



**P.S. X037 - MULTIPLE INTELLIGENCE SCHOOL**

**2010-11**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: P.S. X037 - MULTIPLE INTELLIGENCE SCHOOL**  
**ADDRESS: 360 WEST 230 STREET**  
**TELEPHONE: 718-796-0360**  
**FAX: 718-796-0054**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 321000010037      **SCHOOL NAME:** P.S. X037 - Multiple Intelligence School

**SCHOOL ADDRESS:** 360 WEST 230 STREET, BRONX, NY, 10463

**SCHOOL TELEPHONE:** 718-796-0360      **FAX:** 718-796-0054

**SCHOOL CONTACT PERSON:** KENNETH PETRICCIONE      **EMAIL ADDRESS** KPetric@schools.nyc.gov

**POSITION / TITLE**                      **PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Rina Oliva

**PRINCIPAL:** Kenneth Petriccione

**UFT CHAPTER LEADER:** Jeffrey Williams

**PARENTS' ASSOCIATION PRESIDENT:** Carmen Correa

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)*      not applicable

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 10      **CHILDREN FIRST NETWORK (CFN):** CFN 109

**NETWORK LEADER:** MARIA QUAIL

**SUPERINTENDENT:** SONIA MENENDEZ

**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
KENNETH PETRICCIONE	Principal	

\* 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/MS 37, The Multiple Intelligences School is a K-8 professional learning community dedicated to serving all of our members. We are a community of learners and leaders that care very much about our students. Our vision for our school is as follows:

We strive to create a learning community that values cultural and linguistic diversity, a climate of collegiality, kindness and respect, and is accountable to the individual learning style and ability of every member of our school. We envision a place where students are actively engaged in academically rigorous activities that will allow them to explore and discover new learning experiences which will prepare them for real life applications. As lifelong learners, we will commit to grow and develop appropriate practices that are meaningful, challenging, and creative. We will strive to constantly examine, authentically assess, and reflect on our work to improve our pedagogy that will lead to student success. We view parents as partners in the teaching-learning process and strive to include the contribution of all members of our school community to learn and grow.

We feel this is a shared vision which our teachers and staff feel strongly about and embody everyday.

We enjoy many partnerships with outside agencies such as the Bronx Zoo, Wave Hill, and the United Nations. We provide after school and Saturday programs to enhance our student learning and also have an after school program call Project Excite to make sure we are developing the whole child as a learning community. We share best practice with each other and plan together for the benefit of all. Our school uses data wisely to set goals for our students, classes, grades as well as school wide. We devise action plans to meet these goals, monitor and assess their success, and then revise them when necessary for optimum achievement.

We have many special events and assemblies to showcase the work and talents of our student and staff. These include Hispanic Heritage and African American Heritage presentations. We also have a Multiple Intelligences Fair, a Living Museum, a Poetry café, a Dance Festival and Talent show. These diverse exciting events exhibit our talented students performing at their personal best, as well as our diligent dedicated staff going the extra mile for our students. We believe strongly that PS/MS 37 is a collegial, familial community that cares deeply about our students, wants them to achieve high, and works hard around that same goal for the benefit of all.

## SECTION III - Cont'd

**Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 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										
<b>School Name:</b>	P.S. X037 - Multiple Intelligence School									
<b>District:</b>	10	<b>DBN #:</b>	10X037	<b>School BEDS Code:</b>						
DEMOGRAPHICS										
<b>Grades Served:</b>	<input type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7	
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded				
<b>Enrollment:</b>				<b>Attendance: - % of days students attended*:</b>						
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10			
Pre-K	0	0	0		91.7	92.1	TBD			
Kindergarten	37	45	60							
Grade 1	71	48	51	<b>Student Stability - % of Enrollment:</b>						
Grade 2	57	67	51	<i>(As of June 30)</i>	2007-08	2008-09	2009-10			
Grade 3	57	78	77		93.9	92.04	TBD			
Grade 4	51	61	74							
Grade 5	49	55	66	<b>Poverty Rate - % of Enrollment:</b>						
Grade 6	66	53	55	<i>(As of October 31)</i>	2007-08	2008-09	2009-10			
Grade 7	78	67	58		68.9	74.4	86.3			
Grade 8	72	71	66							
Grade 9	1	0	0	<b>Students in Temporary Housing - Total Number:</b>						
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10			
Grade 11	0	0	0		9	20	TBD			
Grade 12	0	0	0							
Ungraded	24	33	28	<b>Recent Immigrants - Total Number:</b>						
Total	563	578	586	<i>(As of October 31)</i>	2007-08	2008-09	2009-10			
					10	11	9			
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) - Total Number:</b>						
<i>(As October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10			
# in Self-Contained Classes	66	76	74	Principal Suspensions	4	15	TBD			
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	5	3	TBD			
Number all others	57	61	56							
<i>These students are included in the enrollment information above.</i>				<b>Special High School Programs - Total Number:</b>						
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10			
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				CTE Program Participants		N/A	0	0		
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	Early College HS Participants		0	0	0		

# in Transitional Bilingual Classes	14	21	16				
# in Dual Lang. Programs	0	0	0	<b>Number of Staff - Includes all full-time staff.</b>			
# receiving ESL services only	66	51	55	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	10	13	39	Number of Teachers	45	45	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	19	19	TBD
				Number of Educational Paraprofessionals	5	5	TBD
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	2	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	73.3	75.6	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				% more than 5 years teaching anywhere	64.4	60	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	84	82	TBD
American Indian or Alaska Native	0.5	0.3	0	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	97.2	100	TBD
Black or African American	21.3	20.6	21				
Hispanic or Latino	70.7	71.8	74.6				
Asian or Native Hawaiian/Other Pacific Isl.	3.7	3.8	1.5				
White	3.7	2.9	2				
Multi-racial							
<b>Male</b>	51.2	53.8	55.8				
<b>Female</b>	48.8	46.2	44.2				
<b>2009-10 TITLE I STATUS</b>							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I			
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10			
<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>							
<b>SURR School:</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<b>If yes, area(s) of SURR identification:</b>						
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>							
In Good Standing (IGS)	<input checked="" type="checkbox"/>						
Improvement Year 1	<input type="checkbox"/>						
Improvement Year 2	<input type="checkbox"/>						
Corrective Action (CA) - Year 1	<input type="checkbox"/>						
Corrective Action (CA) - Year 2	<input type="checkbox"/>						
Restructuring Year 1	<input type="checkbox"/>						
Restructuring Year 2	<input type="checkbox"/>						
Restructuring Advanced	<input type="checkbox"/>						
<b>Individual Subject/Area AYP Outcomes:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation 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
<b>All Students</b>	√	√	√				
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American	√	√	-				
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial	-	-	-				
Students with Disabilities	√	√					
Limited English Proficient	√	√	-				
Economically Disadvantaged	√	√					
<b>Student groups making AYP in each subject</b>	6	6	1				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
<b>Overall Letter Grade</b>	A	<b>Overall Evaluation:</b>	√
<b>Overall Score</b>	96.5	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	√
School Environment (Comprises 15% of the Overall Score)	9.4	Quality Statement 2: Plan and Set Goals	√
School Performance (Comprises 25% of the Overall Score)	21.9	Quality Statement 3: Align Instructional Strategy to Goals	√
Student Progress (Comprises 60% of the Overall Score)	53.2	Quality Statement 4: Align Capacity Building to Goals	√
Additional Credit	12	Quality Statement 5: Monitor and Revise	√

<b>Key: AYP Status</b>	<b>Key: Quality Review Score</b>
√ = Made AYP	Δ = Underdeveloped
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

\* = 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](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

## 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 schools 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?

### **Student Performance Trends**

Our Students targeted by our Data Inquiry Team are making significant progress based on the specific targeted instruction we have given them.

- We are a school in good standing according to New York state

### **Our Greatest Accomplishments**

- The work of our Academic Intervention Team
  
- The work of our school becoming a Professional Learning Community
  
- The work of our Data Inquiry Team

Our focused Professional Development Plan including

1. Using data to make instructional decisions
2. Using data to differentiate instruction
3. Building a professional learning community
4. Creating SMART goals to move students forward
  
5. Implementing our Response to Intervention Program
  
6. Introducing the Common Core Standards

<b>Aids to the school's continuous improvement</b>	<b>Barriers to the school's continuous improvement</b>
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Moving extended day to the morning	Lack of parental involvement
Our after school and Saturday programs	Lack of updated technology
The work of our Aussie consultant, our mentor, and our coaches to help teachers enhance their practice	Student Mobility Having to take students not zoned to our school

## 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.

<b>Annual Goal</b>	<b>Short Description</b>
<input type="checkbox"/> <p style="text-align: center;"><b>Increase parental involvement by 15% to provide them with the next steps they need to help their children improve this school year.</b></p>	<input type="checkbox"/> <p>Continue to increase parental communication</p> <p>Continue to increase the home school partnership</p>
<input type="checkbox"/> <p style="text-align: center;"><b>By June 2011 Technology intergration will increase in our school by 25% providing teachers and students with access to desktops, laptops, and smart boards to enhance their learning,as measured by lesson plans, unit of study culminating activities that integrate technology.</b></p>	<input type="checkbox"/> <p>Increase the number of laptops for student use</p> <p>Increase the use of smart boards in the classrooms</p>
<p><b>To increase overall attendance to 93% school wide and decrease school lateness by 10% for the entire school this year.</b></p>	<p>Increase attendance outreach</p> <p>Increase parent involvement in decreasing student tardiness</p>
<input type="checkbox"/> <p>To improve writing instruction in our school whereby 90% of all ELA teachers will work with our Literacy coach, and or our outside consultants to assess and improve the way they teach writing.</p>	<p>Teachers will work on writing curriculum</p> <p>Teachers will</p>

	work on improving writing instruction
<input type="checkbox"/> To improve the implementation of Guided Reading in grades 3-8 so at least 75% of our students will increase by 2 Fontas and Pinnell instructional levels	<input type="checkbox"/> Improve Guided Reading school wide



