



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME :** THE MULTIPLE INTELLIGENCES SCHOOL

DBN: 10X037

PRINCIPAL: KENNETH PETRICCIONE      EMAIL: KPETRIC@SCHOOLS.NYC.GOV

SUPERINTENDENT: SONIA MENENDEZ

**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
Kenneth Petriccione	*Principal or Designee	
Jeffrey Williams	*UFT Chapter Leader or Designee	
Marjorie Bobe	*PA/PTA President or Designated Co-President	
Astrid Van Sluytman	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	
Elizabeth Matheson	Member/	
Rina Oliva	Member/	
Arlene Gonzalez	Member/	
Marcia Van Tull	Member/	
Priscilla Martinez	Member/	
Carmen Formoso	Member/	
Migdalia Rodriguez	Member/	

## **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 students with disabilities in grades 3-8 will demonstrate progress towards meeting state standards by a 10% increase in those students scoring at levels 3 and 4 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.

Our school did not make Adequate Yearly progress for students with disabilities in ELA for the 2010-2011 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.
- To focus on improving achievement outcomes for students with disabilities, including revamping our SETTS program, giving special education teachers quality professional development, and implementing a flexible scheduling plan to partially mainstream students.
- The SETTS program now under our new teacher will be vigorously scrutinized looking at all aspects of the program including the teacher, materials used, schedule of push in and pull out of students, and how articulation with classroom teachers and parents occur. By January 2012 the SETSS program will be revamped and students in this program (K-8) will be using various instructional practices in order to achieve increased results on standardized tests in ELA .
- The principal and teachers in our special education unit will meet weekly with a member of the Office of Students With Disabilities to look at our overall special education program and provide quality professional development to the teachers to assess and modify instructional practices.
- By May 2012 we will train our special education staff members with specific instructional programs needed to help our struggling students with disabilities ( Ex. Wilson, Foundations, etc.)
- Increase instructional technology in our special education classrooms providing them with SMART boards and laptops, and provide training on how to use them for maximum benefit.
- We will meet with Network Special education liaisons to devise a plan to mainstream students where possible.
- We will include students with disabilities in all additional instructional programs such as after school and Saturday programs.

**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.

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;

**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.

5% of Title I funding will be set aside to provide funds for our teachers to become highly qualified in all subject areas.

**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.

We will utilize our SINI funding to develop an after school program to help our students with disabilities and our lowest third performing students. We will be providing SES services to all our eligible students.

**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.

We will use our Fair Student Funding, Title I SWP, and other Tax levy Allocations to fund our teachers and staff members of students with disabilities. We will also use our Aussie consultant paid for with Title I to work with our special education teachers. NYSTL textbooks and library funds will be used to make sure our children have instructional materials. Our students with disabilities will be invited in after school and Saturday programs paid for with tax levy funds. All per session activities will include students with disabilities.

**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.

**To implement a rigorous Response To Intervention program which uses data to guide instructional decision-making in order to increase student reading achievement in grades K- 4. The focus is on developing Tier I and Tier II protocols. This initiative requires that the classroom teacher be the one who provides the first intervention with solid classroom instruction. If insufficient student progress is made with the core instruction, after additional universal screening, the student will be identified and an AIS provider, as well as the classroom teacher, will intervene and support this student in a 6 week cycle that includes progress monitoring.**

**Kindergarten Goal:** By June 2012, 50% of the identified subgroup will read at Level C as determined by Fountas and Pinnell Levels

**Grade 1 Goal:** By June 2012, 70% of identified subgroup will increase 3 reading levels as determined by Fountas and Pinnell Levels

**Grade 2 Goal:** By June 2012, 70% of identified subgroup will read at Level K as determined by Fountas and Pinnell Levels

**Grade 3 Goal:** By June 2012, 70% of identified subgroup will read at Level O as determined by Fountas and Pinnell Levels

**Grade 4 Goal:** By June 2012, 70% of identified subgroup will read at Level Q as determined by Fountas and Pinnell Levels

**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.

Our students did not make adequate yearly progress In ELA and Math for the 2010 - 2011 school year in grades 3-8. We need to be in compliance with the state RTI requirements. Our teacher observations show a need for improvement in our core Tier I instruction.

**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.
- Formulate the roles for each RTI member and establish norms and protocols for meetings.
- All teachers/AIS providers assess students using DRA, Running Records, Writing Baselines and other assessments (Universal Screening) for instructional and independent Reading levels.

- During grade level meetings teachers and providers schedule the interventions to take place during the literacy block.
  - Once data is collected and analyzed, identify students who are in need of Tier II interventions.
  - Instructional resources are selected to help these specific students and are used to instruct them for 6-8 week cycles.
  - Teachers will monitor progress during this instructional time.
  - If sufficient progress is made student returns to Tier I grouping, if not, student remains in Tier II group for an additional four-week cycle.
  - If after 12 weeks there is insufficient progress, the RTI team will review student data and make individual student recommendations.
- Programs being implemented during AIS include Great Leaps, My Sidewalks, and Comprehensive Strategic Reading

**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.

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;

**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.

5% of Title I funding will be set aside to provide funds for our teachers to become highly qualified in all subject areas

**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.

We will utilize our SINI funding to develop an after school program to help our students with disabilities and our lowest third performing students. We will be providing SES services to all our eligible students.

**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.

Much of this work regarding the RTI initiative will be facilitated by our AUSSIE ELA consultant and she is funded through Title I. Instructional materials purchased in the various programs designed for intervention will be purchased using NYSTL funds, and Fair student Funding. These students will also be invited to after school and Saturday programs and these programs will be funded using both Title I and tax levy funds.

### 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 goal .

**By June 2012 the overall school attendance rate will increase to 93% for the entire school population as measured in the school's annual 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.

Last year our school attendance rate fell to 91.1 as determined in our 2010-2011 Progress Report. Students need to be in school and on time to maximize their educational opportunities. Parents need to be partners in this endeavor and see the importance of adhering to all attendance guidelines.

#### **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.
- We will establish an attendance committee to be facilitated by the principal. The committee will consist of the parent coordinator, the pupil accounting secretary, the attendance family worker, all assistant principals, and the principal.
- We will outreach poor attendance by meeting to look at individual students with attendance issues including absenteeism and tardiness.
- We will reward students with perfect attendance in both the Fall and Spring semesters.
- We will have parent workshops to stress the importance of coming to school each day on time and ready to learn.
- We will work with the network attendance teachers to hastily find the cause of why students are out of school and rectify it
- All attendance-recording procedures will be scrutinized to ensure all attendance records are accurate and precise.

#### **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.

Parents will be made partners in our goal to increase attendance and decrease tardiness. Parents will be contacted when students are regularly late for school . parents will be given workshops on the importance of regular attendance and how lateness and non-attendance directly impacts on student achievement.

**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.

5% of Title I funding will be set aside to provide funds for our teachers to become highly qualified in all subject areas.

**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.

All attendance related personnel will be working together to achieve an increase in attendance, and a decrease in tardiness.

**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.

Tax levy and Title I funds will be used to purchase the rewards for those students achieving perfect attendance. All members of the Attendance committee will be funded with FSF allocations.

