs. The ESL teacher articulates with the classroom teacher to align ESL lessons according to the grade curriculum in reading, math, social studies and science.

Explicit ESL is delivered in a variety of ways to assure language development in all four modalities (L, S, R & W). Poetry, songs, chants, dialogues and various games are just some of the methods used to develop speaking skills. Listening skills are strengthened with following direction activities, questioning techniques and read alouds. Books on tape are also a great activity to strengthen listening skills. Reading and writing skills are taught through literacy and content area lessons. Writing skills are taught through modeling, graphic organizers and word work. Students practice writing in many different genres on a daily basis using reports, letters, reactions, stories, personal narratives and poems. Big Books, shared reading, guided reading, language experience and many other techniques are used. In addition, realia, picture cards and drawings are used to strengthen vocabulary. There is an open lending library accessible to ESL students at all times. Spanish language books are also available for students to borrow.

Literacy is provided in English each day through the use of many instructional materials available. Modified Balanced Literacy, lessons adapted from Making Meaning Literacy (which is the school's reading program this year), Language Experience Approach and teacher made lessons in reading skills and phonics lessons are used in the ESL classroom. English language functions and structures are taught within the context of the lessons and executed through and embedded in lessons using read alouds, shared reading, guided reading, shared writing and individual writing.

3. Through ongoing articulation with the monolingual classroom teachers, the ESL teacher ensures curricular alignment in all the content areas. All ESL instruction for ELLs is standard-based, driven and aligned as much as possible with core curriculum in literacy and all content areas. Lessons are designed to meet the standards while there is differentiated instruction and scaffolding to meet student needs within all the ELL subgroups.

The ESL teacher provides content area instruction in English using ESL methodologies and instructional strategies. Materials in Social Studies, Science and Math and Literacy come from many different sources. The ESL teacher makes use of her classroom library and the Internet for computer generated materials and information. Photo posters, pictures, maps, graphic organizers, realia, and picture dictionaries are all used to help make the content more comprehensible. Early Science Big Books, Troll Big Books, Addison-Wesley Big Books and Multicultural Sing-Along Big Books, Poetry Power Posters, Scholastic Guided Reading Program, Scott Foresman ESL series, supplemental Math workbooks and numerous other teacher materials and resources are used.

We look closely to the data from periodic assessments and item analysis from Acuity in both ELA and Math and other content area subjects to drive instruction for ELLs. The staff has been trained on how to access this information from Aris and Acuity in order to accurately see how ELLs are performing in relationship to their monolingual peers. The ESL teacher can zoom in on specific skills the students are having difficulty with in order to plan lessons and drive instruction.

ELLs are taught with Academic Rigor. All lessons are standards driven yet differentiated to meet the student's needs. They learn strategies that will prepare them to think critically, solve problems, and communicate in English. Teaching is scaffold by the ESL teacher where support is provided and then removed, as ELLs are able to demonstrate and gain proficiency. Use of scaffolds is especially supportive for ELLs in understanding and participating in content area instruction. Some examples of scaffolding are modeling, bridging and contextualization. Modeling walks students through a task and provides examples. Bridging makes connections between new concepts and previous knowledge. Contextualization embeds sensory experiences in lessons using realia, manipulatives and graphic representations. Intensive content vocabulary work, using visuals, realia, drama, experiments, projects and oral presentations help support student's understanding of academic content. Students are assessed both formally and informally by the ESL teacher and the classroom teacher to monitor progress as ELLs move toward meeting the Common Core Standards in these content areas.