**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) : \_\_\_\_\_

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p align="center"> <input type="checkbox"/>   <b>Increase parental involvement by 15% to provide them with the next steps they need to help their children improve this school year.</b> </p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p align="center"> <input type="checkbox"/>  <ul style="list-style-type: none"> <li>- <b>Parent orientation</b></li> <li>- <b>Curriculum Nights</b></li> <li>- <b>Expand open school week</b></li> <li>- <b>Parent newsletter</b></li> </ul> </p>

<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include 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>	<input type="checkbox"/> - Title III funds for parent workshop - Title I PA funds for parent enrichment - Title I funds for parent programs
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	- Review sign in sheets and visitor's log monthly - Collect PTC data sheets - Parent workshop agendas and sign in sheets

**Subject Area**  
**(where relevant) :** \_\_\_\_\_

<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/>  <p style="text-align: center;"><b>By June 2011 Technology intergration will increase in our school by 25% providing teachers and students with access to desktops, laptops, and smart boards to enhance their learning, as measured by lesson plans, unit of study culminating activities that integrate technology.</b></p>
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<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p>Inventory of Hardware and Software</p> <ul style="list-style-type: none"> <li>• Write grants for laptops/tablets</li> <li>• - <b>Installation of Laptop carts in the classrooms</b></li> <li>• - <b>Update library technology</b></li> <li>• <b>Provide teachers with Professional development in integrating technology in all core subjects</b></li> <li>• <b>Middle school students in addition will get two periods a week working with smartboards and Elementary students will get sessions twice a week with cluster teacher.</b></li> <li>• <b>All teacher who complete technology course work offered by TEQ Equipment will work with students in all core subject areas.</b></li> </ul>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include 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>	<p><input type="checkbox"/></p> <p>TI Fair Student Funding</p> <p>TL NYSTL Hardware</p> <p>TL NYSTL Software</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• <input type="checkbox"/>Use of technology evidenced in lesson plans and student work</li> <li>• Students will demonstrate interactive learning using Smartboards and other equipment.</li> </ul>

**Subject Area**  
**(where relevant) :**

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<i>Time-bound.</i>	
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• Support teachers with professional development in the approaches to teaching writing including modeled, interactive, shared, guided, and independent.</li> <li>• Support teachers by providing uniform writing prompts for baseline, mid year, and end of year assessments.</li> <li>• Support and facilitate the development of writing rubrics both for assessments as well as for each genre/ unit of study</li> <li>• Coach and support teachers on analyzing writing assessment data.</li> <li>• Demonstrate how to plan next steps in writing, and plan weekly with grades 3-6 teachers to examine and develop the writing curriculum</li> <li>• Provide professional development on how to tier writing instruction based on data</li> <li>• Extra resources will be put in place to fund more days for our AUSSIE consultant this year to concentrate on this initiative.</li> <li>• Provide opportunities for teacher teams to analyze writing data to make informed instructional decisions for every student.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include 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>	<p><input type="checkbox"/> The budget will be used to hire our consultants and to provide meaningful professional development around teaching writing for our teachers. We will use our 10% Title I PD funds for this initiative</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Teacher Created Lesson Plans</li> <li>• A school wide writing curriculum</li> <li>• Units of study for writing</li> <li>• Pieces of writing scored against uniform rubrics</li> <li>• Grade Level Meeting logs</li> <li>• Consultant work logs</li> </ul>

**Subject Area**  
(where relevant) : \_\_\_\_\_

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> To improve the implementation of Guided Reading in grades 3-8 so at least 75% of our students will increase by 2 Fontas and Pinnell instructional levels</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> School wide professional text read by all teachers to support theory and practice. - Professional Development by coaches, and consultants to improve instruction by modeling and debriefing. -Purchase of new books, and reorganization of available guided reading book titles. -Professional development on the difference between Guided Reading and small group instruction. -Professional Development on building language acquisition through Guided Reading. Professional development on Literature Circles. -Professional Development on Reading Comprehension strategies</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include 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>	<p><input type="checkbox"/></p> <p>Title I SWP</p> <p>Fair Student Funding</p> <p>TL NYSTL Textbooks</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>Teacher Created Lesson Plans</p> <p>All Instructional Level Data ( Running Records, Conferencing Notes)</p> <p>Coach Logs</p> <p>Consultant Work Logs</p>

## **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 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must 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**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

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

**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	16		N/A	N/A	10			
1	16		N/A	N/A	20			
2	16	8	N/A	N/A	10			
3	10	10	N/A	N/A	10			
4	16	15			20			
5	18	20			10			
6	12	18			10		2	
7	15	15			20		5	
8	15	12	30		30		5	
9								
10								
11								
12								

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

- o 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.
- o 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.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o 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. Part B - Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> 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.).
<b>ELA:</b>	Academic Intervention Service providers working on decoding, fluency, and comprehension. Some of the programs used are Voyager, Foundations, Wilson, Comprehensive Strategic Reading, Kaplan and Sidewalks.
<b>Mathematics:</b>	Some of the Math programs used are Neufeld Math, Exploring Math, Riverdeep, and Great Leaps Math.
<b>Science:</b>	<input type="checkbox"/> <ul style="list-style-type: none"> <li>• Extended Morning to Remediate and enrich key science concepts</li> <li>• Assisting with Exit Projects</li> </ul>
<b>Social Studies:</b>	<input type="checkbox"/> <ul style="list-style-type: none"> <li>• Assisting with Exit Projects</li> <li>• Extended Morning to remediate and Enrich key social studies topics</li> </ul>
<b>At-risk Services Provided by the Guidance Counselor:</b>	Individual and group counseling, parent meetings, class discussion
<b>At-risk Services Provided by the School Psychologist:</b>	Evaluations, parent meetings, observations
<b>At-risk Services Provided by the Social Worker:</b>	<input type="checkbox"/> Parent Meetings Group and one on one sessions
<b>At-risk Health-related Services:</b>	Parent meetings, individual health counseling

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

*NCLB/SED requirement for all schools*

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

**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)**

**K-8**

**Number of Students to be Served:**

**LEP 73**

**Non-LEP 0**

**Number of Teachers 3**

**Other Staff (Specify) 2 paraprofessionals**

**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.

The goals of the ELL program at PS/MS 37 are to ensure a quality and equitable education to all of our ELL students by providing them with quality, licensed teachers who understand the varying needs of our ELL students. Since data drives instruction, we will continue to monitor our students' progress through the following:

- Careful analysis of our students' NYSESLAT scores focusing on growth in the four modalities with careful attention being paid to the comprehension (Listening and Reading).
- Analysis of ELA performance and NYSESLAT
- Monitoring and Tracking students' progress in Academic Intervention Services (if applicable).
- Careful review and monitoring of growth in reading and writing through performance portfolios by ensuring teachers' feedback is translated into mini lessons in literacy and writing which focus on the skills the students need to improve.
- DRA and E-CLAS scores, where applicable will continue to be used to monitor students' growth in reading, by focusing on students' individual reading levels.
- Comparison of ELA and NYSESLAT scores for those students who were tested in winter/spring 2009 to see similarities in students' performance and use these to assist in lesson and unit planning.
- Use of 2008 ELL Interim Assessments to plan goal oriented classroom and out-of-classroom tasks which allow students to synthesize, analyze, predict and utilize other higher-order thinking skills.

At PS/MS 37 we provide a Free-Standing ESL program for our general education ELL students and two (2) Bilingual Special Education classes, for those students whose IEPs have Bilingual indicators.

Our Free-Standing ESL program services approximately 43 general education students spanning grades K-8. Our ELLs who are serviced through Bilingual Education are Special Education students, who are mandated Bilingual Education through their IEPs; approximately 30 students are serviced through this model. To ensure these students are appropriately serviced we offer ESL services in the form of a pull-out model for grades K – 5 in which the ESL teacher provides instruction to a some heterogeneous and some homogeneous groups of students using content-based thematic ESL instruction focusing on both content and language objectives. The purpose is to ensure that in lieu of learning language in isolation, the students learn language and the use of language in context. This can only occur through experiential use of language in authentic settings and through social studies, science, mathematics and literacy. Students are provided with instruction that focuses on the use of all four language modalities (Listening, Speak, Reading and Writing) and they are grouped by focusing on their performance on the NYSESLAT, with specific attention being paid to the students' individual raw scores in each modality. Differentiation occurs through the use of scaffolding techniques, realia, questioning techniques and Accountable talk with a focus on working within students Zone of Proximal Development, as outlined in the works of Vygotsky, Van Lier and Walqui.

In grades 6 – 8, we provide ESL services in the form of a push-in model. In order to ensure academic success for our middle school students, the ESL teacher participates in grade and curriculum planning meetings. To ensure that the students are still participating in the classroom instruction while their specific needs are met, the ESL teacher works alongside the classroom teacher in planning, incorporating ESL strategies and differentiation techniques into the lesson. All students in the classroom benefit from having two-teachers in the classroom and providing individualized support and attention. High expectations are set fir students at all levels of language development and clear criteria are met. The push-in model was also chosen to alleviate the social awkwardness many middle school students feel when singled out for additional/supplemental services.

