



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: PS 37 Q THE CYNTHIA JENKINS SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 29Q037

PRINCIPAL: BEVERLY MITCHELL EMAIL: BMITCHE2@SCHOOLS.NYC.GOV

SUPERINTENDENT: MR. LENON C. MURRAY

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
Beverly Mitchell	*Principal or Designee	
Nannetta Smith	*UFT Chapter Leader or Designee	
Diane Sancho	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Tamika Hogan	Member/Co-Chairperson/Parent	
Rosemarie Seabourne	Member/Parent	
Michelle Saunders	Member/Parent	
Wander Tai Rose	Member/Parent	
Ann Bristol	Member/Treasurer/Teacher	
Stephney Hinds	Member/Chair-person/Teacher	
Wendy Abraham	Member/Secretary/Teacher	

## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

## ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #1**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, the Students with Disabilities (SWDs) subgroup will demonstrate progress towards achieving state standards as measured by a 5% increase in the Students with Disabilities subgroup score on the NYS ELA assessment.

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

For the past 2 years, Students with Disabilities subgroup underperformed the other subgroups and have not achieved Adequate Yearly Progress on the NYS ELA exam. As a result, we have made progress for our Students with Disabilities a priority goal for the school year.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal .Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
- Professional Development: Special Education School Improvement Specialist (SEIS) will work with individual and groups of teachers on implementing instructional strategies to address student needs, use of Universal Design for Learning (UDL) strategies, use of student data to plan instruction and set goals, support Special Education teacher teams on instructional planning, classroom management techniques and differentiating lessons to service students. Network Literacy Achievement Coach will work with teachers on implementing a unit and task aligned to the Common Core Learning Standards with a focus on differentiating strategies to support SWDs.
- Target Population: Teachers servicing SWDs and students in the SWD subgroup
- Responsible Staff Members: Assistant Principal, Principal and Data Specialist
- Implementation Timeline: September 2011 through May 2012

**Steps for Including teachers in the decision-making process**

- Teachers will meet in grade-level teams and cross-functional teams to review data gathered from periodic and unit assessments.
- Teacher teams will work collaboratively on the use of: assessments to monitor and revise curriculum, rubrics with the language of the standards to provide specific feedback to student regarding their work, student data to plan and set goals, results of interim assessments to provide additional supports for students.
- Periodic Assessment dates: November 2011, January 2012, and March 2012.

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Principal Informational sessions with parents will focus on reading and writing strategies
- The school will host a curriculum night and create a parent resource library with user-friendly instructional materials
- Parent Coordinator will host workshops for parents regarding the NYS ELA exam including expectations and changes
- The Parent Coordinator and other staff member (e.g. teachers) will attend regularly scheduled parent meetings (PA) to share information and respond to parent questions and inquiries
- The school will create and distribute a parent handbook
- Parents are trained on how to use ARIS Parent link

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- Administrative staff regularly attends hiring fairs to identify and recruit highly qualified Special Education teachers
- The secretary will work closely with the network HR point to ensure that non-HQ meet all required documentation and assessment deadlines
- Mentors are assigned to support new teachers

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- The school is implementing a new program, Positive Behavior Intervention Systems (PBIS), a decision making framework that guides selection, integration and implementation of the best evidenced-based academic and behavioral practices for improving important academic and behavior outcomes for students.
- Students with Disabilities have opportunities to participate in an after school program sponsored by the New York Junior Tennis League
- The staff will support the school's efforts to improve attendance for SWDs.
- Reso A funds are being used for technology to ensure that students' various learning styles are addressed.

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- Professional Instructional materials to support curriculum development during the regular school day
- Teacher per session for Inquiry work

## ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #2**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, the Students with Disabilities (SWDs) subgroup will demonstrate progress towards achieving state standards as measured by a 5% increase in the Students with Disabilities subgroup score on the NYS mathematics assessment.

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Last year, Students with Disabilities subgroup underperformed the other subgroups and have not achieved Adequate Yearly Progress on the NYS math exam. As a result, we have made progress for our Students with Disabilities a priority goal for the school year.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
- Professional Development: Network Special Educational support staff will work with individual and groups of teachers on implementing instructional strategies to address student needs, use of Universal Design for Learning (UDL) strategies, use of student data to plan instruction and set goals, support Special Education teacher teams on instructional planning, classroom management techniques and differentiating lessons to service students. Network Mathematics Achievement Coach will work with teachers on implementing a unit and task aligned to the Common Core Learning Standards with a focus on differentiating strategies to support SWDs.
- Target Population: Teachers servicing SWDs and students in the SWD subgroup
- Responsible Staff Members: Assistant Principal, Principal and Data Specialist
- Implementation Timeline: September 2011 through May 2012

**Steps for Including teachers in the decision-making process**

- Teachers will meet in grade-level teams and cross-functional teams to review data gathered from periodic and unit assessments.
- Teacher teams will work collaboratively on the use of: assessments to monitor and revise curriculum, rubrics with the language of the standards to provide specific feedback to student regarding their work, student data to plan and set goals, results of interim assessments to provide additional supports for students.
- Periodic Assessment dates: November 2011, January 2012, and March 2012.