4. a. We presently do not have any students formally identified as SIFE (Student with Interrupted Formal Education). There is a student, however, that we suspect may be SIFE because she claims she frequently stayed home from school in her country. This student needs

careful consideration. She is presently in the 3rd grade but lacks the all the basics of reading and writing since she may have been absent often. She reads solely by sight and has very little phonics skills. Her processing and comprehension seems to be delayed but at this point we do not know if it is cultural and/or a second language acquisition problem. The goal is to move her in both language proficiency and in literacy at the same time as well as strengthen her content area vocabulary and comprehension. Differentiated lessons and scaffolding is especially important for this student. This is accomplished through vocabulary and word work, read alouds, guided reading, shared reading, choral reading and increasing her decoding abilities. She is participating in our Extended Day Program in the morning and is working one on one with a teacher who uses Wilson Foundations for K-3 intervention program.. Foundations is a phonological/phonemic awareness, phonics and spelling program. Lessons focus on carefully sequenced skills that include print knowledge, alphabet awareness, phonological awareness, phonemic awareness, decoding, vocabulary, fluency, and spelling.

b. The majority of our ELL students are here between 0-3 years. They range from grades one through five. The ESL teacher provides intensive ESL instruction to the newcomers and struggling students in this sub-group during the regular ESL period and for the brand new students during an extra-help period for about 30-35 minutes at the end of each day. Concentration is on survival vocabulary, oral language development and the fundamentals of phonics and sentence structure. More proficient ELL students are utilized as buddies to help the newcomers with translation and transitional support. The focus for this group concentrates on improving both language proficiency and literacy skills and for students eligible for state exams, test sophistication skills are taught, especially because NCLB now requires ELA testing for ELLs after one year.

Native language support for these students is delivered in various ways. There are several bilingual staff members at hand at our school to help new ELLs with translation and transitional support. They are also readily available to assist for translation needs, such as letters that go home, report card comments and parent-teacher conferences. Content area tests are ordered in the native language whenever possible. Bilingual Educational Assistants are also utilized during any content area testing situations for the purpose of translating or clarifying questions or vocabulary in the native language.

Word for word bilingual dictionaries are used in the ESL classroom and given to the students to use in their regular classroom as well. The dictionaries and or glossaries are also provided during any content area testing situations when permitted. These dictionaries and glossaries are also provided to the classroom teachers for their use in the necessary language of the ELL students present in their classrooms.

We presently have some Spanish language books available in the ESL teacher's library for both the students and/or parents to borrow. Math texts and workbooks in Spanish are available in their monolingual classrooms for the ELLs to take home so that the parents may help with homework. Haitian library books still need to be ordered but Both Spanish and Haitian books (when ordered) will be distributed to all classrooms for native language support. Bilingual software programs in the content area need to be ordered so that the new ELLs can utilize the technology periods in the classrooms or in the computer lab.