## ANNUAL GOAL #4 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 #4**

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

**To further implement and maintain our writing data initiative by using our teacher created writing assessment protocol to increase student performance in narrative writing.**

**By June 2012, 70% of all K-8 students will have increased one level on our writing rubric benchmark database.**

### **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.

### **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.
- Teachers will give the baseline assessment in September 2011, January 2012 and May 2012
- Assessments will be scored and analyzed based on teacher-created uniform narrative writing rubric.
- Writing will be scored on the following criteria: structure, meaning, elaboration, craft, revision and conventions
- This data will be uploaded into an excel document in order to analyze class, grade and school trends
- Collection of data will be analyzed in teacher team data meetings
- Data team meetings will serve to strengthen collaboration across teacher teams and grades as well as to support instructional decisions designed to increase achievement in writing
- Teachers will use this data in conferencing with students to determine their individual strengths and weaknesses and tailor instruction.
- This protocol will lend itself to ensuring quality Tier I instruction and well as to identify children in need of both remediation and enrichment
- This data will travel with the student from grade to grade to help articulation between teachers in our K-8continuum

### **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.

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;

**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.

5% of Title I funding will be set aside to provide funds for our teachers to become highly qualified in all subject areas.

**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.

We will utilize our SINI funding to develop an after school program to help our students with disabilities and our lowest third performing students. We will be providing SES services to all our eligible students.

**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.

Our AUSSIE consultant in Literacy is funded under the Title I 10% professional development set aside, and she facilitates much of the work of the writing data initiative.

**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>	30	30	N/A	N/A	0	0	0	0
<b>1</b>	30	30	N/A	N/A	0	0	0	0
<b>2</b>	35	35	N/A	N/A	0	0	0	0
<b>3</b>	60	60	N/A	N/A	0	0	0	0
<b>4</b>	60	60	10	10	0	0	0	0
<b>5</b>	60	60	10	10	0	0	0	0
<b>6</b>	50	50	10	15	0	0	0	0
<b>7</b>	50	50	15	15	0	0	5	0
<b>8</b>	50	50	25	25	0	0	5	0
<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)	Description
<b>ELA</b>	Students are targeted individually and in small groups by our AIS providers during the school day using Great Leaps, My Sidewalks, Foundations, and Comprehensive Strategic Reading. We also do extensive AIS in Reading during our extended morning program, in our after school program, and in our Saturday instructional program.
<b>Mathematics</b>	Students are targeted in small groups during morning school, during the school day by our AIS providers, in our after school program, and during our Saturday program. We use the I Ready, Coach, and NYS test prep supplemental programs in Math.
<b>Science</b>	Students are targeted in groups during morning school, during the school day, in our after school program, and during our Saturday program to build Science skills.
<b>Social Studies</b>	Students are targeted in groups during morning school, during the school day, in our after school program, and during our Saturday program to build Social Studies skills.
<b>At-risk Services provided by the Guidance Counselor</b>	N/A
<b>At-risk Services provided by the School Psychologist</b>	N/A
<b>At-risk Services provided by the Social Worker</b>	Students are picked up individually and in groups to speak and work with the social worker during the school day.
<b>At-risk Health-related Services</b>	N/A

**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'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. 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;

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;

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:** 10X037 **School Name:** The Multiple Intelligences 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.

We did not meet AYP in ELA for students with disabilities and our African American students.

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.
  - We will revamp our SETSS program to provide focused quality instruction to our SETTS students.
  - We will work with instructional specialists from the Office of Students with Disabilities to provide quality professional development for all our teachers with a focus on teachers of students with special needs.
  - We will provide focused AIS instruction during the school day to identify and remediate our lowest third students in both groups that did not meet AYP.
  - We will provide extra programs after school and on Saturday with specific focus on building Literacy skills in our targeted populations.

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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.

We will use our Title I funds to hire an AUSSIE consultant for ELA to work with our teachers to strengthen teacher practice and student work.

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

Our new teachers will have a school based mentor as well as work with our AUSSIE consultant, our AP for Literacy, and our network instructional specialists. Our SETTS teacher will also participate in our network mentoring program for teachers of students with special needs.

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.

Parents were informed during the SLT, and PTA meetings and the letters will be sent home designating our new SINI status in accordance with the instructions provided in the principal's weekly.

**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 [i](#).

## Part I: School ELL Profile

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

Cluster Leader/Network Leader <b>Maria Quail</b>	District <b>10</b>	Borough <b>Bronx</b>	School Number <b>037</b>
School Name <b>The Multiple Intelligences School</b>			

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

Principal <b>Kenneth Petriccione</b>	Assistant Principal <b>Maria Diaz</b>
Coach	Coach <b>type here</b>
ESL Teacher <b>Yolanda Negron</b>	Guidance Counselor <b>Effie Najarian</b>
Teacher/Subject Area <b>type here</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Lisa Coca</b>
Related Service Provider <b>type here</b>	Other <b>Caterina Ditillio</b>
Network Leader <b>Maria Quail</b>	Other <b>type here</b>

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

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>2</b>	Number of certified bilingual teachers	<b>1</b>	Number of certified NLA/foreign language teachers	
Number of content area teachers with bilingual extensions		Number of special education teachers with bilingual extensions	<b>1</b>	Number of teachers of ELLs without ESL/bilingual certification	
Number of teachers who hold both a bilingual extension and ESL certification	<b>1</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification			

### D. School Demographics

Total number of students in school	<b>625</b>	Total Number of ELLs	<b>81</b>	ELLs as share of total student population (%)	<b>12.96%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

1. Upon initial enrollment, prior to completing the HLIS, either the Assistant Principal or ESL teacher will conduct an informal interview with both the parent and the child in English and if the native language is Spanish (which 99% of the time it is) in Spanish. Both are qualified to administer the initial informal assessment due to their experience and/or training dealing with ELLs and parents of ELLs: Ms. Díaz, our Assistant Principal, is a former ELL Instructional Support Specialist and Bilingual teacher. Once the interview is concluded and the HLIS form is completed, the parent is informed of what services are available to ELLs in our school but they are also informed of the differences between the three available programs offered in the City of New York (TBE, Dual Language and Freestanding ESL). If based on the HLIS the student is eligible for the LAB-R, we then inform the parents that the student will be administered the LAB-R and we explain the purpose of the test to the parents. If possible, all efforts are made to give the student the LAB-R the same day or within the ten (10) day administration window.

To ensure that parents understand the options available to them, the three (3) programmatic choices are explained to the parents during the initial enrollment and then once again during the parent informational session. Parents are informed upon registration that due to our numbers, we have a Freestanding ESL program in our school. If a parent is interested in another ELL program we direct them to the ISC and the placement office. An overwhelming number of our ELL parents (approximately 90%) have continued opting for Freestanding ESL. Although a minute number of our parents have indicated a preference for a Dual Language Program since their interest has been more in maintaining the native/home language. An even fewer amount of parents have indicated a preference for a Transitional Bilingual Program but is has been explained to them that since we have not had sufficient numbers of students in any particular language group in any grade or continuous grades to open a program in our general education population. To provide further information, along with the Initial Entitlement Letter, an informational guide in the home language is sent home. ALL ELL letters are sent home with the students with the exception of the Parent Survey and Program Selection forms. Those two are given out to parents to fill out during the Parent Orientation meeting to ensure they are returned to the school. We make every attempt to communicate with parents in their native language. We have even purchased translation devices using Title III funds in order to facilitate communication.

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

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

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

the Parent Orientation meeting.