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Principal Informational sessions with parents will focus on problem solving strategies
- The school will host a curriculum night and create a parent resource library with user-friendly instructional materials
- Parent Coordinator will host workshops for parents regarding the NYS math exam including expectations and changes
- The Parent Coordinator and other staff member (e.g. teachers) will attend regularly scheduled parent meetings (PA) to share information and respond to parent questions and inquiries
- The school will create and distribute a parent handbook
- Parents are trained on how to use ARIS Parent link

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- Administrative staff regularly attends hiring fairs to identify and recruit highly qualified Special Education teachers
- The secretary will work closely with the network HR point to ensure that non-HQ meet all required documentation and assessment deadlines.
- Mentors are assigned to support new teachers

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- The school is implementing a new program, Positive Behavior Intervention Systems (PBIS), a decision making framework that guides selection, integration and implementation of the best evidenced-based academic and behavioral practices for improving important academic and behavior outcomes for students.

- Students with Disabilities have opportunities to participate in an after school program sponsored by the New York Junior Tennis League
- The staff will support the school's efforts to improve attendance for SWDs.
- Reso A funds are being used for technology to ensure that students' various learning styles are addressed.

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- Professional Instructional materials to support curriculum development during the regular school day
- Teacher per session for Inquiry work

### ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

#### **Annual Goal #3**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, the school attendance rate will increase by 2% as evidenced by the yearly attendance report.

#### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

For the past 5 years, the school's attendance rate has been far below the NYC average. We have also noticed that students with lower attendance rate have been struggling in school. Therefore, we have made attendance a top priority.

#### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - e) strategies/activities that encompass the needs of identified student subgroups,
  - f) staff and other resources used to implement these strategies/activities,
  - g) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - h) timeline for implementation.
- Creation of an Attendance Plan: An Attendance Plan was created to set up procedures to carefully monitor student attendance. The procedures include: the use of the school messenger to phone parents regarding students' absences daily, attendance taken by teachers twice a day to ensure that student attendance is accurately recorded, phone calls home by teachers following 2 days absence, teachers notify pupil personnel secretary of multiple days of absence, secretary monitors entire school attendance and sends letters to homes of chronic absentees and communicates with attendance teacher on a regular basis. Attendance teacher will visit school at least once a week and will make contact with parents or visit homes as needed. Network will monitor school attendance weekly and Principal will use this information to check the attendance rate.
- Target Population: All teachers will be involved in the monitoring process of all students.
- Responsible Staff Members: Principal, Assistant Principal, Guidance Counselor, Teachers, Parent Coordinator, Pupil Personnel Secretary and school aides
- Implementation Timeline: September 2011 through May 2012

**Steps for Including teachers in the decision-making process**

- Attendance Plan was formulated with input from teachers
- Teachers take attendance twice a day and refer information regarding chronic absentees to Parent Coordinator and Pupil Personnel Secretary.

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Meetings with parents will focus on importance of students attending school everyday
- Awards for perfect attendance will be distributed to students at PA meetings
- The school will create and distribute a parent handbook which includes the attendance procedures
- Attendance Rate Chart distributed to parents regarding the days absent connected to the percent of missing instruction as well as the impact of absences on student outcomes

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
- Administrative staff regularly attends hiring fairs to identify and recruit highly qualified Special Education teachers
- The secretary will work closely with the network HR point to ensure that non-HQ meet all required documentation and assessment deadlines
- Mentors are assigned to support new teachers

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- The school is implementing a new program, Positive Behavior Intervention Systems (PBIS), a decision making framework that guides selection, integration and implementation of the best evidenced-based academic and behavioral practices for improving important academic and behavior outcomes for students as well as the impact of regular attendance on student performance.
- All students have opportunities to participate in an after school program sponsored by the New York Junior Tennis League
- The staff will monitor attendance carefully.

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- Professional Instructional materials to support curriculum development during the regular school day
- Teacher per session for Inquiry work