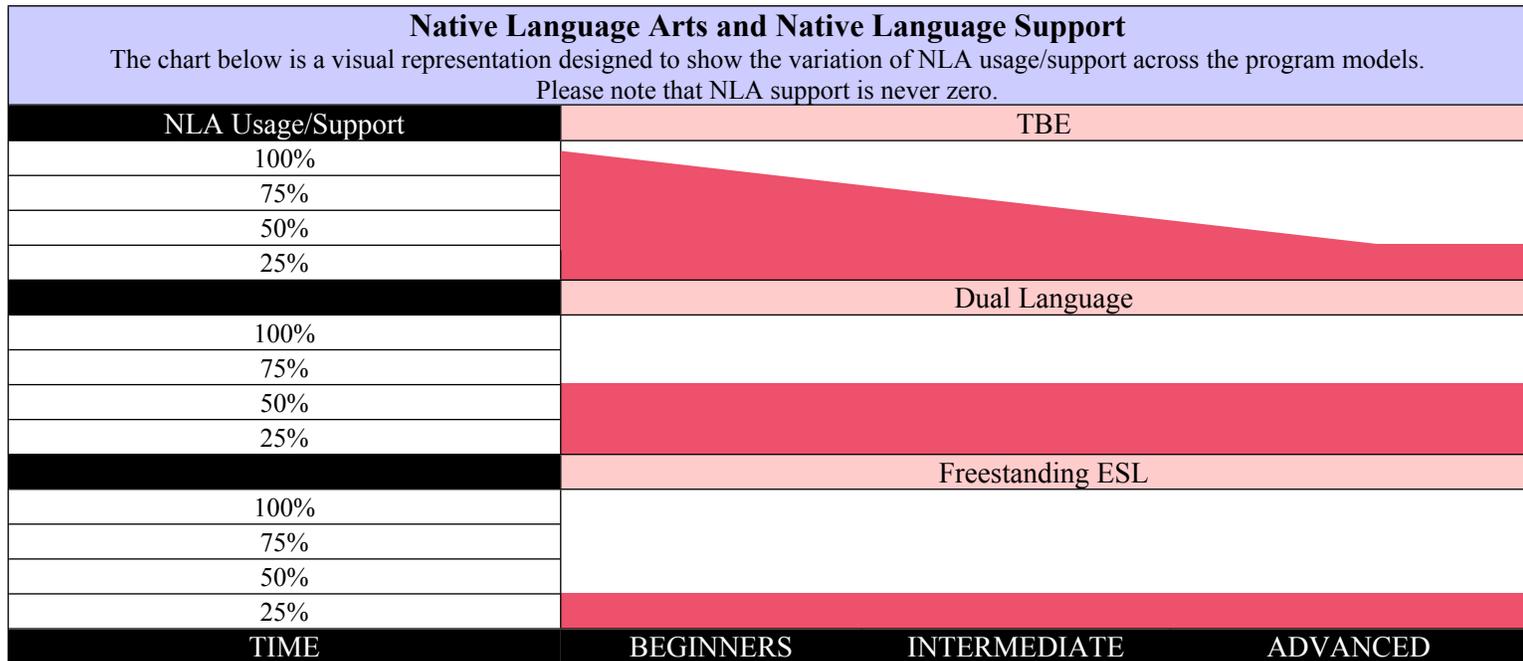
c. Four students are in the 4-6 year subgroup. For the students that have been here at least 3 years the focus is on reading, writing, critical thinking skills and fluency. Because these students are now required to take the ELA test, lessons concentrate on skills needed to strengthen comprehension and thinking skills. Finding the main idea, drawing conclusions, cause and effect, fact and opinion, sequencing, summarizing are just some of the skills taught. Since in most cases this subgroup's weakness is in writing, intensive instruction in writing skills and writing mechanics is concentrated on. Materials from Remedia Publications which is a Language Skill Booster Program is used for the students in this subgroup. They provide practice with skills ranging from word attack to vocabulary building and sentence structure. Activities and lessons are also drawn from Saddleback's Writing 4 Series which links writing to purpose. Each of the four workbooks- Narrative, Expository, Descriptive and Persuasive, specifically focuses on on particular "reason for writing."

d. Presently, we no longer have long-term ELLs since we do not have sixth grade anymore, however, if we did, they would continue to get ESL services. Progress would be carefully monitored and assessed. Close attention would be paid regarding whether or not long term ELLs are experiencing second language difficulties or possibly other learning problems that may be confused with second language problems. Efforts would be made to evaluate the home situation as well as the classroom situation and all interventions are tried before any special education referrals are made. These students would be offered "at risk" services, AIS, reading tutors, after school programs and/or Saturday programs that may be available in the district. Dialogue regarding these students would continuously be conducted with classroom teachers, at AIS Committee and PPT meetings, as well as with specialty service providers such as the speech therapists and SETTS teachers.

e. ELL students with special needs also receive ESL services. We presently have 2 self-contained special ed. students, one (4th grade) of whom has an alternate placement paraprofessional to help him one-on-one in the classroom. The ESL teacher has a copy of both IEPs to refer to in orders that their assignments can be modified to meet their academic needs and abilities. ESL instruction is tailored with modifications for these students if need be. The alternate placement paraprofessional works very closely with her assigned student, assisting him using various scaffolding strategies and other physical assistance since this student has multiple physical restrictions. Close monitoring, articulation and ongoing meetings with their teachers and all other service providers is ongoing in order to better service these special needs children. Many support tools such as picture dictionaries, manipulatives, photos and other visual aids, charts, vocabulary lists etc., are available to these special needs students.

| NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8 | | | |
|--|-----------------------|-----------------------|----------------------|
| | Beginning | Intermediate | Advanced |
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 | | | 180 minutes per week |
| FOR TBE /DL PROGRAMS: Native Language Arts | 60-90 minutes per day | 45-60 minutes per day | 45 minutes per day |

| NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12 | | | |
|---|----------------------|----------------------|----------------------|
| | Beginning | Intermediate | Advanced |
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 540 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 | | | 180 minutes per week |
| FOR TBE /DL PROGRAMS: Native Language Arts | 45 minutes per day | 45 minutes per day | 45 minutes per day |



B. Programming and Scheduling Information--Continued

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

5. Our Extended Day Block of 37 and 1/2 minutes, 3 days a week is an intervention program for our struggling students as well as our Beginning and Intermediate ELLs. During this block teachers have at most 10 students at a time for small group work in literacy. For literacy, depending on the grade and need of the group, teachers use a variety of instructional remedial material such as Destination Reading, Foundations, Voyager Passport, Wilson Reading System as well as made materials. For math, teacher made material and specific skill supplements from various math programs such as Math Steps: K-5, Knowing Mathematics: Extended Day, Destination Mathematics: online resource and Problem Solving Mathematics are used for remedial instruction and review.

6. We presently do not have any students that have reached Proficiency level on the NYSESLAT, however if we do in the future, they would continue to receive services if necessary on an "as needed" basis. Some of these students continue to need support and some move on with no problems. Test modifications (time and a half and separate location) would still be in place for two additional years after reaching proficiency for these students.

7. PS 37 uses many Reading programs. In addition to Foundations, Wilson, Belmondo and Destination Reading, the newest programs that has been added to our reading curriculum is Making Meaning Reading by the Developmental Studies Center (DSC). The DSC is a nonprofit organization dedicated to promoting children's academic, ethical, and social development. It is intellectually rigorous and teaches the students to read and think at a higher level. Social development and academic development go hand and hand. It builds a sense of community where students can work through their problems. The Making Meaning Reading Program is a classroom-tested K-8 reading comprehension curriculum that combines the latest comprehension research with support for students' social and ethical development. The program uses nonfiction and fiction read-aloud books to teach students nine different comprehension strategies while also developing their social values to create a supportive community of readers. The Making Meaning program has extensive support for English Language Learners (ELLs). Each lesson has point-of-use notes with suggestions for instruction and inclusion of ELL students. The Making Meaning program puts emphasis on comprehension, fluency, and focus on new vocabulary for English Language Learners. We have also added a Dance program to our school which may also help the ELLs.

8. No programs or services are being discontinued for our ELLs.

9. ELL's are included in every facet of school life here at PS 37. Depending on the activity, they are invited by invitation, fliers or permission slips sent home to parents (translations available when necessary) just like their monolingual peers. They participate in every program the school has both during the day and after school just as the monolingual population does. They participate in drama, dance, art, gym and writing during the school day. They get extra help during our Extended Day period for 37 ½ minutes in the morning. After school, if they want to participate, they are afforded a program called ACES which is an after school activity program for everyone. Homework tutoring is provided with adults who can assist the ELLs. Afterwards the children participate in many fun and enriching activities such as tennis, arts and crafts, etc. In addition to our Drama program, this year we have added a new Dance program. Dancing and Drama afford ELLs the opportunity to express themselves through their body movements. Research supports using drama and movement to enhance the literacy development of English language learners. Besides being "fun" learning experiences for children, drama and movement have proven to assist with developing decoding skills, fluency, vocabulary, syntactic knowledge, discourse knowledge and meta cognitive thinking. Additional benefits for English language learners include increased motivation and reduced anxiety. All ELLs participate in school trips, assemblies, and special events.