At the Parent Orientation meeting the parents are once again given an explanation of each program available by the New York City Department of Education and are shown the Parent Orientation video provided by the DOE which provides further clarity on the programmatic choices and is available in various languages.

At PS/MS 37 we provide a Freestanding ESL program for our general education ELL students and currently we have one (1) Bilingual Special Education class for those students whose IEPs have Bilingual education indicators. Since we only provide a Freestanding ESL program, students are placed in their appropriate general education class and are serviced by the ESL teacher.

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

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

3. Entitlement letters are distributed to each eligible student along with the NYCDOE brochure which serves as a guide for parents of ELLs. The students are then expected to take the letter home and give it to his/her parent. A copy of the letter is kept in school and, if necessary, is re-distributed at the parent-Teacher conference.

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

4. At PS/MS 37 due to insufficient numbers in consecutive grades and lack of parent interest, we do not have a general education bilingual class; therefore, all identified general education ELL students are placed in the appropriate general education class and are provided with ESL via a pull-out model and are provided ESL instruction as per CR-Part 154.

Once a child is identified as an ELL, they are placed in the specific ESL group based on whether or not they Beginning (B), Intermediate (I) or Advanced (A) on either the LAB-R, for a new admit, or on the NYSESLAT if he/she is a continuing ELL student. For grouping purposes we focus heavily on the child's combined reading and writing scores.

Parents are notified via the entitlement letter of their child's eligibility and the service that will be provided. The parents are then invited to an orientation/welcome meeting with the Assistant Principal in charge of ELLs and the ESL teacher. At that meeting, the parents are provided with all the information regarding the three programmatic choices offered by the NYCDOE and how each program works in order to achieve the goal of making their child English proficient. This meeting is held in the parents' preferred language of communication which many times is the prevalent native language in our school community – Spanish

5. An overwhelming number of our ELL parents (approximately 90%) have continued opting for Freestanding ESL. A small number of our parents have indicated a preference for a Dual Language Program since their interest has been more in maintaining the native/home language. An even fewer amount of parents have indicated a preference for a Transitional Bilingual Program but it has been explained to them that since we have not had sufficient numbers of students in any particular language group in any grade or continuous grades we have not been able to open a program in our general education population.

6. Due to our low number of ELLs, that we do not have a significant amount of students who are identified as ELLs in any particular language group in any grade or continuous grades, and lack of parent interest we have not opened a Transitional Bilingual and have had a successful Freestanding ESL program and this has been in alignment with the parents' request.

Very few of our parents opt for either a Bilingual Program or a Dual Language Program. Hence, since we have not had an overwhelming amount of parents opting for the other two programs, we have made no plans to create either a general education TBE class or in creating a Dual Language Program. However school will determine who have bilingual services on their IEPs and provide those services.

# Part III: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes*	No●	If yes, indicate language(s): Spanish
Dual language program	Yes●	No*	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> <small>(60%:40% → 50%:50% → 75%:25%)</small>								1						1
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>														0
<b>Total</b>	0	0	0	0	0	0	0	1	0	0	0	0	0	1

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	81	Newcomers (ELLs receiving service 0-3 years)	62
SIFE	4	ELLs receiving service 4-6 years	14
		Special Education	16
		Long-Term (completed 6 years)	5

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. [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	1			3			2			6
Dual Language										0
ESL	61	4	8	11		6	3		2	75
<b>Total</b>	<b>62</b>	<b>4</b>	<b>8</b>	<b>14</b>	<b>0</b>	<b>6</b>	<b>5</b>	<b>0</b>	<b>2</b>	<b>81</b>

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

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

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

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

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

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**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	7	10	8	18	6	9	5	4	6					73
Chinese														0
Russian														0
Bengali														0
Urdu			1	1										2
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>7</b>	<b>10</b>	<b>9</b>	<b>19</b>	<b>6</b>	<b>9</b>	<b>5</b>	<b>4</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>75</b>

## 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. (a) At PS/MS 37 we provide a Freestanding ESL program for our general education ELL students and one (1) Bilingual Special Education class for those students who have Bilingual indicators on their Individualized Education Plan (IEP).

Our Freestanding ESL program services approximately 73 students spanning grades K-8, this includes formerly x-coded students. Our ELLs who are serviced through the Bilingual Program are Special Education students who are mandated Bilingual education per their IEPs; there are currently six (6) students who are serviced in this program.

We offer English as a Second Language (ESL) using a pull-out model. Students are placed in groups based on their scores in the combined language modalities of reading and writing on the NYSESLAT and for new admits they are placed according to their LAB-R score. Despite this grouping, we do put advanced students and proficient students in with newcomers group, at times, to be language models to those students. At the beginning of the school year, each student does a baseline writing piece to assess students' writing with a school created rubric that is aligned to CCS. As previously stated, we offer ESL services in the form of a pull-out model in which the ESL teacher provides instruction to a small group of about ten (10) students using content-based thematic ESL instruction focusing on both content and language objectives. The purpose of our ESL program is to ensure that in lieu of learning language in isolation, the students can learn language and the use of language in context. This can only occur through experiential use of language in authentic settings and through social studies, science, mathematics and literacy. Students are provided with instruction that focuses on the use of all four language modalities (Listening, Speaking, Reading and Writing) and they are grouped by focusing on their performance on the NYSESLAT, with specific attention being paid to the students' individual raw scores in each modality. Differentiation occurs through the use of scaffolding techniques, realia, questioning techniques & Accountable Talk with a focus on working within the students' Zone of Proximal Development, as outlined in the works of Vygotsky, Van Lier and Walqui.

In grades 6-8, all efforts are made to provide both a push-in and pull-out model. In order to ensure academic success for our middle school students the ESL teacher participates in grade and curriculum planning meetings. To ensure that the students are still participating in the classroom instruction while their specific needs are met, the ESL teacher works alongside the classroom teacher in planning and incorporating ESL strategies and implementing differentiation techniques into the lessons. All students in the classroom benefit from this planning strategy. High expectations are set for students at all levels of language development and clear criteria are met.

A group of ten (10) students who are either new to the country or who have been in the country for two or less years are seen by the ESL teacher during extended morning sessions for extra ESL instruction and are provided with native language support by the ESL teacher.

## A. Programming and Scheduling Information

Following the CR-Part 154 mandates for language instruction, our Bilingual Special Education class which comprises of six (6) students, three in grade 7 and three in grade 8, ensures that these students receive the appropriate amount of native language instruction (which in this class is Spanish) and target language instruction. Due to the academic and language needs and abilities of these students, they all fall within the beginning level of English proficiency according to the NYSESLAT. Instruction is IEP driven and provided by a licensed Bilingual Special Education teacher who is assisted by an appropriately licensed Para-professional. These students are taught using a 60/40 model in which content area instruction such as mathematics, social studies, science and literacy is done primarily in the native language with additional literacy blocks which focus on English as a Second Language. As the teacher, primarily informal, since these students are alternately assessed using NYSAA, see an increase in the students' English language ability, English is gradually introduced into content area instruction. ESL instruction re-visits those concepts and ideas learned during the native language literacy instruction to reinforce the transfer of skills.