**ACADEMIC INTERVENTION SERVICES (AIS)**

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

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

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>	<b>45</b>	<b>35</b>	<b>N/A</b>	<b>N/A</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>
<b>1</b>	<b>50</b>	<b>53</b>	<b>N/A</b>	<b>N/A</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>
<b>2</b>	<b>60</b>	<b>60</b>	<b>N/A</b>	<b>N/A</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>0</b>
<b>3</b>	<b>58</b>	<b>54</b>	<b>N/A</b>	<b>N/A</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>0</b>
<b>4</b>	<b>60</b>	<b>60</b>	<b>30</b>	<b>25</b>	<b>0</b>	<b>1</b>	<b>3</b>	<b>0</b>
<b>5</b>	<b>50</b>	<b>64</b>	<b>40</b>	<b>20</b>	<b>0</b>	<b>3</b>	<b>5</b>	<b>0</b>
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	
ELA	<p>Academic Intervention Tier II providers (IEP Teacher, Reading Cluster Teacher, ESL Teachers, SETTTS Teacher, and Extended Day Teachers as well as Tier I providers (Classroom Teachers) are utilizing Foundations, Wilson, Destination Reading, Insights for Reading, Essential skills for Reading Success, Rally Reading, Making Meaning Reading Program, CARS, Focus, ELA Coach, AIM Higher, Voyager, &amp; BEL</p> <p>Method of Delivery: Daily small group and one to one.</p> <p>We are incorporating Response to Intervention (RTI) strategies in the regular classroom to meet students' needs in literacy.</p> <p>Services are provided: During the school day and during Extended Day before school 2:20pm-2:58pm. Frequency: Extended Day Monday-Wednesday; Daily during school day</p>
Mathematics	<p>Academic Intervention Tier II providers (IEP Teacher, ESL Teachers, SETSS Teacher, &amp; Extended Day Teachers) as well as Tier I providers (Classroom Teachers) are utilizing Everyday Mathematics remediation component, Getting to Know Mathematics, Exploring With Mathematics, Math Coach, Essentials in Mathematics, Rally Mathematics, &amp; Buckledown Mathematics (We also incorporate manipulatives and visuals in order to help differentiate instruction to meet the needs of students.)</p> <p>Teachers are being trained in Response to Intervention in Mathematics strategies to incorporate in their Tier one intervention in the classroom. Teachers are using flexible grouping to address students' needs. They are also using their data from Acuity and interim assessments to address the needs of the learners in their class.</p>
Science	<p>The science cluster teacher has built periods in her schedule where she pulls small groups of students in 4<sup>th</sup> and 5<sup>th</sup> grade to provide Tier II services for students that are at risk. The science teacher creates station activities so that students have the opportunity to explore, work collaboratively, individually, assess themselves using rubrics, and so forth.</p> <p>Classroom teachers also work with small groups to build student understanding of science concepts. Literacy, math, and writing concepts are integrated into the science content area to give students a deeper understanding. In Extended Day teachers are working with students to provide Tier II small group intervention to remediate and support student understanding of science concepts.</p>

<p><b>Social Studies</b></p>	<p>Teachers provide Tier I intervention in the classroom using McGraw Hill and Houghton Mifflin Harcourt Social Studies materials. Built in the program are opportunities for enrichment, remediation, and reinforcement of concepts taught. Students in the 4<sup>th</sup> and fifth grade are also given opportunities for small group instruction. They are taught study skill strategies such as anticipation guides. Vocabulary development is integrated into the curriculum as well as map skills and report writing. Reading strategies are incorporated to help students in developing understanding of non-fiction text.</p>
<p><b>The Guidance Counselor</b></p>	<p>At risk services are provided to our students by our Guidance Counselor through the use of Games, Play Therapy, puppets, Character Value Education, &amp; Role Play  <b>Method of Delivery:</b> Small Group &amp; one to one individual sessions  <b>When the Service is Provided:</b> During the school day and during Extended Day before school (Monday &amp; Wednesday)</p>
<p><b>At-risk Services provided by the School Psychologist</b></p>	<p>Games, play therapy, art therapy, role play, Active Listening, puppets, visual thinking strategy, &amp; Assists in implementation and creation of Behavior Intervention Plans  <b>Method of Delivery:</b> One on One individual sessions  <b>When the service is provided:</b> : During the school day and during Extended Day before school (Monday, Tuesday, &amp; Wednesday)  <b>Frequency:</b> Daily Monday-Wednesday, &amp; Friday 30 minutes per session 3 days per week</p>
<p><b>At-risk Services provided by the Social Worker</b></p>	<p>Games, play therapy, art therapy, &amp; Puppet Therapy  <b>Method of Delivery:</b> One to One  <b>When the service is provided:</b> During the School Day Wednesday through Thursday  <b>Frequency:</b> 30 minutes 3 days per week</p>
<p><b>At-risk Health-related Services</b></p>	<p>We do not have students that fit into this criteria. Therefore, no services are being provided.</p>

## **DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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### **PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

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

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

### ***SCHOOL-PARENT COMPACT***

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

#### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

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

## RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

**School DBN:** 29Q037 **School Name:** The Cynthia Jenkins School

*Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.*

**Phase:**  Improvement Year 1     Improvement Year 2     Corrective Action Year 1     Corrective Action Year 2  
 Restructuring Year 1     Restructuring Year 2     Restructuring Advanced

**Category:**     Basic     Focused     Comprehensive

**Intervention:**     School Quality Review (SQR)     External School Curriculum Audit (ESCA)  
 Joint Intervention Team visit (JIT)     Not Required for 2011-2012

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### **Part A: For All SINI Schools (Title I and non-Title I)**

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

For 2 consecutive years, the Students with Disabilities subgroup failed to make AYP on the NYS ELA exams. We have carefully reviewed the ELA results as well as the item skills analysis in ARIS. The students in this sub-group have deficits in reading and writing skills. A focus on providing rigorous literacy instruction to all students including the Students with Disabilities is a priority.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

Our focus this year is to provide the Students with Disabilities with additional support in small groups during the regular school day, extended day and to implement a Saturday program to work with these students. Our Saturday program will have 13 three hour sessions in order to carefully address students' individual needs. Teachers who are skilled in working with Special Education students will provide grade appropriate small group and/or individualized instruction in literacy. The duration of the program will be from January 7, 2012 through April 7, 2012 servicing students in grades 3, 4 and 5 who have IEPs.