10. Various instructional materials are used to support the learning of ELLs at PS 37. Some examples are: library books, Scholastic Guided Reading books, Big Books such as Addison Wesley and McMillan Whole Language, Early Science, Discovery Phonics Big Books, Poetry Power and Scott Foresman ESL. In addition picture cards, photo posters, and maps are also used. Addison Wesley, Harcourt and Oxford Picture dictionaries are available at all times. Activities and language games from authors such as Elizabeth Claire are used. National Geographic Social Studies and Science books are used for content area information. The ESL program also uses extensive computer time to help support the ELLs. Technology is motivational and nonjudgmental. It builds confidence and allows the ELLs to learn language skills without being embarrassed for not knowing the answers. They have plenty of access to computers in both the ESL classroom and in their monolingual classrooms during the week to do research or as reinforcement or review of skills taught.

Due to budget issues, we have not received a new or updated ESL program (books) for many years. This year, however, ESL teacher is looking forward to receiving the Making Meaning Reading program in order to support the classroom teacher in the ELL's literacy development.

11. Native language support for these students is delivered in various ways. There are several bilingual staff members at hand at our school to help new ELLs with translation and transitional support. They are also readily available to assist for translation needs, such as letters that go home, report card comments and parent-teacher conferences. Content area tests are ordered in the native language whenever possible. Educational assistants are utilized during any content area testing situations for the purpose of translating or clarifying questions or vocabulary in the native language. Word for word bilingual dictionaries and glossaries are used in the ESL classroom and given to the student to use in their regular classroom as well. The dictionaries are also provided during any content area testing situations when permitted.

We presently have some Spanish language books available in the ESL teacher's library for both the students and/or parents to borrow. Math texts and workbooks in Spanish are available for the ELLs to take home so that the parents may help with homework. Haitian library books still need to be ordered. If ordering is permitted, both Spanish and Haitian books will be distributed to designated classrooms for native language support. Bilingual software programs in the content area also needs to be ordered so that the ELLs can utilize it during technology time in the classroom as additional support.

12. Required services support our ELLs but resources do not always correspond to the age and grade level of the ELLs. The ESL library has books on many levels but needs to be updated with newer literature. The old ESL programs are not on board with the newer reading programs in the school. As mentioned above, we are looking forward to receiving the Making Meaning Reading on all grade levels in order to support the classroom teacher with the ELL students so we are all on the same page. In the meantime the ESL teacher does the best with the materials she already has. Budget cuts and limited funds are the reason for this.

13. We presently do not have a program to support the newly enrolled ELLs before the beginning of the school year. ELL enrollment is very low here at PS 37 so a program would not be feasible. If our ELL population does increase and funds are available, we will consider adding a summer language immersion program.

14. There are presently no language electives or programs offered to the ELLs here at PS 37.

C. Schools with Dual Language Programs

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

N/A

D. Professional Development and Support for School Staff

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

1. Professional development is ongoing for both ESL teachers and monolingual teachers of ESL students. Both ESL and classroom teachers are invited to attend workshops on ESL strategies, ESL standards, and scaffolding. There are also workshops on various important reports that are required to be completed during the year. The ESL teacher is always available to share ESL strategies, practices and techniques with the monolingual teachers and where she can turnkey information to the other staff members. Opportunities to meet during common prep periods and during grade conferences are encouraged. Articulation between the ESL teacher and the ELL student's monolingual teacher is ongoing. Meetings are held as needed to discuss the needs of the ELL students and suggestions are exchanged. ESL issues and methodologies are discussed and monolingual teachers have the opportunity to share their unique situations with the ESL teacher. All staff members receive training about the LAP and will be informed of any changes or modifications that may be made during the school year.