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

1. (b) Our ESL students are divided into eleven (11) groups (groups A-K) with 5-10 students in each group. Each group was created using the students combined Reading and Writing NYSESLAT score or in the case of a new admit his/her LAB-R score. Group A is comprised of 3 Kindergartners (2 beginners and 1 low intermediate), 5 first graders (3 beginners and 2 low intermediate). These students are all early education students and are still language emergent. A proficient level student is brought into this class once a week as a language model and to help create a sense of community. The materials being used for this group are the "Alphachants" Kit, Avenues Series, Scholastic's Alpha Tales and Word Families Tales, Benchmark's Shared Connections Kit as well as Visions. Group B consists of six (6) students who are all first graders but are similar as group A in that three of the students are beginners and three are low intermediates. This group will be using the same materials as in Group A in addition to Lakeshore Learning Kits and letter and word manipulatives. Group C is comprised of six (6) second graders who are advanced and one (1) third grader who although is at the beginning level socially and academically fits in better with this group and we felt the group dynamics will help this student evolve. The materials used for this group are Scholastic's Alpha Tales and Word Families Tales, Rosen Graphic Novels which are high interest low level readers, 2nd grade sets of Rigby Readers, Benchmark's Shared Connections Kit and Word Scapes which are content and country themed. Group D is a heterogeneous group made up of one 2nd grader, six (6) 3rd graders and one 4th grader. This group has a couple of SIFE students and students who are low in both English and their native language – Spanish. These students need communication and emergent literacy skills so with that group the teacher uses the Newcomers Series, On Location – New to English, and Level 1 English at Your Command, the Rourke ESL Kit, Rigby Readers and shared reading stories. In Group E there are six (6) Special Education students, one is in 2nd grade and the other 5 are in 3rd grade. These six (6) students are at the Intermediate and high beginning level as per their NYSESLAT scores. These students use Benchmark and Teacher Created Materials – Reader's Theater, Word Scapes which are content and country themed and grade appropriate, Rosen Graphic Novels, and Visions. Group F has nine (9) intermediate and advanced students - seven (7) are 3rd graders and two (2) are 5th graders. Group G has eight (8) intermediate and advanced 4th and 5th graders. Group H comprises of 6th and 7th grade special education students who are in the beginning and low intermediate levels with one (1) advanced student who is also special education and serves as a language model. These students are grouped together not only by their proficiency level but also their IEP needs for social development. Group I is a middle school group ranging from grades 5 – 8 and has 7 general education students and one (1) special education students who have been in the system for three (3) – four (4) years and may become long-term ELLs. These students are still at the beginning and intermediate levels and many of them have fallen back in scores in the NYSESLAT. Group J consists of six (6) students who are long-term ELLs in 7th and 8th grade and have consistently scored within the advanced and intermediate proficiency levels in the NYSESLAT and finally, group K consists of two (2) special education students in the 5th and 6th grade. Groups H and K are seen together during all meeting times and groups D and I are seen together 3x a week.

2. In the one (1) Bilingual Special Education class, to ensure that students are receiving the required ESL instructional time, students are given ESL through the content area with native language support. Support is provided to the students by both the teacher and educational Para-professional. All the ESL groups are seen during their allotted times as per CR-Part 154 in 50 minute periods or during 100 minute blocks of time.

## A. Programming and Scheduling Information

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

Transitional students are placed in ESL classes with lower level students to work as language models for the other students. They work almost as "student teachers." In addition, these students are pulled-out once a week by the ESL teacher for explicit advanced level ESL classes in the form of shared reading groups and literature circles to enhance Reading and Writing skills.

3. For those students receiving ESL through the pull-out model, they are in general education class throughout the day; therefore, all content area is provided in English with differentiation by the general education teacher. Whenever possible, students are provided content

### 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)	Dual Language	Freestanding ESL
There is only one special education bilingual class with six students. These students are all at the beginning level according to the NYSESLAT. The students are classified MR and because of their disability they are unable to progress in their NYSESLAT and are all alternately assessed by SAA. This class functions solely in Spanish and it has been very difficult getting them to move them along in spectrum and transition. With the exception of M	100%	0%	0%
level high interest materials in English.	0%	100%	0%
4. Students who first time admits are even bilingual program the is not used. The student	0%	0%	100%
complete the test in Spanish or in English. Most of the students prefer to take the test in English since that is the language of instruction.	0%	0%	100%
5a. There have been few, if any, SIFE student	0%	0%	0%
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>

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

provide the following:

- Non-fiction, high-interest, low-level books specifically designed for SIFE and Newcomer students in each classroom
- Academic Intervention Services

## 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. Currently in AIS our providers are using RTI and Wilsons to provide intervention for our ELLs. These programs are offered in English and are primarily for non-avid ELLs. Our AIS math provider uses a technology-based program to assist our students. Our ELA

**A Programming and Scheduling Information**

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

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

We also created a mandated extended morning program with the ESL teacher for those students who are either SIFE or newcomers.

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

10. Currently we have considered no new programs or improvements for the 2011 – 2012 school year since we seem to be having success with our current ESL program, Title III program and intervention services.

11. We have no plans to discontinue any ELL program

12. ELL students are invited to participate in all academic programs offered at PS/MS 37. ELLs are invited to Extended mornings, Project Achieve, the ELA and Math test prep academy. They are also invited to Project Excite, an extracurricular program which affords the students with classes in art, cooking, crocheting and other activities.

13. See question 1b

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

15. All required service support and resources correspond to ELLs' ages and grade levels.

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

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

## 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)?

N A

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

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

The ESL teacher, the Bilingual Special Education teacher and the Assistant Principal for ELLs will continue working with the book Strategies That Work by Harvey and Goudvis and also working with When Readers Struggle Fuentes and Pinnel. The entire school staff was present during professional development session during Election Day when the Assistant Principal (Maria Diaz) conducted a Jose P. Training. Monthly the ESL teacher conducts mini-sessions focusing on QTEL Strategies to the paras, SBST, and Related Services providers.

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

3. Teachers receive professional development and guidance, as it pertains to ELLs, from both the Assistant Principal and ESL teacher. They will be provided a description of who are ELLs and how do we identify them. They will also be informed of programmatic choices and the differences between them. Primary focus will be on different instructional strategies for ELLs.

### E. Parental Involvement

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

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

PS/MS 37 offers meeting opportunities for parents from Monday to Friday and on weekends in the morning or later in the day in order to contact and serve parents with various personal schedules. For our parents with limited English, translation is available at parent meetings and translated materials are offered to our parents to ensure the most effective communication. Parents are asked to participate in