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### **Part B: For Title I SINI Schools Only**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

The funding for Professional Development will allow PS 37Q to implement and sustain differentiated instruction, the Common Core Learning Standards and data driven inquiry workshops. Teachers of Students with Disabilities will deepen content knowledge as well as increase their understanding of strategies to address the needs of Students with Disabilities. Teachers will collaborate to evaluate student progress in order to focus on building students' skills and increase students' performance. Professional development will be provided by the Assistant Principal and network personnel.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

As of this date, PS 37Q does not have any teachers that require mentoring. However, we do maintain a commitment to providing on-going professional development of our teachers by the supervisors. On-site professional development is provided on classroom management, organization, review of student work and analysis of assessments. In addition, teachers participate in inter-visitations and plan rigorous lessons and share best practices at team meetings.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

PS 37Q will notify parents about the school's identification for school improvement by utilizing the parent template provided by the NYC Department of Education. We will customize this letter to address our school's needs and services.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>Debra Maldonado</b>	District <b>29</b>	Borough <b>Queens</b>	School Number <b>37</b>
School Name <b>The Cynthia Jenkins School, PS 37</b>			

### B. Language Allocation Policy Team Composition [?](#)

Principal <b>Beverly Mitchell</b>	Assistant Principal <b>Cheryl Jones</b>
Coach <b>none</b>	Coach <b>none</b>
ESL Teacher <b>Florence Amy</b>	Guidance Counselor <b>none</b>
Teacher/Subject Area <b>Lorraine Marlow/1<sup>st</sup> grade</b>	Parent <b>none</b>
Teacher/Subject Area <b>Eloise Nixon/3<sup>rd</sup> grade</b>	Parent Coordinator <b>Joan Estick</b>
Related Service Provider <b>none</b>	Other <b>Laurie Jackson/4<sup>th</sup> grade</b>
Network Leader <b>Joe Blaize</b>	Other <b>type here</b>

### C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	<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 education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>583</b>	Total Number of ELLs	<b>13</b>	ELLs as share of total student population (%)	<b>2.23%</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. When a student is newly admitted to PS 37, at registration, the parent/guardian must fill out many forms, one of which is a Parent/Guardian Home Language Identification Survey, which indicates the language spoken at home. It is given to first time registrants to the NYC school system. The survey is administered in the preferred language of the parent and in the presence of a qualified pedagogue, the ESL teacher who is both NYS and NYC certified or, the assistant principal, if the ESL teacher is not available. The pedagogue then conducts an informal oral interview with the parent in English or in the native language of the child being admitted with the assistance of a translator (if needed) to determine the student's home/dominant language. We have several staff members whom we can use as translators, however, if there is no one in the school who speaks the native language of the student and parent, the Translation Unit is contacted.

Once the HLIS is completed and the questions are reviewed (using the ½ formula), and also by questions answered in the interview, the ESL teacher makes the determination of the dominant language used at home to determine whether or not the student is eligible to take the LAB-R test. The OTELE code (language code) is then recorded on the HLIS and the Pupil Accounting Secretary enters it in ATS. A copy of the HLIS is made and kept on file and the original form is put in the student's cumulative folder.

Within 10 days of admission, the LAB-R is administered. The LAB-R is a screening tool that determines if a student is an ELL (English Language Learner) or not. If the student scores above a certain RS level, he/she is not eligible for ESL services. If he/she scores below a certain RS scale, they are then eligible for ESL (English as a Second Language) services. If needed, the Spanish LAB is administered to Spanish dominant students by a trained bilingual pedagogue sent from another school or by the ESL teacher with the assistance of a trained bilingual educational assistant to translate answers, since the ESL teacher does not speak Spanish.

The New York State English as a Second Language Achievement Test (NYSESLAT) is the annual English language assessment used to determine if an ELL student continues to be limited English proficient based upon state designated levels. ATS reports such as the RMSR, RLER, RLAT, RADP, and Exam Histories help to assure that all eligible students are tested. Every year in the spring (April-May), the NYSESLAT test is administered to these eligible ELLs to determine ESL entitlement for the following school year. All four parts of the NYSESLAT, (Speaking, Listening, Reading and Writing), are administered during a pre-determined testing period. The test is also used to measure the student's proficiency level in English and then he or she is classified as beginning, intermediate, advanced or proficient. The proficiency level then determines the required amount of ESL and ELA instruction the student is to receive. The NYSESLAT is a state mandated test for all ELLs and they must take it until they have reached a level of proficiency in English, which will then allow them to exit a bilingual education or ESL program.