Professional development always includes issues involving the ELLs and their needs in the school. ELLs are a very important topic of all meetings that we have here at PS 37.

General education teachers need a minimum of 7.5 hours and special education teachers and paraprofessionals need 10 hours of ELL training. Many of our staff members have already completed these hours. Newer staff members and members with incomplete training are encouraged to complete these hours through various workshops given by the New York City Department of Education. In order to satisfy the minimum 7.5 hours of training as per Jose P., will continue to provide ESL staff development opportunities or post workshops for all our our staff members to attend. The ESL teacher, as mentioned above is always available during common preps or grade conferences for training the teachers who still need the required hours.

2. To help the ELLs as they transition from Elementary to Middle School, various representatives from the Middle Schools in the districts are invited to come and speak to the students. They also make themselves available on Saturdays or after school for the parents of our graduates. During these meetings, the representatives will discuss any bilingual, dual-language or ESL programs that the Junior Highs may offer.

E. Parental Involvement

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

1. All parents, including parents of our ELLs, are encouraged to participate in workshops here at PS37. Some even volunteer and complete a 3 day training to become a Certified Learning Leader to help within the school. We currently have one ELL parent doing this. They are invited to the PTA meetings once a month and many ELL parents attend. Bilingual fliers are sent out for these invitations. Workshops are held to assist parents with things such as helping their child with things like homework, getting ready for the ELA and Math exams, and other agendas regarding parenting issues.

2. Different DOE Agencies provide workshops on various topics such as: Testing, New Learning Criteria, Health and Nutrition and other services such as Housing, Money Management, Continuing Education-GED, Adult ESL. etc.. Our Parent Coordinator extends the invitation to these workshops, which are held at various locations in the city. Translators are called upon when necessary. We also have several staff members who help out with translations with the parents.

3. The Parent Coordinator reaches out to the ELLs parents and interacts closely with all parents to establish their needs. She encourages them to voice their needs. The Translation Unit is available to help communicate with parents of ELLs if the parent speaks a language other than the languages available in-house.

4. Parental involvement activities address their needs by directing them to the appropriate resource needed in the school and community. Participation in their child's school helps the ELL parent acquire contacts and friendships so they won't feel isolated and in the dark about their role in their child's education and in the community. The ESL teacher is always readily available for either in person or phone conferencing to discuss any issues the parent may be having with their child. Often times the ESL teacher is the liaison between the parent and the classroom teacher. Again, translators are utilized as needed for these conferences.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

| | | | | | | | | | | | | | | |
|--|----------|---|---|---|---|---|---|--|--|--|--|--|--|--|
| | P | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | |
|--|----------|---|---|---|---|---|---|--|--|--|--|--|--|--|

| NYS ELA | | | | | |
|------------------------|---------|---------|---------|---------|-------|
| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3 | | | | | 0 |
| 4 | 1 | 1 | | | 2 |
| 5 | | | | | 0 |
| 6 | | | | | 0 |
| 7 | | | | | 0 |
| 8 | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | 1 | 1 |

| NYS Math | | | | | | | | | |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 3 | | | 2 | | | | | | 2 |
| 4 | | | | | | | | | 0 |
| 5 | | | | | | | | | 0 |
| 6 | | | | | | | | | 0 |
| 7 | | | | | | | | | 0 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | | | 1 | | 1 |

| NYS Science | | | | | | | | | |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 4 | | | | | 2 | | | | 2 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | | | | | 0 |

| NYS Social Studies | | | | | | | | | |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 5 | | | | | | | | | 0 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | | | | | 0 |

New York State Regents Exam

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

Native Language Tests

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

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

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

1. We are presently using ECLAS for our early literacy skill assessment. There are many insights that the data provides about ELLs. It is an assessment designed to help teachers determine the progress in literacy development in children from grades K-3. By analyzing the data, in general the ELLs tend to score very low in spelling, decoding, vocabulary, comprehension and writing. These are the skills that need to be reinforced in the classroom and the teachers are able to drive their instruction from this data. The ESL teacher works closely with the classroom teacher to help support and reinforce the skills needed in order to master their appropriate/age grade level.