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

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

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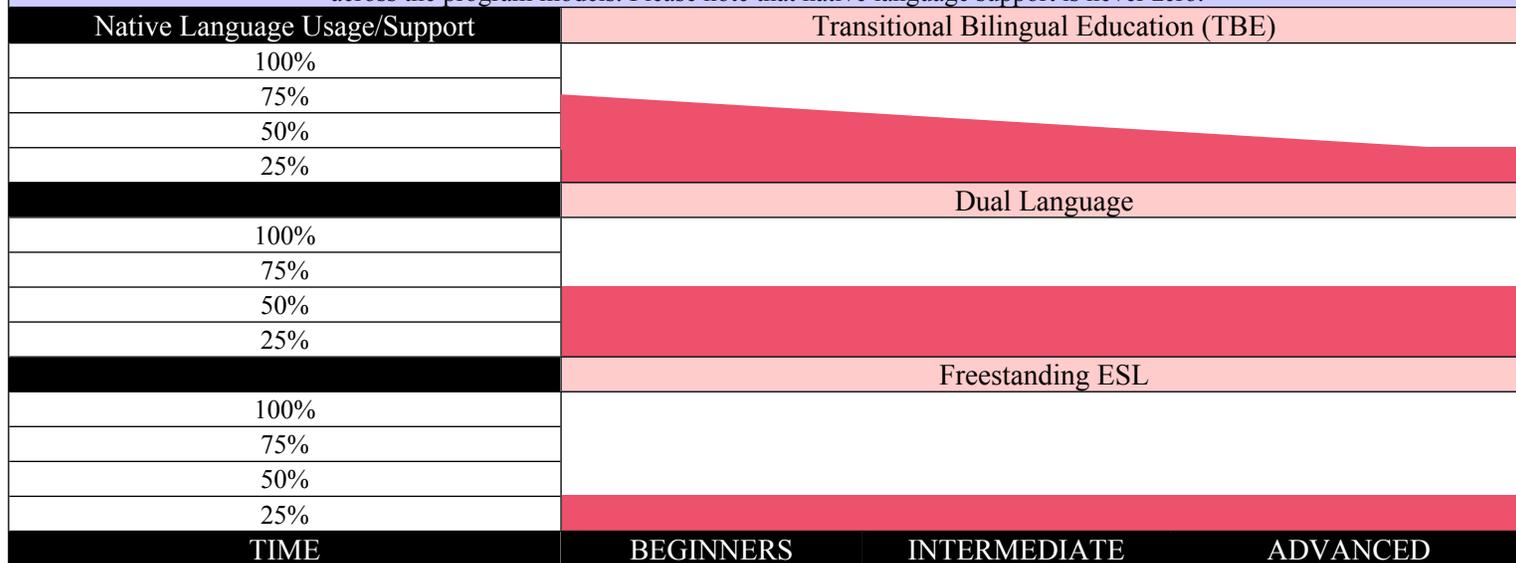
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- YAI provides parents with counseling and services for special needs children

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

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

**Native Language Usage and Supports**

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



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

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

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12. ELL students are invited to participate in all academic programs offered at PS/MS 37. ELLs are invited to Extended mornings, Project Achieve, the ELA and Math test prep academy. They are also invited to Project Excite, an extracurricular program which affords the students with classes in art, cooking, crocheting and other activities.

13. See question 1b

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

15. All required service support and resources correspond to ELLs' ages and grade levels.

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

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

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

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

We also created a mandated extended morning program with the ESL teacher for those students who are either SIFE or newcomers.

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

10. Currently we have considered no new programs or improvements for the 2011 – 2012 school year since we seem to be having success with our current ESL program, Title III program and intervention services.

11. We have no plans to discontinue any ELL program

12. ELL students are invited to participate in all academic programs offered at PS/MS 37. ELLs are invited to Extended mornings, Project Achieve, the ELA and Math test prep academy. They are also invited to Project Excite, an extracurricular program which affords the students with classes in art, cooking, crocheting and other activities.

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

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

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

## Additional Information

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

Paste additional information here

## C. Schools with Dual Language Programs

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

N A

## D. Professional Development and Support for School Staff

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

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

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

The ESL teacher, the Bilingual Special Education teacher and the Assistant Principal for ELLs will continue working with the book Strategies That Work by Harvey and Goudvis and also working with When Readers Struggle Fuentes and Pinnel. The entire school staff was present during professional development session during Election Day when the Assistant Principal (Maria Diaz) conducted a Jose P. Training. Monthly the ESL teacher conducts mini-sessions focusing on QTEL Strategies to the paras, SBST, and Related Services providers.

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

3. Teachers receive professional development and guidance, as it pertains to ELLs, from both the Assistant Principal and ESL teacher. They will be provided a description of who are ELLs and how do we identify them. They will also be informed of programmatic choices and the differences between them. Primary focus will be on different instructional strategies for ELLs.

## E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

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3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

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

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

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

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

## E. Parental Involvement

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- Montefiore & Mosholu afterschool programs picks up here at PS 37 and takes students to PS 7 and provides homework help in a safe environment
- YAI provides parents with counseling and services for special needs children

# 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	6	2	8	1	1	4	2	3					29
Intermediate(I)	2	3	2	4	1	4	2	3	4					25
Advanced (A)	3	1	4	7	4	4	0	3	1					27
Total	7	10	8	19	6	9	6	8	8	0	0	0	0	81

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	1	3			4
5	2	4	1		7
6	1	1			2
7	3	1	1		5
8	2	5			7
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									0
4	1		3						4

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

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

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

**Native Language Tests**

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
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. For the early grades we use the ECLAS-2 and Rigby. For the middle grades we use the DRA to determine literacy skills for all students including ELLs. We are currently in the process of completing both assessments but so far early data shows that in the early grades our students may lack early communication skills and emergent literacy skills. Whereas many of the middle school students are lacking many of the comprehension strategies necessary to be successful in State exams. Hence the emphasis school-wide for new ELLs not only on decoding skills but comprehension skills and strategies we use the ECLAS, Rigby and DRA scores to help inform our guided reading programs. These assessments allow us to properly group the students for literacy and they also inform us of which students may be in need of Reading Recovery, for the early grades, and AIS for the middle grades. Based on these assessments we also place the students in the mandated extended morning program.

2. Many of the students who are new arrivals, regardless of grade, scored at the Beginning level of the NYSESLAT because they lacked communicative and literacy skills in English. Unfortunately, many of the new arrivals also lacked these skills in their native language. We have had steady increase in the Reading/Writing modality and that is due to the whole schools focus on reading and writing for the past four years in whole class and individual or small group instruction. Intervention has been more specific and focused. In Listening/Speaking, many of our students fell within the Advanced and Proficient ranges. The increase in proficiency highly correlated with the grade level. The higher the grade levels the higher the proficiency. In Reading/Writing, in grades 2-5 we had more students in the Advanced level while in the lower grades, the students performed in the Beginning/Intermediate levels. This can be due to the fact that many of the students we had were emergent in their literacy skills.

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

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

5. Not Applicable

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

## Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

School Name: <u>Multiple Intelligences School</u>		School DBN: <u>10x037</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 10x037      **School Name:** The Multiple Intelligences School

**Cluster:** \_\_\_\_\_      **Network:** cfn109

**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.

A high number of parents are Spanish speaking. In order to effectively communicate with our parents, all school communication is translated by the Assistant Principal or Parent Coordinator from English to Spanish. Also Language Interpretation Devices were purchased to use with low incidence languages such as Urdu and Albanian. We use Google translate to provide written information for our low incident languages. For our oral interpretation needs, either the Parent Coordinator, Bilingual School Aides or the Assistant Principal (when available) provide this service.

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

We were able to determine our oral and written translation needs based on the HLIS surveys and the Home Language report from ATS. These needs were effectively communicated to the school community by our Parent Coordinator. As previously stated based on these reports the highest need is for Spanish translations and we are able to meet our needs with in-house personnel.

## Part B: Strategies and Activities

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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.