2. 3. & 4

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

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

After the video is shown, the ESL teacher, parent coordinator and translators walk the parent through every question on the parent survey to make sure they fully understand their options. Once the three programs have been explained the parents are offered the opportunity to ask questions about the three choices. Then they are then asked to fill out the Parent Survey and Program Selection forms and choose one of the programs and also rank a second and third choice. If parents indicate they want their child to attend either a Transitional Bilingual program or Dual Language program, they are given the option to transfer to a school that has the requested program. They are also informed that if we have 15 or more students speaking the same language in two contiguous grades, a bilingual class would be created for those students provided the parents had previously requested bilingual placement. They are then informed that they will be notified by formal letter of this opening for a bilingual class if that time occurs. At the end of the meeting, the parent survey and program selection forms are then signed, collected and kept on file. The original is kept in the office and a copy is placed in the child's cumulative record folder.

The ESL teacher contacts parents who do not attend the orientation sessions and another survey form is sent home in English and the native language. Logs are kept recording the dates they are sent home and returned to the school. Parents are given the opportunity to meet with the ESL teacher at individual meetings before school, during the teacher's prep, after school and during Parent –Teacher conferences. Every effort is made to ensure that a survey is returned for each child. According to the CR Part 154, if the parent doesn't return the form or make a decision, the default program for ELLs is Transitional Bilingual Education. However, due to our low ELL population, we do not have a bilingual program at PS 37, so, the parent is informed that their child will be placed in our ESL program by default instead.

Continued entitlement letters are sent home to the parents of our ELLs informing them if their child is eligible again for ESL services at the beginning of the year. Non-entitlement letters are distributed if their child has tested out. Parents of newly identified ELLs are given placement letters also. All letters are sent home in their native language (if available) and in English as well. Students must return them signed by their parents to ensure that the parents read them. The ESL teacher keeps the letters logged in a folder when they are returned and kept on file.

5. & 6.

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

## A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
<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>	1	1	1	1	1	1								6
<b>Total</b>	1	1	1	1	1	1	0	0	0	0	0	0	0	6

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	13	Newcomers (ELLs receiving service 0-3 years)	6	Special Education	5
SIFE	0	ELLs receiving service 4-6 years	2	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	11	0	2	2		2	0	0	0	13
<b>Total</b>	<b>11</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>13</b>

Number of ELLs in a TBE program who are in alternate placement: 1

### C. Home Language Breakdown and ELL Programs

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

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

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_

Asian: \_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_

White (Non-Hispanic/Latino): \_\_\_\_

Other:

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	1		2	1	1								7
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian			4		1									5
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other				1									0	1
<b>TOTAL</b>	2	1	4	3	2	1	0	0	0	0	0	0	0	13

## Part IV: ELL Programming

### A. Programming and Scheduling Information

## 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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. At PS 37, the ESL program for the 2010-2011 school year is a pull-out Free Standing program where ELL students receive all instruction in English by a state certified ESL teacher for the mandated instructional time each week. The students are distributed in the following grades: Kindergarten - 2, 1st grade -1, 2nd grade - 4, 3rd grade - 3, 4th grade - 2, and 5th grade -1. They come from various language backgrounds: 7 speak Spanish, 5 speak Haitian Creole, and 1 speaks an African language called Krio. The ESL teacher picks up the students by group from their monolingual classroom and brings them to the designated ESL classroom for instruction. Due to the small caseload and time/scheduling constraints in the school (e.g. mixed lunch periods, preps, etc.), groups are bridged and are of heterogeneously mixed grade (including special education students) and mixed proficiency levels. Group One consists of heterogeneous students in Kindergarten and grade1, Group Two consists of heterogeneous students in grades 2-3, and Group Three are heterogeneous students in 3rd, 4th and 5th grade. The above chart asks for the ELL breakdown by grade but there is no provision for pull-out model that we have here at PS 37 so we have indicated it as push-in on this chart. All ESL classes are pull-out, bridged groups.

2. The ESL teacher ensures that the mandated number of instructional minutes is provided daily also by following a daily schedule and keeping attendance records and logs. Beginner and Intermediate level students receive 360 minutes per week of explicit ESL instruction. Our Advanced level ELLs receive 180 minutes of ESL and 180 minutes of ELA (English Language Arts) per week.

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

The ESL teacher provides ESL instruction and strategies through literacy and content instruction that is tailored to meet the needs of the ELLs through this pull-out model. Data from interim assessments in both Math and ELA and information from conferencing with the monolingual teacher is used to drive ESL instruction. Explicit ESL is delivered in a variety of ways to assure language development in all four modalities (L, S, R & W). Poetry, songs, chants, dialogues and various games are just some of the methods used to develop speaking skills. Listening skills are strengthened with following direction activities, questioning techniques and read alouds. Books on tape are also a great activity to strengthen listening skills.