2. Analysis of the LAB-R and NYSESLAT tests in the four modalities (Listening, Speaking, Reading and Writing) across proficiency levels and grades is varied. In 1st grade there are 3 Beginning level students, 2nd grade - 1 Beginning and 1 Intermediate, 3rd grade - 1 Beginner, 2 Intermediate, and 1 Advanced, 4th grade - 1 Beginning level and in 5th grade there are 2 Advanced level students. Most students, on all three levels, tended to score either the same or one level lower in the Reading and Writing part of the tests. In a couple of instances Intermediate and Advanced level students in Listening/Speaking scored two levels lower in Reading/Writing, whereas Beginning level students scored lower in all areas but even lower in Reading and Writing.

3. ELLs in general have more difficulty with Reading and Writing skills since these skills are much more difficult and develop later in the language learning process. With this in mind, the ESL program is tailored to meet these needs. Although there is ample time allotted for oral language lessons and practice (especially for the new arrivals), reading and writing skills are stressed more for the students whose speaking skills are already developed. For the lower grades, basic phonics skills, vocabulary development, comprehension, and fluency skills are stressed in reading; and in writing, basic sentence structure and getting their thoughts written on paper is the goal. For the upper grades vocabulary, comprehension and fluency is stressed in Reading as well as all the fundamental skills and concepts such as main idea, supporting details, fact and opinion, etc. and knowing how to write for a purpose (Narrative, Expository, Descriptive and Persuasive writing).

4. a. ELLs tend to perform lower in Reading and Math and higher in the content areas such as Science. This is possibly because the test was given in the native language and Science tends to be more hands on and universal in content. ELLs seem to do much better when they are initially able to take tests in their native language. The state Math, Social Studies and Science tests are all offered in many of the students' native languages. If this not available, they may have a translator. In such cases we will call the Translation Unit for this assistance.

b. The teachers and school leadership use the ELL Periodic Assessments and the regular Periodic Assessments in order to identify the students' areas of strengths and weaknesses and in order to differentiate instruction to meet the needs of the learners. In analyzing the periodic assessments we can see how the students have grown or how they are still struggling. The ESL teacher and the classroom teachers use the assessment results to drive their instruction and in terms of planning. If we go into ACUITY, we can see each student's detailed areas of strengths and weaknesses by examining the types of questions and how they answered them. It is a very useful tool.

6. The success of the ESL program and ELLs are evaluated in many ways throughout the year. Some ways are through student interviews, teacher observations, informal testing, Interim Assessment tests in both literacy and math, English Language Interim Assessments and at the end of the year we administer the NYSESLAT test which tests all four language modalities and determines entitlement for the following year. We will continue to look at not only their test results but their portfolios, notebooks and projects to evaluate their success as well. We will provide as much support as possible so that these students can learn the English language and absorb content area at the same time and so they can reach proficiency level as quickly as possible. The ESL teacher will continue to support the efforts of the classroom teacher and all involved (specialty teachers included.) All staff will differentiate and scaffold instruction in order to bring our ELLs up to a higher level of performance. We will continue to look at not only their test results but their portfolios, notebooks and projects to evaluate their success.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|--------------|----------------------|-----------|-----------------|
| | Principal | | |
| | Assistant Principal | | |
| | Parent Coordinator | | |
| | ESL Teacher | | |
| | Parent | | |
| | Teacher/Subject Area | | |
| | Teacher/Subject Area | | |
| | Coach | | |
| | Coach | | |
| | Guidance Counselor | | |
| | Network Leader | | |

| | | | |
|--|-------|--|--|
| | Other | | |
| | Other | | |
| | Other | | |
| | Other | | |