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

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

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

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

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

**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 [i](#).

## Part I: School ELL Profile

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

Cluster Leader/Network Leader <b>Maria Quail</b>	District <b>10</b>	Borough <b>Bronx</b>	School Number <b>037</b>
School Name <b>The Multiple Intelligences School</b>			

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

Principal <b>Kenneth Petriccione</b>	Assistant Principal <b>Maria Diaz</b>
Coach	Coach <b>type here</b>
ESL Teacher <b>Yolanda Negron</b>	Guidance Counselor <b>Effie Najarian</b>
Teacher/Subject Area <b>type here</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Lisa Coca</b>
Related Service Provider <b>type here</b>	Other <b>Caterina Ditillio</b>
Network Leader <b>Maria Quail</b>	Other <b>type here</b>

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

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>2</b>	Number of certified bilingual teachers	<b>1</b>	Number of certified NLA/foreign language teachers	
Number of content area teachers with bilingual extensions		Number of special education teachers with bilingual extensions	<b>1</b>	Number of teachers of ELLs without ESL/bilingual certification	
Number of teachers who hold both a bilingual extension and ESL certification	<b>1</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification			

### D. School Demographics

Total number of students in school	<b>625</b>	Total Number of ELLs	<b>81</b>	ELLs as share of total student population (%)	<b>12.96%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

1. Upon initial enrollment, prior to completing the HLIS, either the Assistant Principal or ESL teacher will conduct an informal interview with both the parent and the child in English and if the native language is Spanish (which 99% of the time it is) in Spanish. Both are qualified to administer the initial informal assessment due to their experience and/or training dealing with ELLs and parents of ELLs: Ms. Díaz, our Assistant Principal, is a former ELL Instructional Support Specialist and Bilingual teacher. Once the interview is concluded and the HLIS form is completed, the parent is informed of what services are available to ELLs in our school but they are also informed of the differences between the three available programs offered in the City of New York (TBE, Dual Language and Freestanding ESL). If based on the HLIS the student is eligible for the LAB-R, we then inform the parents that the student will be administered the LAB-R and we explain the purpose of the test to the parents. If possible, all efforts are made to give the student the LAB-R the same day or within the ten (10) day administration window.

To ensure that parents understand the options available to them, the three (3) programmatic choices are explained to the parents during the initial enrollment and then once again during the parent informational session. Parents are informed upon registration that due to our numbers, we have a Freestanding ESL program in our school. If a parent is interested in another ELL program we direct them to the ISC and the placement office. An overwhelming number of our ELL parents (approximately 90%) have continued opting for Freestanding ESL. Although a minute number of our parents have indicated a preference for a Dual Language Program since their interest has been more in maintaining the native/home language. An even fewer amount of parents have indicated a preference for a Transitional Bilingual Program but is has been explained to them that since we have not had sufficient numbers of students in any particular language group in any grade or continuous grades to open a program in our general education population. To provide further information, along with the Initial Entitlement Letter, an informational guide in the home language is sent home. ALL ELL letters are sent home with the students with the exception of the Parent Survey and Program Selection forms. Those two are given out to parents to fill out during the Parent Orientation meeting to ensure they are returned to the school. We make every attempt to communicate with parents in their native language. We have even purchased translation devices using Title III funds in order to facilitate communication.

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

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

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

the Parent Orientation meeting.

At the Parent Orientation meeting the parents are once again given an explanation of each program available by the New York City Department of Education and are shown the Parent Orientation video provided by the DOE which provides further clarity on the programmatic choices and is available in various languages.

At PS/MS 37 we provide a Freestanding ESL program for our general education ELL students and currently we have one (1) Bilingual Special Education class for those students whose IEPs have Bilingual education indicators. Since we only provide a Freestanding ESL program, students are placed in their appropriate general education class and are serviced by the ESL teacher.

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

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

3. Entitlement letters are distributed to each eligible student along with the NYCDOE brochure which serves as a guide for parents of ELLs. The students are then expected to take the letter home and give it to his/her parent. A copy of the letter is kept in school and, if necessary, is re-distributed at the parent-Teacher conference.

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

4. At PS/MS 37 due to insufficient numbers in consecutive grades and lack of parent interest, we do not have a general education bilingual class; therefore, all identified general education ELL students are placed in the appropriate general education class and are provided with ESL via a pull-out model and are provided ESL instruction as per CR-Part 154.

Once a child is identified as an ELL, they are placed in the specific ESL group based on whether or not they Beginning (B), Intermediate (I) or Advanced (A) on either the LAB-R, for a new admit, or on the NYSESLAT if he/she is a continuing ELL student. For grouping purposes we focus heavily on the child's combined reading and writing scores.

Parents are notified via the entitlement letter of their child's eligibility and the service that will be provided. The parents are then invited to an orientation/welcome meeting with the Assistant Principal in charge of ELLs and the ESL teacher. At that meeting, the parents are provided with all the information regarding the three programmatic choices offered by the NYCDOE and how each program works in order to achieve the goal of making their child English proficient. This meeting is held in the parents' preferred language of communication which many times is the prevalent native language in our school community – Spanish

5. An overwhelming number of our ELL parents (approximately 90%) have continued opting for Freestanding ESL. A small number of our parents have indicated a preference for a Dual Language Program since their interest has been more in maintaining the native/home language. An even fewer amount of parents have indicated a preference for a Transitional Bilingual Program but it has been explained to them that since we have not had sufficient numbers of students in any particular language group in any grade or continuous grades we have not been able to open a program in our general education population.

6. Due to our low number of ELLs, that we do not have a significant amount of students who are identified as ELLs in any particular language group in any grade or continuous grades, and lack of parent interest we have not opened a Transitional Bilingual and have had a successful Freestanding ESL program and this has been in alignment with the parents' request.

Very few of our parents opt for either a Bilingual Program or a Dual Language Program. Hence, since we have not had an overwhelming amount of parents opting for the other two programs, we have made no plans to create either a general education TBE class or in creating a Dual Language Program. However school will determine who have bilingual services on their IEPs and provide those services.

# Part III: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes*	No●	If yes, indicate language(s): Spanish
Dual language program	Yes●	No*	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> <small>(60%:40% → 50%:50% → 75%:25%)</small>								1						1
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>														0
<b>Total</b>	0	0	0	0	0	0	0	1	0	0	0	0	0	1

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	81	Newcomers (ELLs receiving service 0-3 years)	62
SIFE	4	ELLs receiving service 4-6 years	14
		Special Education	16
		Long-Term (completed 6 years)	5

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. [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	1			3			2			6
Dual Language										0
ESL	61	4	8	11		6	3		2	75
<b>Total</b>	<b>62</b>	<b>4</b>	<b>8</b>	<b>14</b>	<b>0</b>	<b>6</b>	<b>5</b>	<b>0</b>	<b>2</b>	<b>81</b>

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

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

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

**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
<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	7	10	8	18	6	9	5	4	6					73
Chinese														0
Russian														0
Bengali														0
Urdu			1	1										2
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	7	10	9	19	6	9	5	4	6	0	0	0	0	75

## 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. (a) At PS/MS 37 we provide a Freestanding ESL program for our general education ELL students and one (1) Bilingual Special Education class for those students who have Bilingual indicators on their Individualized Education Plan (IEP).

Our Freestanding ESL program services approximately 73 students spanning grades K-8, this includes formerly x-coded students. Our ELLs who are serviced through the Bilingual Program are Special Education students who are mandated Bilingual education per their IEPs; there are currently six (6) students who are serviced in this program.