Following the CR-PART 154 mandates for language instruction, our transitional bilingual special education program, which services approximately 30 students, ensures that students receive the appropriate amount of native language instruction (which in our two classes is Spanish) and target language instruction. Due to both instructional and language needs, many of our students in this program fall in the beginning proficiency level, as determined by the NYSESLAT, with only a few in the intermediate range; therefore, we begin the year by following a 60/40 model in which content area instruction such as mathematics, social studies, science and literacy is done primarily in the native language with an additional literacy block which focuses on English as a Second Language. As the teachers, through informal and formal assessments, see an increase in students English language skills and comprehension, English is gradually introduced into content area instruction. ESL instruction re-visits those concepts and ideas learned during the native language literacy instruction to reinforce the transfer of skills. Instruction is IEP driven and provide by licensed Bilingual Special Education teachers who are assisted by appropriately licensed Para-professionals.

To support and supplement instruction provided to students during ESL instruction, whether through the Free-Standing Model or the Transitional Bilingual Model, all teachers provide and ESL Library/Media Center in their classrooms for use during independent study and/or

independent reading. These areas include audiocassettes and CDs, phonics games, puzzles and flashcards, bilingual and picture dictionaries, trade books, periodical and newspaper activities and computers with internet capabilities. Our two licensed computer technology teachers, as well as the ESL teacher, suggest websites for interactive listening, speaking, reading and writing activities.

There have been very few, if any, SIFE students registering at PS/MS 37. For those few student, primarily in the middle school, who do arrive, they go through the same placement and identification process (HLIS, individual interview, LAB-R testing) and then age appropriately placed in the grade in either the ESL or TBE program, contingent upon parent preference and in the case of Special Education – IEP recommendation. In order to ensure the success of SIFE students and enable them an opportunity to “catch-up” with their grade cohort we provide the following:

- Non-fiction, high-interest, low-level books specifically designed for SIFE and Newcomer students in each classroom
- Academic Intervention Services
- Extended Day ESL classes
- Portfolios to assess growth and language development

In addition to small group ESL instruction in our Free-standing ESL program, Newcomer ELL students also participate in the aforementioned programs.

Many of our long-term ELLs fall within our middle school population or our Special Education population. In order to ensure they are properly serviced and provided with supplemental services, we carefully monitor the academic growth of these particular students through careful data analysis and when appropriate file for an Extension of Services. To supplement the mandated ESL or TBE program, the following supports are in place to meet the specific needs of this sub-group:

- ESL learning centers in classrooms

- Dictionaries and other resource materials designed to meet the needs of ELL students
- Academic Intervention Services
- Professional development for teachers which focus on ESL strategies and methodologies to incorporate into content area instruction
- Portfolios to assess growth and language development

For those students who reach English language proficiency, as determined by the NYSESLAT, we continue to monitor and support through Extended Day and/or weekend enrichment activities such as the Chess Club and Technology to support language acquisition and fluency.

### **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.

It is our desire to provide rigorous, quality instruction to all students which provide high-challenge and high-support. To reach this objective we will continue to support all of our teachers in their growth as pedagogues by providing them with professional development which focuses on planning for differentiation, using data for instruction, and portfolios.

We began the year's professional development calendar with reviewing our current curriculum and seeing where we can incorporate differentiated instruction for both our low performing and high performing students. We are also working on how we plan for effort to ensure we are giving the students real opportunities to use their new knowledge and explore. We are continuing to look at the data so that all of the teachers will be aware of the varying degrees of need in the classroom and how to address linguistic needs as well as academic needs.

The AUSSIE consultant will provide professional development in data analysis, literature circles and continue her work guided reading during the Workshop Model and curriculum development with a focus on differentiated instruction to all teachers. Her efforts will be supported by our Literacy Coach.

**Section III. Title III Budget**

**School: PS/MS 37 Multiple Intelligences School**  
**BEDS Code: 321000010037**

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	\$1800.00	Home/School Connection Student/Parent ESL Program  1 teacher x \$41.98 x 6days x 3hours = \$755.64  1 administrator x \$43.94 x 6days x 3hours = \$790.92
<b>Purchased services</b> - High quality staff and curriculum development contracts	\$0.00	Professional Development will be don in-house be Assistant Principal who is QTEL certified.
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$900.00	To supplement materials already in-house we need to purchase:  Bilingual Dictionaries  NYSESLAT Review books  ESL Audio tapes  English at Your Command

<b>Educational Software (Object Code 199)</b>	\$0.00	No new software will be purchased
<b>Travel</b>	\$0.00	Trips to ESL conferences will be covered by other budget monies.
<b>Other</b>	\$300.00	\$300.00 to be budgeted for parental involvement for Bilingual homework helpers dictionaries.
<b>TOTAL</b>	<b>0</b>	

## **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. A high number of parents are Spanish speaking. In order to effectively communicate with our parents, all school communication is translated by the Assistant Principal or Parent Coordinator from English to Spanish. Also Language Interpretation Devices were purchased to use with low incidence languages such as Urdu and Albanian. We use Google translate to provide written information for our low incident languages. For our oral interpretation needs, either the Parent Coordinator, Bilingual School Aides or the Assistant Principal (when available) provide this service.
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. We were able to determine our oral and written translation needs based on the HLIS surveys and the Home Language report from ATS. These needs were effectively communicated to the school community by our Parent Coordinator. As previously stated based on these reports the highest need is for Spanish translations and we are able to meet our needs with in-house personnel.

### **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.

Written translation services are provided by both the assistant principal and the parent coordinator.

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.

Oral interpretation services are provided in-house by either the Parent Coordinator, a Bilingual School Aide or the Assistant Principal (when available). Language Interpretation Devices are also available to assist with interpretation needs.

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>. In the school lobby is posted the parent's rights to interpretation services. The Parent Coordinator also ensures that parents are made aware of the rights to having necessary school documents related to their child's safety, discipline, etc in their Native language. All efforts are made to ensure that all communication between the home and school is translated from English to Spanish (our high incident language).

**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	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	450,184	294,954	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	6,976		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	22,509	*	
4. Enter the anticipated 10% set-aside for Professional Development:	450184	*	

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 2009-2010 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.

N/A

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

**PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT**

## 1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

**Explanation :** 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. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. 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 and disseminated in the major languages spoken by the majority of parents in the school.

## 2. School-Parent Compact - Attach a copy of the school’s School-Parent Compact.

**Explanation :** 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 eight 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 and disseminated in the major languages spoken by the majority of parents in the school.

### PS/MS 37 School-Parent Compact

School Responsibilities:

P.S./M.S 37 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as follows Our school program implements a balanced literacy approach using a 45-minute reading workshop model to all LEP and EP students. This includes a “print-rich” environment, shared reading, guided reading, interactive read aloud, independent reading, and a reflection from students. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child’s achievement. Specifically, those conferences will be held: Parent teacher conferences are traditionally held in the Months of November and March.
2. Provide parents with frequent reports on their children’s progress. Specifically, the school will provide reports as follows: We will provide student progress reports every 12 weeks.

3. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Parents can always schedule to meet with teachers during mutually agreed times.
4. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: Parents are invited to our Open School day and they are also invited by classroom teachers to participate in classroom celebrations and publishing's.
5. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
6. Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
7. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
8. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
9. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
10. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
11. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
12. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

**Parent Responsibilities:**

We, as parents, will support our children's learning in the following ways: [Describe the ways in which parents will support their children's learning, such as:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the

School Support Team or other school advisory or policy groups.

**Optional Additional Provisions**

Student Responsibilities (revise as appropriate to grade level)

We, as students, will share the responsibility to improve our academic achievement and achieve the State’s high standards. Specifically, we will:

[Describe the ways in which students will support their academic achievement, such as:

- Do my homework every day and ask for help when I need to.
  
- Read at least 30 minutes every day outside of school time.
  
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.]

**SIGNATURES:**

_____ P.S./M.S.37 <b>S C H O O L</b>	_____ <b>P A R E N T ( S )</b>	_____ <b>S T U D E N T</b>
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_____ J u n e 2 0 0 9 <b>D A T E</b>	_____ <b>D A T E</b>	_____ <b>D A T E</b>
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**(Please note that signatures are not required)**

## **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.

See Needs Assessment Part IV

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.

- Extended morning program
- After school programs
- Saturday academy programs
- Project Excite programs

- o Help provide an enriched and accelerated curriculum.  
Our Project Excite programs allows students to do creative and fun electives that they would not be able to accomplish during the regular school day.
- o Meet the educational needs of historically underserved populations.  
We invite all our school population to our special programs
- 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.  
All children are invited to attend these programs. We specifically target the low achieving students.
- o Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

All our teachers are highly qualified

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.

We provide high quality ongoing professional development.

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

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

We hold parent workshops to increase involvement and we communicate with parents to make sure they are aware of special events going on in our school.

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.

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.

We use teacher team meetings to include teachers in the decision making process for continuous school improvement.

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.

- Help in the classroom
- After school programs
- Saturday academies
- Academic Intervention services in the classroom

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.

## **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 specifically 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" <sup>1</sup> Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.
		Yes	No	N/A		

<sup>1</sup>**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.

<sup>2</sup>**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.