Reading and writing skills are taught through literacy and content area lessons. Writing skills are taught through modeling, graphic

## A. Programming and Scheduling Information

organizers and word work. Students practice writing in many different genres on a daily basis using reports, letters, reactions, stories, personal narratives and poems. Big Books, shared reading, guided reading, language experience and many other techniques are used. In addition, realia, picture cards and drawings are used to strengthen vocabulary. There is an open lending library accessible to ESL students at all times. Spanish language books are also available for students to borrow.

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

The Just Right Reading Program is also being introduced this year. The program targets the five critical areas of reading instruction: Comprehension, Phonemic Awareness, Phonics, Vocabulary, and Fluency. It provides readers with fiction and non-fiction selections and many different writing opportunities to help ELLs progress. It supports differentiation and accommodates diverse learners: the visual learners, auditory learners, and tactile/ kinesthetic learners as well as ELLs. ELLs benefit from frequent repetitions of new and high frequency words and many illustrations and photographs, which provide visual cues to word meaning.

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

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

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

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

4. Since we only have an ESL program here at PS 37, ELLs are not routinely evaluated in their native languages. The Spanish LAB is given initially to Spanish speaking students who qualify but is never administered again. Translated versions of the Math and Science yearly assessments (in some languages) are always available as an extra support, if needed, to ELLs taking these content exams.

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

## A. Programming and Scheduling Information

questions or vocabulary in the native language.

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

We have a variety of Spanish language books available in the ESL teacher's library for both the students and/or parents to borrow. Math texts and workbooks in Spanish are available in their monolingual classrooms for the ELLs to take home so that the parents may help with homework. Haitian library books still need to be ordered but because of budget issues we have not yet done so. If in the future we have the opportunity to order more Spanish and Haitian books, they will be distributed to all classrooms for native language support. Bilingual software programs in the content area need to be ordered so that the new ELLs can utilize the technology periods in the classrooms or in the computer lab.

### Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)			
slowly improving since she entered the country last year but still lacks many of the basics of reading and writing since she may have been absent often from her previous school. She reads mostly by sight and has poor phonics skills. Her processing and comprehension seems to be delayed but it is still unclear if it is a cultural and/or a second language acquisition issue or possibly even a learning problem. The goal is to move her in both language proficiency and in				
	Dual Language			
and word work, read alouds, guided reading, shared reading, choral reading and increasing her decoding abilities.				
	Freestanding ESL			
help the newcomers with translation and transitional support. The focus for this group concentrates is on improving all language and literacy skills. Because NCLB now requires ELA testing for ELLs after only one year, test sophistication skills are also included in the reading lessons, especially for students eligible for state exams.				
TIME	BEGINNERS	INTERMEDIATE	ADVANCED	

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

conclusions, cause and effect, fact and opinion, sequencing, summarizing are just some of the skills taught. Since in most cases this subgroup's weakness is in writing, intensive instruction in writing skills, grammar and writing content and mechanics is concentrated on.

## B. Programming and Scheduling Information--Continued

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

8. All ELLs in grades 1-5 participate in our Extended Day Block of 37 and 1/2 minutes, 3 days a week. It is an intervention program for all non-speaking students as well as our Beginning and Intermediate ELLs. During this block teachers have at most 10 students at a time for

## **A Programming and Scheduling Information**

## **B. Programming and Scheduling Information--Continued**

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9. In order to provide continuing support for all ELLs who reached proficiency on the NYSESLAT, we can continue to provide ESL services on an "as needed" basis. So far our 2 students who reached proficiency last year have moved on with no problems. Test modifications (time and a half and separate location) on all exams will still be in place, however, for an additional two years for these students. The ESL teacher will continue to monitor their progress and discuss any concerns with their classroom teachers.

10. For the upcoming school year, the ESL program will continue to use much of the same material as last year in addition to a new reading program called Just Right Reading by Options Publishing, Inc. purchased to help support the ELLs in literacy. It's a Balanced Literacy approach that incorporates the five core Reading First strategies, which are carefully and systematically taught. It covers phonemic awareness, phonics, comprehension, vocabulary, and fluency, plus oral language development, word study and writing. Just Right Reading supports and accommodates diverse learners. ELLs benefit from multiple repetitions of new and familiar words and illustrations and photographs provide visual cues to word meaning and concept understanding. More use of informational books, articles and other texts in the ESL social studies and science library will be concentrated on this year.

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

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

## B. Programming and Scheduling Information--Continued

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## Courses Taught in Languages Other than English

### 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

Math:

### D. Professional Development and Support for School Staff

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

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

Professional development always includes issues involving the ELLs and their needs in the school. ELLs are a very important topic of all meetings that we have here at PS 37 and to all our staff. The principal and assistant principal both receive extensive training and workshops regarding ELLs through the Network. Other staff members such as paraprofessionals, cluster (subject area) teachers, special education teachers, the school psychologist, occupational/physical therapists, speech therapists, secretaries, and parent coordinator are all invited to and included in any workshops or training involving ELLs. They may also attend any workshops given by the DOE as well for further training. There are workshops available in all the content areas, Math, Science, Social Studies and ELA where tips on addressing the needs of ELLs are discussed.