We offer English as a Second Language (ESL) using a pull-out model. Students are placed in groups based on their scores in the combined language modalities of reading and writing on the NYSESLAT and for new admits they are placed according to their LAB-R score. Despite this grouping, we do put advanced students and proficient students in with newcomers group, at times, to be language models to those students. At the beginning of the school year, each student does a baseline writing piece to assess students' writing with a school created rubric that is aligned to CCS. As previously stated, we offer ESL services in the form of a pull-out model in which the ESL teacher provides instruction to a small group of about ten (10) students using content-based thematic ESL instruction focusing on both content and language objectives. The purpose of our ESL program is to ensure that in lieu of learning language in isolation, the students can learn language and the use of language in context. This can only occur through experiential use of language in authentic settings and through social studies, science, mathematics and literacy. Students are provided with instruction that focuses on the use of all four language modalities (Listening, Speaking, Reading and Writing) and they are grouped by focusing on their performance on the NYSESLAT, with specific attention being paid to the students' individual raw scores in each modality. Differentiation occurs through the use of scaffolding techniques, realia, questioning techniques & Accountable Talk with a focus on working within the students' Zone of Proximal Development, as outlined in the works of Vygotsky, Van Lier and Walqui.

In grades 6-8, all efforts are made to provide both a push-in and pull-out model. In order to ensure academic success for our middle school students the ESL teacher participates in grade and curriculum planning meetings. To ensure that the students are still participating in the classroom instruction while their specific needs are met, the ESL teacher works alongside the classroom teacher in planning and incorporating ESL strategies and implementing differentiation techniques into the lessons. All students in the classroom benefit from this planning strategy. High expectations are set for students at all levels of language development and clear criteria are met.

A group of ten (10) students who are either new to the country or who have been in the country for two or less years are seen by the ESL teacher during extended morning sessions for extra ESL instruction and are provided with native language support by the ESL teacher.

## A. Programming and Scheduling Information

Following the CR-Part 154 mandates for language instruction, our Bilingual Special Education class which comprises of six (6) students, three in grade 7 and three in grade 8, ensures that these students receive the appropriate amount of native language instruction (which in this class is Spanish) and target language instruction. Due to the academic and language needs and abilities of these students, they all fall within the beginning level of English proficiency according to the NYSESLAT. Instruction is IEP driven and provided by a licensed Bilingual Special Education teacher who is assisted by an appropriately licensed Para-professional. These students are taught using a 60/40 model in which content area instruction such as mathematics, social studies, science and literacy is done primarily in the native language with additional literacy blocks which focus on English as a Second Language. As the teacher, primarily informal, since these students are alternately assessed using NYSAA, see an increase in the students' English language ability, English is gradually introduced into content area instruction. ESL instruction re-visits those concepts and ideas learned during the native language literacy instruction to reinforce the transfer of skills.

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

1. (b) Our ESL students are divided into eleven (11) groups (groups A-K) with 5-10 students in each group. Each group was created using the students combined Reading and Writing NYSESLAT score or in the case of a new admit his/her LAB-R score. Group A is comprised of 3 Kindergartners (2 beginners and 1 low intermediate), 5 first graders (3 beginners and 2 low intermediate). These students are all early education students and are still language emergent. A proficient level student is brought into this class once a week as a language model and to help create a sense of community. The materials being used for this group are the "Alphachants" Kit, Avenues Series, Scholastic's Alpha Tales and Word Families Tales, Benchmark's Shared Connections Kit as well as Visions. Group B consists of six (6) students who are all first graders but are similar as group A in that three of the students are beginners and three are low intermediates. This group will be using the same materials as in Group A in addition to Lakeshore Learning Kits and letter and word manipulatives. Group C is comprised of six (6) second graders who are advanced and one (1) third grader who although is at the beginning level socially and academically fits in better with this group and we felt the group dynamics will help this student evolve. The materials used for this group are Scholastic's Alpha Tales and Word Families Tales, Rosen Graphic Novels which are high interest low level readers, 2nd grade sets of Rigby Readers, Benchmark's Shared Connections Kit and Word Scapes which are content and country themed. Group D is a heterogeneous group made up of one 2nd grader, six (6) 3rd graders and one 4th grader. This group has a couple of SIFE students and students who are low in both English and their native language – Spanish. These students need communication and emergent literacy skills so with that group the teacher uses the Newcomers Series, On Location – New to English, and Level 1 English at Your Command, the Rourke ESL Kit, Rigby Readers and shared reading stories. In Group E there are six (6) Special Education students, one is in 2nd grade and the other 5 are in 3rd grade. These six (6) students are at the Intermediate and high beginning level as per their NYSESLAT scores. These students use Benchmark and Teacher Created Materials – Reader's Theater, Word Scapes which are content and country themed and grade appropriate, Rosen Graphic Novels, and Visions. Group F has nine (9) intermediate and advanced students - seven (7) are 3rd graders and two (2) are 5th graders. Group G has eight (8) intermediate and advanced 4th and 5th graders. Group H comprises of 6th and 7th grade special education students who are in the beginning and low intermediate levels with one (1) advanced student who is also special education and serves as a language model. These students are grouped together not only by their proficiency level but also their IEP needs for social development. Group I is a middle school group ranging from grades 5 – 8 and has 7 general education students and one (1) special education students who have been in the system for three (3) – four (4) years and may become long-term ELLs. These students are still at the beginning and intermediate levels and many of them have fallen back in scores in the NYSESLAT. Group J consists of six (6) students who are long-term ELLs in 7th and 8th grade and have consistently scored within the advanced and intermediate proficiency levels in the NYSESLAT and finally, group K consists of two (2) special education students in the 5th and 6th grade. Groups H and K are seen together during all meeting times and groups D and I are seen together 3x a week.

2. In the one (1) Bilingual Special Education class, to ensure that students are receiving the required ESL instructional time, students are given ESL through the content area with native language support. Support is provided to the students by both the teacher and educational Para-professional. All the ESL groups are seen during their allotted times as per CR-Part 154 in 50 minute periods or during 100 minute blocks of time.

## A. Programming and Scheduling Information

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

Transitional students are placed in ESL classes with lower level students to work as language models for the other students. They work almost as "student teachers." In addition, these students are pulled-out once a week by the ESL teacher for explicit advanced level ESL classes in the form of shared reading groups and literature circles to enhance Reading and Writing skills.

3. For those students receiving ESL through the pull-out model, they are in general education class throughout the day; therefore, all content area is provided in English with differentiation by the general education teacher. Whenever possible, students are provided content

### 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)	Dual Language	Freestanding ESL
There is only one special education bilingual class with six students. These students are all at the beginning level according to the NYSESLAT. The students are classified MR and alternately assessed by SAA. This class functions solely in Spanish and it has been very difficult getting them to move them along in spectrum and transition. With the exception of M	100%	0%	0%
level high interest materials in English.	0%	100%	0%
75%	0%	75%	0%
4. Students who first time admits are even bilingual program the SIFE is not used. The students	50%	0%	0%
25%	0%	0%	0%
complete the test in Spanish or in English. Most of the students prefer to take the test in English since that is the language of instruction.	100%	0%	100%
75%	0%	0%	75%
50%	0%	0%	50%
5a. There have been few, if any, SIFE students	25%	0%	0%
25%	0%	0%	0%
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.

provide the following:

- Non-fiction, high-interest, low-level books specifically designed for SIFE and Newcomer students in each classroom
- Academic Intervention Services

## 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. Currently in AIS our providers are using RTI and Wilsons to provide intervention for our ELLs. These programs are offered in English and are primarily for non-aided ELLs. Our AIS math provider uses a technology-based program to assist our students. Our ELA

**A Programming and Scheduling Information**

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

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

We also created a mandated extended morning program with the ESL teacher for those students who are either SIFE or newcomers.