#### **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.

N/A

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 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/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A:**

#### **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.)  
2
2. Please describe the services you are planning to provide to the STH population.  We offer counseling and guidance to all students in temporary housing. We look out for them to make sure they are getting school breakfast and lunch, and we provide them with full fare metro cards to ease the burden of traveling to and from their temporary housing.

### **Part B:**

#### **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.

n/a

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.



# **CEP RELATED ATTACHMENTS**

# Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28\_10X037\_110110-162959.doc

## 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 <b>Maria Quail</b>	District <b>10</b>	School Number <b>037</b>	School Name <b>Multiple Intelligence</b>
Principal <b>Kenneth Petriccione</b>	Assistant Principal <b>Maria Diaz</b>		
Coach <b>Tanya Gonzalez</b>	Coach		
Teacher/Subject Area <b>Neil Friedman/ESL</b>	Guidance Counselor <b>Effie Najarian</b>		
Teacher/Subject Area	Parent		
Teacher/Subject Area	Parent Coordinator <b>Lisa Coca</b>		
Related Service Provider	Other		
Network Leader	Other		

#### 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	<b>1</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>2</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

#### C. School Demographics

Total Number of Students in School	<b>603</b>	Total Number of ELLs	<b>77</b>	ELLs as Share of Total Student Population (%)	<b>12.77%</b>
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### 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. Upon initial enrollment, prior to completing the HLIS, either the Assistant Principal, ESL teacher or Parent Coordinator will conduct an informal interview with both the parents and the student. All three people are qualified to administer the initial informal assessment due to their experience and/or training dealing with ELLs and parents of ELLs: Ms. Diaz, our Assistant Principal, is a former ELL Instructional Support Specialist, Ms. Coca, our Parent Coordinator was trained using the EPIC (ELL Parent Information Case). Once the interview is concluded and the HLIS form is completed, the parent is then informed of what services are available to ELLs in our school but they are also informed of the differences between the three available programs offered in the City of New York (TBE, Dual language, Freestanding ESL). Since we only offer ESL, if a parent is interested in another ELL program we direct them to the ISC and the placement office. If based on the HLIS the student is eligible for the LAB-R, we then inform the parents that the students will be administered the LAB-R and we explain the purpose of the test to the parents. If possible, all efforts are made to give the student the LAB-R the same day or within the ten day administration window.

To ensure that parents understand the options available to them, the three programmatic choices are explained to the parents during the initial enrollment and then once again during the parent informational session. Parents are informed upon registration that we only offer ESL. An overwhelming number of our ELL parents (approximately 75%) have continued opting for Free-standing ESL. Although some parents have indicated a preference for Transitional Bilingual Programs, we have not had sufficient numbers of students in any particular language group in any grade or continuous grades to open a program in our general education population. To provide further information, along with the Initial Entitlement Letter, an informational guide in the home language is sent home. All ELL letters are sent home with the students with the exception of the Parent Survey and Program Selection forms. Those two are given out to parents to fill out during the Parent Orientation meeting to ensure they are returned to the school. We make every attempt to communicate with parents in their native language. We have even purchased translation devices using Title III funds in order to facilitate communication.

The NYSESLAT is administered every spring to the students to determine continued entitlement. By printing out the RLER from ATS we are able to determine which students are eligible for NYSESLAT testing. We reconcile the RLER with the ESL teacher's roster to ensure all eligible students are tested.

2. When it is determined by the HLIS, parent and child interview that a student is eligible for LAB-R testing, the parents are informed at that time that the student will be administered the LAB-R to determine ELL eligibility. At that time the parents are informed of the three program choices available to them in the City of New York. The parents are orally presented, in their native language, a description of each program.

Once a student is administered the LAB-R and it is determined that he/she is an ELL, the entitlement letter along with the ELL brochure is sent home to the parents in their native language. Along with the letter and brochure, the parents are informed in writing of the Parent Orientation meeting.

At the Parent Orientation meeting the parents are once again given an explanation of each program available in NYC and are shown the DOE video which provides even further clarity.

3. Entitlement letters are distributed to each eligible student along with the DOE brochure which serves as a guide for parents of ELLs.

The students are then expected to take the letter home and give it to his/her parent. A copy of the letter is kept in school and, if necessary, is re-distributed at the Parent-teacher conference.

Parent Surveys and Program Selection Forms are given to the parents at the Parent Orientation meeting and are collected after the parents view the orientation video, discussion and question and answer portion of the orientation.

4. At PS/MS 37 we provide a Free-Standing ESL program for our general education ELL students and two (2) Bilingual Special Education classes, for those students whose IEPs have Bilingual indicators. Since we only provide a Free-Standing ESL program, students are placed in their appropriate general education classes and are serviced by the ESL teacher.

Parents are informed upon registration and then reminded in the entitlement letter and Parent orientation meeting that we only provide ESL. If the parents are interested in a TBE or Dual Language program they are either referred to a school in the area which provides these programs or they are referred to the ISC for placement in the program of their choice.

All communication, either oral or in writing, is conducted in the parents' native language.

5. An overwhelming number of our ELL parents (approximately 75%) have continued opting for Free-standing ESL. Although some parents have indicated a preference for Transitional Bilingual Programs, we have not had sufficient numbers of students in any particular language group in any grade or continuous grades to open a program in our general education population.

6. Due to our numbers and the fact that we do not have a significant amount of students, who are identified as ELL, in any particular language group in any grade or continuous grades to open a Transitional Bilingual Program, we have had to make due with a Free-Standing ESL program. We also do not have the numbers to create TBE bridge classes.

Having an ESL program has been in alignment with the majority of the parents' request. Very few of our parents opt for either a Bilingual Program or a Dual Language Program. Hence, since we have not had an overwhelming amount of parents opting for the other two programs, we have made no plans to create either a general education TBE class or create a Dual Language program.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0

<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	77	Newcomers (ELLs receiving service 0-3 years)	54	Special Education	23
SIFE	4	ELLs receiving service 4-6 years	18	Long-Term (completed 6 years)	5

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										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	54		9	18		12	5		3	77
<b>Total</b>	<b>54</b>	<b>0</b>	<b>9</b>	<b>18</b>	<b>0</b>	<b>12</b>	<b>5</b>	<b>0</b>	<b>3</b>	<b>77</b>

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

**C. Home Language Breakdown and ELL Programs**

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														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
<b>TOTAL</b>	<b>0</b>													

Dual Language (ELLs/EPs) K-8														
Number of ELLs by Grade in Each Language Group														

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

<b>Dual Language (ELLs/EPs) 9-12</b>										
<b>Number of ELLs by Grade in Each Language Group</b>										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

<b>This Section for Dual Language Programs Only</b>	
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):

<b>Freestanding English as a Second Language</b>														
<b>Number of ELLs by Grade in Each Language Group</b>														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	5	8	4	8	8	11	7	12	12					75
Chinese														0
Russian														0
Bengali														0
Urdu		1												1
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian									1					1

## 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
Other														0
<b>TOTAL</b>	<b>5</b>	<b>9</b>	<b>4</b>	<b>8</b>	<b>8</b>	<b>11</b>	<b>7</b>	<b>12</b>	<b>13</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>77</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you 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.

1a. At PS/MS 37 we provide a Free-Standing ESL program for our general education ELL students and two (2) Bilingual Special Education classes, for those students whose IEPs have Bilingual indicators.

Our Free-Standing ESL program services approximately 54 general education students spanning grades K-8. Our ELLs who are serviced through Bilingual Education are Special Education students, who are mandated Bilingual Education through their IEPs; approximately 23 students are serviced through this model.

We offer English as a Second Language (ESL) using a pull-out model. Students are placed in groups based on their scores in the combined language modalities of Reading and Writing on the NYSESLAT. Although we do put advanced students and proficient students in with the newcomers group to be language models to those students. To ensure these students are appropriately serviced we offer ESL services in the form of a pull-out model for grades K – 5 in which the ESL teacher provides instruction to a small group of about ten (10) students using content-based thematic ESL instruction focusing on both content and language objectives. The purpose is to ensure that in lieu of learning language in isolation, the students learn language and the use of language in context. This can only occur through experiential use of language in authentic settings and through social studies, science, mathematics and literacy. Students are provided with instruction that focuses on the use of all four language modalities (Listening, Speak, Reading and Writing) and they are grouped by focusing on their performance on the NYSESLAT, with specific attention being paid to the students' individual raw scores in each modality. Differentiation occurs through the use of scaffolding techniques, realia, questioning techniques & Accountable talk with a focus on working within students Zone of Proximal Development, as outlined in the works of Vygotsky, Van Lier and Walqui.

In grades 6 – 8, we provide ESL services in the form of both a push-in and pull-out model. In order to ensure academic success for our middle school students, the ESL teacher participates in grade and curriculum planning meetings. To ensure that the students are still participating in the classroom instruction while their specific needs are met, the ESL teacher works alongside the classroom teacher in planning, incorporating ESL strategies and implementing differentiation techniques into the lesson. All students in the classroom benefit from having two-teachers in the classroom and by providing individualized support and attention our ESL students benefit too. High expectations

are set for students at all levels of language development and clear criteria are met. The push-in model was also chosen to alleviate the social awkwardness many middle school students feel when singled out for additional/supplemental services. The pull-out model is used for those advanced and proficient students who can serve as language models and peer teachers to our K- 5 students.