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

3. General education teachers need a minimum of 7.5 hours and special education teachers and paraprofessionals need 10 hours of ELL training. Many of our staff members have already completed these hours. A questionnaire will be sent around to gather this information. The data will be gathered and recorded to keep track of who has completed and who is still in need of training. Newer staff members and members with incomplete training are encouraged to complete these hours through various workshops given by the New York City Department of Education. In order to satisfy the minimum 7.5 hours of training as per Jose P., will continue to provide ESL staff development opportunities or post workshops for all our staff members to attend. The ESL teacher will make every attempt to help the teachers, who still need some of the required hours, find workshops and if necessary help train them during common preps or grade conferences.

### 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 communicate with the parents of 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?

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

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

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<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

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

### Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	0%
75%	0%
50%	0%

## B. Programming and Scheduling Information--Continued

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

12. ELLs are included in every facet of school life here at PS 37. Depending on the activity, they are invited by invitation, fliers or permission slips sent home to parents (translation available when necessary) just like their monolingual peers. They participate in every program the school has, both during the day and after school just as the monolingual population does. They participate in drama, dance, art, gym, reading and science during the school day. These are the school's prep periods. They get extra help during our Extended Day period for 37 ½ minutes in the afternoon. After school, if they want to participate, they are afforded a program called ACES which is an after school activity program for everyone. Homework tutoring is provided with adults who can assist the ELLs. Afterwards the children participate in many fun and enriching activities such as tennis, arts and crafts, etc. We continue to have our Drama and Dance program here at PS 37. Dancing and Drama afford ELLs the opportunity to express themselves through their expressions and body movements. Research supports using drama and movement to enhance the literacy development of English language learners. Besides being "fun" learning

## B. Programming and Scheduling Information--Continued

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

8. All ELLs in grades 1-5 participate in our Extended Day Block of 37 and 1/2 minutes, 3 days a week. It is an intervention program for all our struggling students as well as our Beginning and Intermediate ELLs. During this block teachers have at most 10 students at a time for small group work in both literacy and mathematics. ELA/literacy instruction focuses on reading and writing skills. Depending on the grade and need of the group, teachers use a variety of instructional remedial material such as Destination Reading, Foundations, Voyager Passport, Wilson Reading System as well as many other supplemental and teacher made materials. Math instruction also focuses on specific areas of students' weaknesses. Teacher made materials and specific skill supplements from various math programs such as Math Steps: K-5, Knowing Mathematics, Destination Mathematics, Singapore Math, online resources and Problem Solving Mathematics are used for remedial instruction and review. Instruction in the Extended Day block is geared toward the student's individual needs in order to provide the academic support they need. This support is offered only in English. Science and Social Studies is also supported for the ELLs in the ESL class. Various National Geographic materials, Early Science Big Books, reference and library books and Internet articles are available and used as instructional material. Content is scaffold and clarified in order to better support the ELLs and make content comprehensible. Every effort is made to align the lessons with the school curriculum in these content areas. Native language glossaries in Social Studies and Science is available for the students to use if needed.

9. In order to provide continuing support for all ELLs who reached proficiency on the NYSESLAT, we can continue to provide ESL services on an "as needed" basis. So far our 2 students who reached proficiency last year have moved on with no problems. Test modifications (time and a half and separate location) on all exams will still be in place, however, for an additional two years for these students. The ESL teacher will continue to monitor their progress and discuss any concerns with their classroom teachers.

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## B. Programming and Scheduling Information--Continued

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

Professional development always includes issues involving the ELLs and their needs in the school. ELLs are a very important topic of all meetings that we have here at PS 37 and to all our staff. The principal and assistant principal both receive extensive training and workshops regarding ELLs through the Network. Other staff members such as paraprofessionals, cluster (subject area) teachers, special education teachers, the school psychologist, occupational/physical therapists, speech therapists, secretaries, and parent coordinator are all invited to and included in any workshops or training involving ELLs. They may also attend any workshops given by the DOE as well for further training. There are workshops available in all the content areas, Math, Science, Social Studies and ELA where tips on addressing the needs of ELLs are discussed.

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

3. General education teachers need a minimum of 7.5 hours and special education teachers and paraprofessionals need 10 hours of ELL training. Many of our staff members have already completed these hours. A questionnaire will be sent around to gather this information. The data will be gathered and recorded to keep track of who has completed and who is still in need of training. Newer staff members and members with incomplete training are encouraged to complete these hours through various workshops given by the New York City Department of Education. In order to satisfy the minimum 7.5 hours of training as per Jose P., will continue to provide ESL staff development opportunities or post workshops for all our staff members to attend. The ESL teacher will make every attempt to help the teachers, who still need some of the required hours, find workshops and if necessary help train them during common preps or grade conferences.

### 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 communicate with the parents of 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?