Following the CR-PART 154 mandates for language instruction, our transitional bilingual special education program, which services approximately 24 students, ensures that students receive the appropriate amount of native language instruction (which in our two classes is Spanish) and target language instruction. The two bilingual special education classes are bridge classes servicing 6th, 7th and 8th graders. Due to both instructional and language needs, many of our students in this program fall in the beginning proficiency level, as determined by the NYSESLAT, with only a few in the intermediate range; therefore, we begin the year by following a 60/40 model in which content area instruction such as mathematics, social studies, science and literacy is done primarily in the native language with an additional literacy block which focuses on English as a Second Language. As the teachers, through informal and formal assessments, see an increase in students English language skills and comprehension, English is gradually introduced into content area instruction. ESL instruction re-visits those concepts and ideas learned during the native language literacy instruction to reinforce the transfer of skills. Instruction is IEP driven and provided by licensed Bilingual Special Education teachers who are assisted by appropriately licensed Para-professionals.

To support and supplement instruction provided to students during ESL instruction, whether through the Free-Standing Model or the Transitional Bilingual Model, all teachers are provided with an ESL Library/Media Center in their classrooms for use during independent study and/or independent reading. These areas include audiocassettes and CDs, phonics games, puzzles and flashcards, bilingual and picture dictionaries, trade books, periodical and newspaper activities and computers with internet capabilities. Our licensed computer technology teachers, as well as the ESL teacher, suggest websites for interactive listening, speaking, reading and writing activities.

1b. Our ESL students are divided into seven (7) groups (groups A – G) with 5- 10 students in each group. Group A is comprised of five Kindergartens and two 1st graders who are all early education beginner group which needs assistance developing language. A proficient level student will be assisting in this class as a language model and to create a sense of community. The materials being used for this group are the “Alphachants” Kit, Avenues Series, Scholastic’s Alpha Tales and Word Families Tales and Benchmark’s Shared Connections Kit. Group B is a heterogeneous leveled group of 1st and 2nd graders. This group is also an early education beginner group with two newcomers. These students need communication and emergent literacy skills. This group will be using the same materials as Group A in addition to Lakeshore Learning Kits and letter and word manipulatives. Group C comprises of early education students who are advanced and have developed emergent literacy skills and communication. The materials used for Group C are Scholastic’s Alpha Tales and Word Families Tales, Rosen Graphic Novels which are high interest low level sets, 2nd grade sets of Rigby Readers, Benchmark’s Shared Connections Kit and Word Scapes which are content and country themed. Group D is a mixed group of 3rd, 4th and 5th graders who are all newcomers who need communication and emergent literacy skills. With that group the teacher uses the Newcomers Series, On Location – new to English and level 1, English at Your Command, the Rourke ESL Kit, Bilingual readers, Benchmark’s Shared Connections Kit, Benchmark Fluency Kit, Rigby readers and the “Boyz Rule/Girlz Rock” shared reading stories. Group E comprises of 3rd, 4th, and 5th graders who are advanced students who have been in the system for at least three-five years. They are grouped for vocabulary development and content language; therefore, they use Benchmark and Teacher Created Materials – Reader’s Theatre, Word Scapes which are content and country themed and grade appropriate, Rosen Graphic Novels which are high interest and high leveled, World and U.S. atlases, and the On Location Series Level 2. With that group the teacher uses the Newcomers Series, On Location – new to English and level 1, English at Your Command, the Rourke ESL Kit, Bilingual readers, Benchmark’s Shared Connections Kit, Benchmark Fluency Kit, Rigby readers and the “Boyz Rule/Girlz Rock” shared reading stories. The arrangement in Group F is 6th, 7th and 8th grade students who scored at the Beginning level on the NYSESLAT. Finally, Group G has 6th, 7th, and 8th grade students who are Advanced level students. These students are ready for higher-order thinking skills.

2. In the two Bilingual Special Education classes, to ensure that students are receiving the required ESL instructional time, students are given ESL through the content area with Native Language support. Support is provided to the Special Needs students by Educational Paraprofessionals who are in the classes. Whereas in the ESL pull-out programs our two Advanced groups are seen three times a week and the other groups which comprise of Beginning and Intermediate students are seen four times a week. Each period lasts 50 minutes.

Students’ varying needs are met not only by the ESL teacher but also by the classroom teachers. All of our classroom teachers have been given training in differentiation of instruction and they are currently receiving training in differentiated planning for both high level and low level students. To assist newcomers in Mathematics, for example, all efforts are made to get materials in the students’ Native language (Spanish). Newcomers are also placed into the Extended Day morning program to enhance target language instruction and in the After-school program for ELA test prep. Many of our long-term ELLs also receive either Resource Room or other AIS services besides ESL to assist them in their language development. All intervention services are provided in English.

Transitional students are placed in ESL classes with lower-level students to work as language models for the other students. They work

almost as “student teachers.” In addition, these students are pulled-out once a week by the ESL teacher for explicit advanced level ESL classes in the form of shared reading groups and literature circles to enhance Reading and Writing skills.

3. For those students receiving ESL through the pull-out model, they are in a general education monolingual class throughout the day; therefore, all content area instruction is provided in English with differentiation by the general education teacher. Whenever possible, students are provided content area materials in the native language to assist them. ELL students are also given a peer tutor who speaks their native language to assist them during content area instruction – this is especially true in 6-8 grades. The general education content area teachers are provided with supplemental materials from the ESL teacher to assist them in teaching the ELLs in their class.

There are two Special Education Transitional Bilingual Education classes. In Ms. Robles’ class, the students are mostly long-term ELLs who because of their classifications are unable to pass the NYSESLAT. These students are all at the Beginning Level according to the NYSESLAT but are more proficient in English than in Spanish. For these students, Social Studies is given in Spanish (NL) and they are given NLA instruction everyday for 50 minutes. With the exception of Friday, they receive double periods of ESL and on Fridays only receive one period. Music and Technology are both given by Cluster teachers in English. Math and Science are given in English with Native Language support when and if necessary.

In the second Special Education TBE class, Ms. Rios, the students in the class are classified MR and because of their disability are unable to progress in the NYSESLAT. These students are also at the Beginning level but different from the other class, this class functions solely in Spanish and it has been very difficult getting them to move along the spectrum and transition. With the exception of Music, Technology, Adapted Physical Education, Gym and ESL, all content area instruction is done in Spanish.

4a. There have been very few, if any, SIFE students registering at PS/MS 37. For those few student, primarily in the middle school, who do arrive, they go through the same placement and identification process (HLIS, individual interview, LAB-R testing) and then age appropriately placed in the grade in either the ESL or TBE program, contingent upon parent preference and in the case of Special Education – IEP recommendation. In order to ensure the success of SIFE students and enable them an opportunity to “catch-up” with their grade cohort we provide the following:

- Non-fiction, high-interest, low-level books specifically designed for SIFE and Newcomer students in each classroom
- Academic Intervention Services
- Extended Day ESL classes
- Portfolios to assess growth and language development

4b. From our 77 ELLs, 54 are considered newcomers with less than three years. We have also had an influx of students who are completely new to the country. The newcomers in grades K-2 along with ESL, they also receive Reading Recovery with a Reading Specialist and the others receive AIS to assist them in their transition. Students who are test eligible for the ELA besides being invited to the school’s test prep program, Project Achieve, they also receive additional testing preparation from a teacher who we bring in especially for them. They receive training ranging from how to complete and bubble in the test grid to how to navigate the intricacies of the exam.

4c. Most of our ELLs who fall within the 4 to 6 years category are scoring within the Intermediate and Advanced levels of the NYSESLAT. These are the students who are used as language models for the beginning students and peer tutors. These students are also the focus group for the weekday Title III program that way they can attend the Saturday ELA test prep academy, Project Achieve. Many of these students receive AIS along with ESL. AIS is provided either for ELA or Mathematics depending on the student’s area of need.

4d. We only have 5 Long-term ELLs. Of the 5, one is a general education student with an IEP for Related Services and the other four are Special Education students. We service these students according to their special needs. There are mitigating circumstances which affect why they have not tested out of ESL. In their special case it is not a language problem but a learning problem. These children’s needs are met by their Special Education teacher or Resource Room teacher along with the ESL teacher.

4e. The ELLs who are identified as having special needs are mandated Bilingual services per their IEPs. These students are serviced as mandated by their IEPs.

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

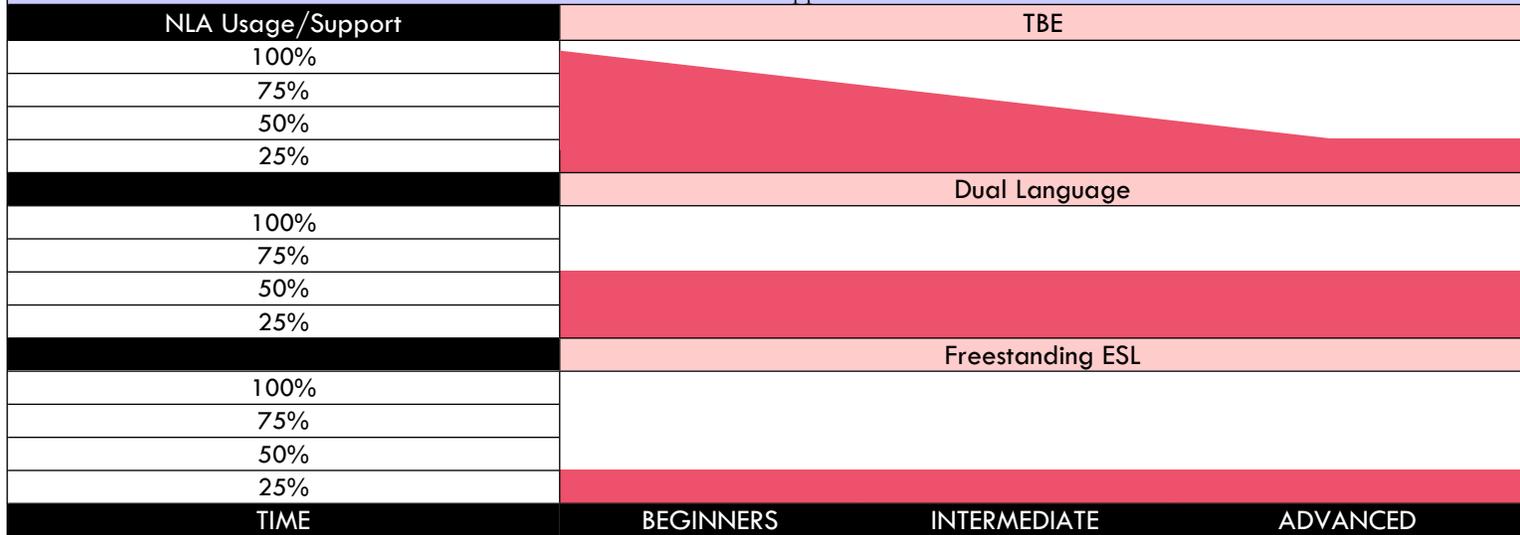
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native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

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

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

**Native Language Arts and Native Language Support**

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



## 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. Currently in AIS our providers are using RTI and Wilsons to provide intervention for our ELLs. These programs are offered in English and are primarily for our at-risk ELLs. Our AIS math provider uses a technology based program to assist our students. Our ELA AIS provider for the middle school is also a Bilingual certified teacher so she is able to provide the students with some Native language support.

The ELLs in K-2 are placed in reading Recovery with a Reading Specialist and she provides assistance with phonemic awareness, blending, letter sounds, etc.

6. In order to provide transitional support, we incorporate those proficient students with Beginning student groups to serve as language models and peer tutors. We also have a teacher who works with them twice a week to provide them with language support in ELA.

7. Currently we have considered no new programs or improvements for the 2010 – 2011 school year since we seem to be having success with our current ESL program, Title III program and intervention services.

8. We have no plans to discontinue any ELL program

9. ELL students are invited to participate in all academic programs offered at PS/MS 37. ELLs are invited to Extended mornings, Project Achieve, the ELA and Math test prep academy. They are also invited to Project Excite, an extracurricular program which affords the students with classes in art, cooking, crocheting and other activities. This year we are offering in conjunction with the Marble Hill Project for Arts an after school program for middle school students which provides homework assistance, Math and ELA instruction along with extracurricular activities. Most of the participants in this program are ELL students or Former ELLs.

10. Our ESL students are divided into seven (7) groups (groups A – G) with 5- 10 students in each group. Group A is comprised of five Kindergartens and two 1st graders who are all early education beginner group which needs assistance developing language. A proficient level student will be assisting in this class as a language model and to create a sense of community. The materials being used for this group are the "Alphachants" Kit, Avenues Series, Scholastic's Alpha Tales and Word Families Tales and Benchmark's Shared Connections Kit. Group B is a heterogeneous leveled group of 1st and 2nd graders. This group is also an early education beginner group with two newcomers. These students need communication and emergent literacy skills. This group will be using the same materials as Group A in addition to Lakeshore Learning Kits and letter and word manipulatives. Group C comprises of early education students who are advanced and have developed emergent literacy skills and communication. The materials used for Group C are Scholastic's Alpha Tales and Word Families Tales, Rosen Graphic Novels which are high interest low level sets, 2nd grade sets of Rigby Readers, Benchmark's Shared Connections Kit and Word Scapes which are content and country themed. Group D is a mixed group of 3rd, 4th and 5th graders who are all newcomers who need communication and emergent literacy skills. With that group the teacher uses the Newcomers Series, On Location – new to English and level 1, English at Your Command, the Rourke ESL Kit, Bilingual readers, Benchmark's Shared Connections Kit, Benchmark Fluency Kit, Rigby readers and the "Boyz Rule/Girlz Rock" shared reading stories. Group E comprises of 3rd, 4th, and 5th graders who are advanced students who have been in the system for at least three-five years. They are grouped for vocabulary development and content language; therefore, they use Benchmark and Teacher Created Materials – Reader's Theatre, Word Scapes which are content and country themed and grade appropriate, Rosen Graphic Novels which are high interest and high leveled, World and U.S. atlases, and the On Location Series Level 2. With that group the teacher uses the Newcomers Series, On Location – new to English and level 1, English at Your Command, the Rourke ESL Kit, Bilingual readers, Benchmark's Shared Connections Kit, Benchmark Fluency Kit, Rigby readers and the "Boyz

Rule/Girlz Rock” shared reading stories. The arrangement in Group F is 6th, 7th and 8th grade students who scored at the Beginning level on the NYSESLAT. Finally, Group G has 6th, 7th, and 8th grade students who are Advanced level students. These students are ready for higher-order thinking skills.

11. In the TBE Special Education Program, native language support is provided by the Bilingual Special education Teacher along with the classroom paraprofessionals. The support is given through the use of native language dictionaries, translated materials for content instruction, native language library and other resource materials.

12. All required service support and resources correspond to ELLs’ ages and grade levels.

13. Since newly enrolled ELL students are identified in the Fall upon registration, once they are identified, the ESL teacher provides the students with a tour of the school. They are introduced to Ms. Diaz, the Assistant Principal in charge of ELL instruction, the nurse and other important personnel.

14. Since we are a K-8 school, there are no language electives offered but the students do receive Music and Technology.

### 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)?

Paste response to questions 1-5 here

### 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. It is our desire to provide rigorous, quality instruction to all students which provide high-challenge and high-support. To reach this objective we will continue to support all of our teachers in their growth as pedagogues by providing them with professional development which focuses on planning for differentiation, using data for instruction, planning for effort and shared reading groups.

Planning is key to good instruction. Teachers are also using ARIS to look at the data so that they are aware of all the data available to the students and can see how their ELLs are performing in comparison to their English proficient students and to see the varying degrees of need in the classroom. Looking at this data also gives them an idea of the linguistic and academic needs of the students.

The ESL teacher, the two Bilingual Special Education teachers and the Assistant Principal for ELLs will continue working with the book *Strategies That Work* by Harvey and Goudvis that was purchased last year with Title III funds.

2. Since we are a K-8 school transition from elementary to middle school tends to be very smooth for our ELL students. The same ESL teacher services both elementary and middle school students and they still have the assistance of the Assistant Principal. We are also a small school; therefore, the students move up with each other and have the same set of friends for nine years if they are with us since Kindergarten.

3. Teachers receive professional development and guidance, as it pertains to ELLs, from both the Assistant Principal and ESL teacher. This year for new teachers, ESL training will be provided during morning study sessions on Thursdays from 8:03- 8:40 as per the new SBO. They will be provided a description of who are ELLs and how do we identify them. They will also be informed of programmatic choices and the differences between them. Primary focus will be on different instructional strategies for ELLs.

## 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?

Parent involvement in its best can be described as an equal partnership between parents, teachers, administration, Intervention Specialists and the school parent coordinator working together with the necessary resources and preparation towards the common goal that is to expand student school achievement.

PS/MS 37 offers meeting opportunities for parents from Monday to Friday and on weekends in the morning or later in the day in order to contact and serve parents with various personal schedules. For our parents with limited English, translation is available at parent meetings and translated materials are offered to our parents to ensure the most effective communication. Parents are asked to participate in committees such as the Parent and Teacher Association, School Leadership Team and Learning Leaders volunteer program to make suggestions on how to better improve our school to assist in the decisions affecting the education of their children.

Parents are encouraged to make suggestions on how to better improve our school and upon need; to take advantage of a wide variety of organizations within walking distance and in other nearby communities such as:

- Fordham-Tremont Community Health Center (2021 Grand Concourse) upon the need of mental health services
- ECHO Free Clinic Walton Family Health Center (1894 Walton Avenue) helps with health insurance filing
- Literacy Assistance Center provides in school workshops and GED /Free ESL programs on site (1666 Bathgate Avenue)
- Catholic Charities (1011 1st Ave) for mental health and immigration issues
- New York City Public Libraries (310 East Kingsbridge Road) provide Literacy workshops, ESL classes, Family story hours
- PS 9 The Bronx Welcome Center (Ryer Avenue) provides ESL and Civic classes for adults
- New York City Housing Authority offers safety workshops and trainings
- Alianza Dominicana (1257 Ogden Ave) offers ESL, Civics, and computer training
- Fresh Air Fund provides summer camp opportunities for children
- Coalition for the Homeless provides housing and food for displaced families
- New York Presbyterian Hospital provides in school workshops on how to avoid, treat and prevent illness
- Literacy Link Parent as Reading Partners program provides in school workshops and promotes literacy and volunteerism
- Workforce 1 (East 149th Street) offers job preparation, interviewing advice, resume help, GED, ESL classes and help with job search
- Bronx Zoo (2300 Southern Boulevard) sponsors family partnership programs
- Parent to Parent (2280 Wallace Ave) orients parents and matches them with children with similar disabilities and health issues in order to provide additional emotional and physical support
- New York City Fire Department (Bailey Avenue) offers in school workshops for children and adults on fire prevention and safety
- Archdiocese of New York (Marble Hill) offers half and full day Head Start programs
- Catholic Charities (690 Mace Ave) provides a variety of services including legal alien and undocumented alien advice
- PATH Program Emergency Assistance Unit Family Shelter for displaced families (Powers Avenue) provides assistance locating homeless families
- Jewish Board of Family and Children's (750 Astor Avenue) Services mental health services and psychological evaluations and assessments
- 92nd Street Y Parenting Center provides workshops for parents in need of parenting classes
- Fatherhood Initiative Program (East 169th Street) provides workshops for parents in need of parenting classes
- Mount Sinai's sexual assault and Violence program (SAVI - Seeking Safety Treatment Group) 12 week program for female survivors of sexual abuse
- Dial a Teacher
- Advocates for children to help parents better understand special education evaluations, standards, options for students in need of medical accommodations, legal rights of immigrants
- Children's Aid Society for legal advocacy
- Citizens Advice Bureau has school programs and parent educational resources
- NYC Free Clinic free medical services to uninsured adults 18 yrs old and over
- Montefiore & Mosholu afterschool programs picks up here at PS 37 and takes students to PS 7 and provides homework help in a safe environment
- YAI provides parents with counseling and services for special needs children