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

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

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

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

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

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

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

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	<b>P</b>	0		1	1									
READING/ WRITING	<b>B</b>		1	1			1							
	<b>I</b>			1	2	1								
	<b>A</b>				1	1								
	<b>P</b>			1										

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1				1
4	1	1			2
5				AA4	0
6	1				1
7					0
8					0
NYSAA Bilingual Spe Ed					0

**NYS Math**

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

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed							1		1

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language

**New York State Regents Exam**

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

**Native Language Tests**

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - 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?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

1. We are presently using ECLAS-2 for our early literacy skill assessment in grades K-It is an assessment designed to help teachers determine the progress in literacy development in children in the lower grades. The ECLAS-2 provides many insights about ELLs and both the classroom teacher and ESL teacher drive their instruction from its data. By analyzing the data, in general the ELLs tend to score very low in spelling, decoding, vocabulary, comprehension and writing. These are the skills that need to be reinforced in the classroom. The ELL

## 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

**School Name:**

**PS 37**

**School DBN: 29**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Beverly Mitchell	Principal		10/26/11
Cheryl Jones	Assistant Principal		10/26/11
Joan Estick	Parent Coordinator		10/26/11
Florence Amy	ESL Teacher		10/26/11
	Parent		
Lorrain Marlow	Teacher/Subject Area		10/26/11
Eloise Nixon	Teacher/Subject Area		10/26/11
	Coach		
	Coach		
	Guidance Counselor		
Joe Blaize	Network Leader		10/26/11
Laurie Jackson	Other <u>Teacher/4<sup>th</sup> grade</u>		10/26/11
	Other		
	Other		
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

**DBN:** 29Q037      **School Name:** The Cynthia Jenkins School

**Cluster:** 5      **Network:** CFN 531

**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**

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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.

The Cynthia Jenkins Elementary School, P.S. 37, determines the primary language that is spoken at home during our intake process at registration. Parents are given the following information at this time: the Home Language Identification Survey (HLIS), which identifies the dominant language that is spoken at home and that is used predominantly with the students, the parent survey that requests what language they would like to receive correspondence, a blue emergency contact card, that includes health and contact information and the Parent/Guardian Student Ethnic Identification Form (PSE). These forms and surveys clearly identify the languages spoken at home and our subsequent translation needs. This information is entered in our ATS to ensure that our parental translation needs are fulfilled and language preference is honored for all written and oral communication. Other data and methodologies that we use to assess the translation and oral interpretation needs are: the Language and Allocation Policy, which contains a breakdown of ELLs by grade, language and program selection, the Place of Birth Report, (RPOB), this includes our newly-arrived immigrant population, language and place of origin, parent orientations and PTA meetings.

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.

Our findings show us that from our ELL population, approximately 58 % of our students come from Hispanic background, 33% come from a Haitian Creole background and 8 % come from Arabic background and the home language is predominately English. The data is found in our ATS system, our LAP, HLIS and parent surveys. Therefore, all correspondence is sent in English. In our school, we have bilingual staff.. Teachers are informed of the home language of the students and are able to refer them to personnel who will translate materials and assist them during parent-teacher conferences, as needed. A monthly calendar is sent home where parents can easily read school-wide activities, parent meetings, orientations, fund raising activities, social events, school spirit activities, etc. .

## Part B: Strategies and Activities

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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.

The following are recurring documents that are provided in English and as needed, in Spanish:

- Student Registration Forms/Parents' Preferred Language Forms
- Home Language Identification Surveys/Parent/Student Ethnic Identification Surveys
- ELL Parent Orientation letters and Parental Workshops
- Progress Reports/Promotion in Doubt letters
- Testing and SES information
- Monthly PTA invitation and agenda
- Parent newsletter and School Monthly Calendar
- Letters requesting meetings with families:  
Student information and Parent/Student Handbook
- During parent meetings, PS 37Q provides for families who may need information translated into their language
- Paraprofessionals work per-session on Open School Night to translate for parents

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.

Most of the interpretation services the school provides is in-house. Our staff is available and accessible for interpretation services and to participate in: parent workshops, ELL orientation, testing information, SES, inform them how to access and monitor students' academic progress through ARIS. If necessary, we will contact the DOE Translation and Interpretation Unit and/or an outside vendor.

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>.

The Cynthia Jenkins Elementary School will inform parents through written and verbal notification of their translation and interpretation rights at meetings, workshops, and school events. All correspondences to parents are in English and Spanish when necessary. The Bill of Parent Rights and Responsibilities is available from the DOE website for us to view, download and print out for the parents in their home language. Report cards are translated in Spanish for the parents who requests one in the said language. Our school has signs in English, Haitian Creole and Spanish that informs parents of their rights, school policies and the safety plan procedures. These forms can be found in our parent coordinator's office. For our parents that speak another language, they usually bring their own interpreter, which may include a family member or friend who speaks English. The following list has a breakdown of the ELLs' Home Languages in our school:

Spanish: 7

Haitian Creole: 4

Arabic: 1