- New York Immigration Hotline for questions regarding immigration
- Department of Health provides in school workshops and to find answers to improve their children's academic achievement, such as literacy training, and using technology

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	5	3	2	1	3	4	4	3	6					31
Intermediate(I)	0	5	1	4	1	2	1	2	3					19
Advanced (A)	0	1	1	3	3	2	3	7	2					22
Total	5	9	4	8	7	8	8	12	11	0	0	0	0	72

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2	2	1	0	5
4	4	3	0	0	7
5	1	0	0	0	1
6	4	3	0	0	7
7	2	2	0	0	4
8	6	1	0	0	7
NYSAA Bilingual Spe Ed	0	0	1	12	13

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	3	0	2	1	0	0	0	0	6
4	2	0	4	0	1	0	0	0	7
5	2	1	1	0	1	0	0	0	5
6	1	1	4	1	1	0	1	0	9
7									0
8	3	0	1	1	1	0	0	0	6
NYSAA Bilingual Spe Ed	1	0	1	0	2	0	9	0	13

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1	0	1	0	4	0	1	0	7
8	3	0	0	0	3	0	0		6
NYSAA Bilingual Spe Ed	3	0	0	0	3	0	1	0	7

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	2	0	0	0	0	1	0	0	3
8	2	1	2	0	1	0	1	0	7
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	2	0	2

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				

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

1. For the early grades we use the ECLAS-2 and for the middle grades we use the DRA to determine literacy skills for all students including ELLs. We are currently in the process of completing both assessments but so far early data shows that in the early grades many of our students lack early communication skills whereas in the middle grades they are at emergent literacy skills. These assessments allow us to properly group the students for literacy and they also inform us of which students may be in need of Reading Recovery, for the early grades, and AIS for the middle grades. Based on these assessments we also place the students in the mandated extended morning program.

2. We had an influx of newcomers between the 2009-2010 academic school year and this new school year. Many of these students are recent arrivals to this country. The students who are new arrivals, regardless of grade, with the exception of about 5 students, all scored at

3. Based on the patterns shown through the NYSESLAT modalities, students are placed in their perspective ESL groups, classroom teachers are also informed of the students' proficiency levels and instructional decisions for small group instruction, shared reading and guided reading are made.

4. All tests are taken in English but in mathematics some students are using the Spanish version as a side by side translation to assist them and only four students opted to take the Spanish version of the math test. Students are faring better in mathematics than on the ELA or NYSESLAT tests. This year most of our ELLs scored a level one or two on the ELA with one third grade student scoring a level three. In Mathematics the scores were more dispersed but we had one student score a level four and many scored either a level one or two. In Science we had seven students score a level three and one scored a level four. In Social Studies, two students opted for the Spanish version of the test and one student scored a level one and the other a level three but from the students who took the test in English one scored a level four. Many of our Special Education TBE students are NYSAA eligible and for the most part they scored level four in all content area tests. It can be determined that due to the differentiation of instruction and other classroom assistance provided to our ELLs in the content area they are faring well in the English language assessments. Our school does not administer the ELL Periodic Assessments.

5. Not Applicable

6. The success of our ESL program is determined by the number of students who test out at the end of the year along with the performance of our Former ELLs. We have steadily shown growth in the number of students who are Proficient in the NYSESLAT and for the most part our ELLs and Former ELLs score a level two on the ELA and a level three in mathematics.

### 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)
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	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. X037 - Multiple Intelligence School					
<b>District:</b>	10	<b>DBN:</b>	10X037	<b>School</b>		321000010037

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	0		91.7	92.1	90.8
Kindergarten	45	60	49				
Grade 1	48	51	67	<b>Student Stability - % of Enrollment:</b>			
Grade 2	67	51	50	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	78	77	81		93.9	92.0	93.1
Grade 4	61	74	85				
Grade 5	55	66	80	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	53	55	62	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	67	58	48		68.9	86.3	89.2
Grade 8	71	66	56				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		9	20	33
Grade 12	0	0	0				
Ungraded	33	28	23	<b>Recent Immigrants - Total Number:</b>			
Total	578	586	601	(As of October 31)	2007-08	2008-09	2009-10
					10	11	9

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	76	74	69	Principal Suspensions	4	15	20
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	5	3	7
Number all others	61	56	70				

*These students are included in the enrollment information above.*

<b>Special High School Programs - Total Number:</b>			
(As of October 31)	2007-08	2008-09	2009-10
CTE Program Participants	N/A	0	0
Early College HS Program Participants	0	0	0

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	21	16	TBD	Number of Teachers	45	45	44
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	19	19	8
# receiving ESL services only	51	55	TBD				
# ELLs with IEPs	13	39	TBD	Number of Educational Paraprofessionals	5	5	17

*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	17	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	73.3	75.6	95.5
				% more than 5 years teaching anywhere	64.4	60.0	75.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	84.0	82.0	93.2
American Indian or Alaska Native	0.3	0.0	0.2	% core classes taught by "highly qualified" teachers	97.2	100.0	97.9
Black or African American	20.6	21.0	20.6				
Hispanic or Latino	71.8	74.6	76.0				
Asian or Native Hawaiian/Other Pacific	3.8	1.5	1.0				
White	2.9	2.0	2.2				
<b>Male</b>	53.8	55.8	53.2				
<b>Female</b>	46.2	44.2	46.8				

#### 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

<b>SURR School (Yes/No)</b>		If yes,					
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#### 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:

Elementary/Middle Level		Secondary Level	
ELA:	v	ELA:	
Math:	v	Math:	
Science:	v	Graduation Rate:	

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

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

American Indian or Alaska Native							
Black or African American	v	v	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial	-	-	-				
Students with Disabilities	v	v					
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
<b>Student groups making</b>	<b>6</b>	<b>6</b>	<b>1</b>				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	B	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	43.3	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	5.4	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	8.1	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	28						
<i>(Comprises 60% of the</i>							
Additional Credit:	1.8						

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
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](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

**School DBN: 10x037**

*All Title I SWP 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:	450,180	294,900	745,080
2. Enter the anticipated 1% set-aside for Parent Involvement:	4,501	2,949	7,450
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	22,509	*	
4. Enter the anticipated 10% set-aside for Professional Development:	45,018	*	

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**.

### **PS/MS 37 Parental Involvement Policy**

#### **Title I**

*In support of strengthening student academic achievement, the Multiple Intelligences School receives Title I, Part A funds. Title I is a federally funded program designed to improve educational opportunities by providing aid to elementary and secondary education. The intent of Title I is to expand learning opportunities while supplementing basic skills instruction in reading and math. This program serves students who have need of improving their reading and/or math skills.*

The goals of the Title I program are to:

- Develop positive attitudes towards reading/language arts and math
- Individualize reading/language arts and math instruction according to student needs
- Increase reading/language arts and math achievement
- Increase student self-esteem
- Involve children with parent(s) in reading/language arts and math activities at school and at home

## STATEMENT OF PURPOSE

The Multiple Intelligences School is committed to the goal of providing quality education for every student within the district and recognizes that some students may need the extra assistance available through the Title I Program. It also recognizes the extremely important role a parent plays in the educational success of a student. As such, this School Parent Involvement Policy has been established to promote parental involvement within the school.

## TYPES OF PARENTAL INVOLVEMENT

Parents can become involved with their child's education in many ways. The Multiple Intelligences School values the at-home contributions of families, and those that take place at school. Reading to students at home, helping with homework, and discussing the day's activities over the dinner table are as important as volunteering at school. We believe that educating children is a team effort, so the school will work to assist parents in understanding the academic standards and assessments, help parents work with their child(ren) to raise achievement, and plan activities throughout the year for families.

## TITLE I PARENT INVOLVEMENT GUIDELINES

The school believes that activities to increase involvement are a vital part of the Title I Program. Parents will have an opportunity to design, implement, evaluate, and suggest changes to improve the program. They will be provided with a description of current curriculum used at the school, the Content Standards adopted by the New York Department of Education, an explanation of what assessment will be used to measure student progress and what goals and expectations have been set in relation to those assessments. Other major components of the Title I Program include parental notification, parental in-service, student program reports, parent-teacher conferences, parent visitation, parent advisory committees, meetings, in-service for teachers, announcements, and policy dissemination.

***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.

## **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.

**Student Performance Trends**

- Our Students targeted by our Data Inquiry Team are making significant progress based on the specific targeted instruction we have given them.
- We are a school in good standing according to New York state

**Our Greatest Accomplishments**

- The work of our Academic Intervention Team
- The work of our school becoming a Professional Learning Community
- The work of our Data Inquiry Team
- Our focused Professional Development Plan including
  1. Using data to make instructional decisions
  2. Using data to differentiate instruction
  3. Building a professional learning community
  4. Creating SMART goals to move students forward
  5. Implementing our Response to Intervention Program
  6. Introducing the Common Core Standards

<b>Aids to the school’s continuous improvement</b>	<b>Barriers to the school’s continuous improvement</b>
Moving extended day to the morning	Lack of parental involvement

Our after school and Saturday programs	Lack of updated technology
The work of our Aussie consultant, our mentor, and our coaches to help teachers enhance their practice	Student Mobility Having to take students not zoned to our school

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.

Annual Goal	Short Description
<p>1. Increase parental involvement by 15% to provide them with the next steps they need to help their children improve this school year.</p>	<p>Continue to increase parental communication</p> <p>Continue to increase the home school partnership</p>
<p>1. By June 2011 Technology intergration will increase in our school by 25% providing teachers and students with access to desktops, laptops, and smart boards to enhance their learning,as measured by lesson plans, unit of study culminating activities that integrate technology.</p>	<p>Increase the number of laptops for student use</p> <p>Increase the use of smart boards in the classrooms</p>
<p>To increase overall attendance to 93% school wide and decrease school lateness by 10% for the entire school this year.</p>	<p>Increase attendance outreach</p>

	Increase parent involvement in decreasing student tardiness
To improve writing instruction in our school whereby 90% of all ELA teachers will work with our Literacy coach, and or our outside consultants to assess and improve the way they teach writing.	Teachers will work on writing curriculum  Teachers will work on improving writing instruction
To improve the implementation of Guided Reading in grades 3-8 so at least 75% of our students will increase by 2 Fontas and Pinnell instructional levels	Improve Guided Reading school wide

<p><b>Annual Goal</b></p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>1. <b>Increase parental involvement by 15% to provide them with the next steps they need to help their children improve this school year.</b></p>	
<p><b>Action Plan</b></p> <p><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<table border="1"> <tr> <td> <ul style="list-style-type: none"> <li>- <b>Parent orientation</b></li> <li>- <b>Curriculum Nights</b></li> <li>- <b>Expand open school week</b></li> <li>- <b>Parent newsletter</b></li> </ul> </td> </tr> </table>	<ul style="list-style-type: none"> <li>- <b>Parent orientation</b></li> <li>- <b>Curriculum Nights</b></li> <li>- <b>Expand open school week</b></li> <li>- <b>Parent newsletter</b></li> </ul>
<ul style="list-style-type: none"> <li>- <b>Parent orientation</b></li> <li>- <b>Curriculum Nights</b></li> <li>- <b>Expand open school week</b></li> <li>- <b>Parent newsletter</b></li> </ul>		

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b></p> <p><i>Include 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"> <li>- <b>Title III funds for parent workshop</b></li> <li>- <b>Title I PA funds for parent enrichment</b></li> <li>- <b>Title I funds for parent programs</b></li> </ul>

<b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<ul style="list-style-type: none"> <li>- Review sign in sheets and visitor’s log monthly</li> <li>- <b>Collect PTC data sheets</b></li> <li>- <b>Parent workshop agendas and sign in sheets</b></li> </ul>
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**Subject Area**

**(where relevant) :**

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<b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<ol style="list-style-type: none"> <li>1. <b>By June 2011 Technology intergration will increase in our school by 25% providing teachers and students with access to desktops, laptops, and smart boards to enhance their learning,as measured by lesson plans, unit of study culminating activities that integrate technology.</b></li> </ol>
<b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<ul style="list-style-type: none"> <li>• <b>Inventory of Hardware and Software</b></li> <li>• Write grants for laptops/tablets</li> <li>• - <b>Installation of Laptop carts in the classrooms</b></li> <li>• - <b>Update library technology</b></li> <li>• <b>Provide teachers with Professional development in integrating technology in all core subjects</b></li> </ul>

	<ul style="list-style-type: none"> <li>• Middle school students in addition will get two periods a week working with smartboards and Elementary students will get sessions twice a week with cluster teacher.</li> <li>• All teacher who complete technology course work offered by TEQ Equipment will work with students in all core subject areas.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b></p> <p><i>Include 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>	<p>TI Fair Student Funding</p> <p>TL NYSTL Hardware</p> <p>TL NYSTL Software</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b></p> <p><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Use of technology evidenced in lesson plans and student work</li> <li>• Students will demonstrate interactive learning using Smartboards and other equipment.</li> </ul>

**Subject Area**

**(where relevant) :**

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<p><b>Annual Goal</b></p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>To increase overall attendance to 93% school wide and decrease school lateness by 10% for the entire school this year.</b></p>
<p><b>Action Plan</b></p> <p><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"> <li>• <b>To track attendance on a daily, weekly, monthly, quarterly, and yearly basis</b></li> <li>• <b>Our family worker and network attendance teacher will do the outreach to improve attendance and discourage tardiness</b></li> <li>• <b>To reward good and perfect attendance and give recognition to students who come to school everyday on time.</b></li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b></p> <p><i>Include 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"> <li>- <b>Use budget to reward perfect attendance and students with no lateness</b></li> <li>- <b>Perfect attendance trip</b></li> <li>- <b>Fair Student Funding</b></li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b></p> <p><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected</i></p>	<ul style="list-style-type: none"> <li>- <b>Provide monthly attendance and lateness reports / do outreach</b></li> <li>- <b>Check w/ report card quarterly data</b></li> <li>- <b>Check at end of term</b></li> </ul>

<i>gains</i>	
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**Subject Area**

**ELA**

**(where relevant) :**

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<p><b>Annual Goal</b></p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To improve writing instruction in our school whereby 90% of all ELA teachers will work with our Literacy coach, and or our outside consultants to assess and improve the way they teach writing.</p>
<p><b>Action Plan</b></p> <p><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"> <li>• Support teachers with professional development in the approaches to teaching writing including modeled, interactive, shared, guided, and independent.</li> <li>• Support teachers by providing uniform writing prompts for baseline, mid year, and end of year assessments.</li> <li>• Support and facilitate the development of writing rubrics both for assessments as well as for each genre/ unit of study</li> </ul>

	<ul style="list-style-type: none"> <li>• Coach and support teachers on analyzing writing assessment data.</li> <li>• Demonstrate how to plan next steps in writing, and plan weekly with grades 3-6 teachers to examine and develop the writing curriculum</li> <li>• Provide professional development on how to tier writing instruction based on data</li> <li>• Extra resources will be put in place to fund more days for our AUSSIE consultant this year to concentrate on this initiative.</li> <li>• Provide opportunities for teacher teams to analyze writing data to make informed instructional decisions for every student.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b></p> <p><i>Include 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>	<p>The budget will be used to hire our consultants and to provide meaningful professional development around teaching writing for our teachers. We will use our 10% Title I PD funds for this initiative</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b></p> <p><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Teacher Created Lesson Plans</li> <li>• A school wide writing curriculum</li> <li>• Units of study for writing</li> <li>• Pieces of writing scored against uniform rubrics</li> <li>• Grade Level Meeting logs</li> <li>• Consultant work logs</li> </ul>

**Subject Area**

**(where relevant) :**

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<p><b>Annual Goal</b></p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To improve the implementation of Guided Reading in grades 3-8 so at least 75% of our students will increase by 2 Fontas and Pinnell instructional levels</p>
<p><b>Action Plan</b></p> <p><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>School wide professional text read by all teachers to support theory and practice. - Professional Development by coaches, and consultants to improve instruction by modeling and debriefing. -Purchase of new books, and reorganization of available guided reading book titles. -Professional development on the difference between Guided Reading and small group instruction. -Professional Development on buliding language acquisition through Guided Reading. Professional development on Literature Circles. - Professional Development on Reading Comprehension strategies</p>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b></p> <p><i>Include 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>	<p>Title I SWP</p> <p>Fair Student Funding</p> <p>TL NYSTL Textbooks</p>

<p><b>Indicators of Interim Progress and/or Accomplishment</b></p> <p><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Teacher Created Lesson Plans</p> <p>All Instructional Level Data ( Running Records, Conferencing Notes)</p> <p>Coach Logs</p> <p>Consultant Work Logs</p>
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3. Instruction by highly qualified staff.  
See page 13

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.  
See page 13

5. Strategies to attract high-quality highly qualified teachers to high-need schools.  
see page 15

6. Strategies to increase parental involvement through means such as family literacy services.  
see page 3

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.

see page 14

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.

see page 14

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 page 14

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.

## **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” <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> 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 (✓)	Page #(s)

<sup>1</sup> **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.

<sup>2</sup> **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.

Title I, Part A (Basic)	Federal	X			378,156	X	
Title I, Part A (ARRA)	Federal	X			292,003	X	
Title II, Part A	Federal	X			300,614	X	
Title III, Part A	Federal	X			15,000	X	
Title IV	Federal			N/A	0		
IDEA	Federal			N/A	0		
Tax Levy	Local	X			2,566,329	X	