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

10. Currently we have considered no new programs or improvements for the 2011 – 2012 school year since we seem to be having success with our current ESL program, Title III program and intervention services.

11. We have no plans to discontinue any ELL program

12. ELL students are invited to participate in all academic programs offered at PS/MS 37. ELLs are invited to Extended mornings, Project Achieve, the ELA and Math test prep academy. They are also invited to Project Excite, an extracurricular program which affords the students with classes in art, cooking, crocheting and other activities.

13. See question 1b

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

15. All required service support and resources correspond to ELLs' ages and grade levels.

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

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

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

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

We also created a mandated extended morning program with the ESL teacher for those students who are either SIFE or newcomers.

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

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11. We have no plans to discontinue any ELL program

12. ELL students are invited to participate in all academic programs offered at PS/MS 37. ELLs are invited to Extended mornings, Project Achieve, the ELA and Math test prep academy. They are also invited to Project Excite, an extracurricular program which affords the students with classes in art, cooking, crocheting and other activities.

13. See question 1b

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

15. All required service support and resources correspond to ELLs' ages and grade levels.

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

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

## 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)?

N A

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

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

The ESL teacher, the Bilingual Special Education teacher and the Assistant Principal for ELLs will continue working with the book Strategies That Work by Harvey and Goudvis and also working with When Readers Struggle Fuentes and Pinnel. The entire school staff was present during professional development session during Election Day when the Assistant Principal (Maria Diaz) conducted a Jose P. Training. Monthly the ESL teacher conducts mini-sessions focusing on QTEL Strategies to the paras, SBST, and Related Services providers.

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

3. Teachers receive professional development and guidance, as it pertains to ELLs, from both the Assistant Principal and ESL teacher. They will be provided a description of who are ELLs and how do we identify them. They will also be informed of programmatic choices and the differences between them. Primary focus will be on different instructional strategies for ELLs.

### E. Parental Involvement

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

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

PS/MS 37 offers meeting opportunities for parents from Monday to Friday and on weekends in the morning or later in the day in order to contact and serve parents with various personal schedules. For our parents with limited English, translation is available at parent meetings and translated materials are offered to our parents to ensure the most effective communication. Parents are asked to participate in

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

- Fordham-Tremont Community Health Center (2021 Grand Concourse) upon the need of mental health services
- ECHO Free Clinic Walton Family Health Center (1894 Walton Avenue) helps with health insurance filing
- Literacy Assistance Center provides in school workshops and GED /Free ESL programs on site (1666 Bathgate Avenue)
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- Dial a Teacher
- Advocates for children to help parents better understand special education evaluations, standards, options for students in need of medical accommodations, legal rights of immigrants
- Children's Aid Society for legal advocacy
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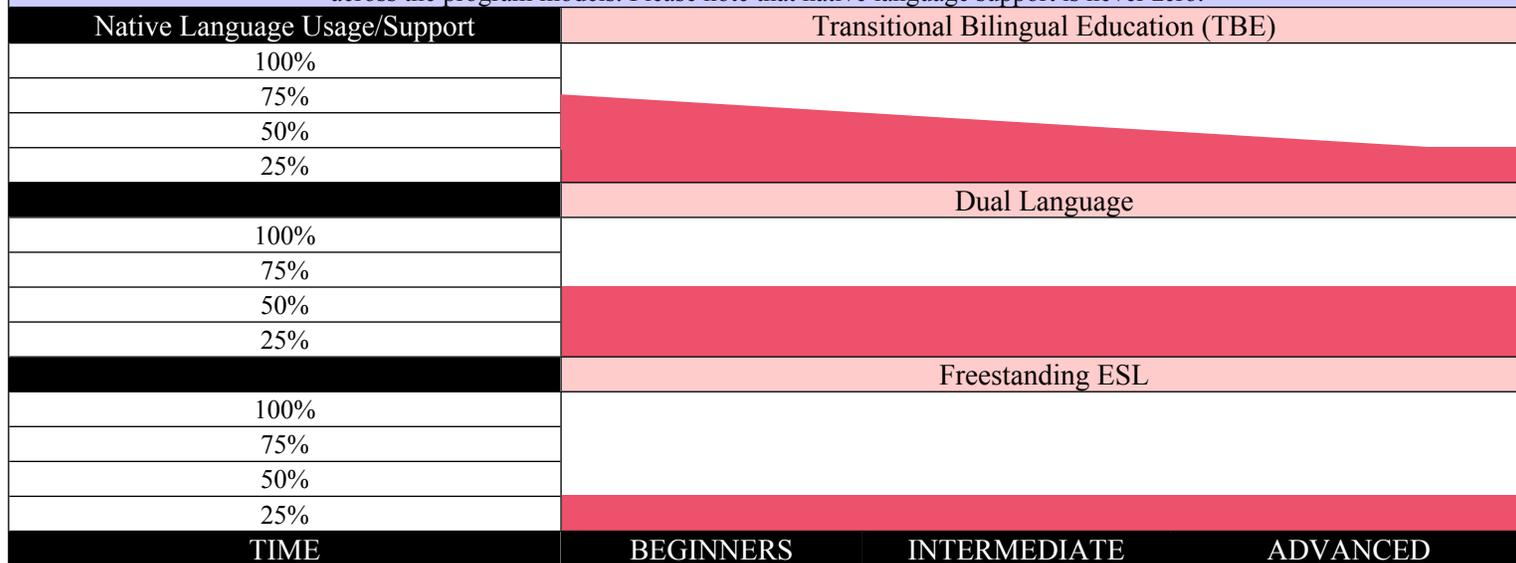
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**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

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

**Native Language Usage and Supports**

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



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

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

- 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
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- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
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6. The success of our ESL program is determined by the number of students who test out at the end of the year along with the performance of our Former ELLs. We have steadily shown growth in the number of students who are Proficient in the NYSESLAT and for the most part our ELLs and Former ELLs score a level two on the ELA and a level three in mathematics.

## Additional Information

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

Paste additional information here

## C. Schools with Dual Language Programs

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

# 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	6	2	8	1	1	4	2	3					29
Intermediate(I)	2	3	2	4	1	4	2	3	4					25
Advanced (A)	3	1	4	7	4	4	0	3	1					27
Total	7	10	8	19	6	9	6	8	8	0	0	0	0	81

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	1	3			4
5	2	4	1		7
6	1	1			2
7	3	1	1		5
8	2	5			7
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									0
4	1		3						4

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

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

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

**Native Language Tests**

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
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. For the early grades we use the ECLAS-2 and Rigby. For the middle grades we use the DRA to determine literacy skills for all students including ELLs. We are currently in the process of completing both assessments but so far early data shows that in the early grades our students may lack early communication skills and emergent literacy skills. Whereas many of the middle school students are lacking many of the comprehension strategies necessary to be successful in State exams. Hence the emphasis school-wide for new ELLs not only on decoding skills but comprehension skills and strategies we use the ECLAS, Rigby and DRA scores to help inform our guided reading programs. These assessments allow us to properly group the students for literacy and they also inform us of which students may be in need of Reading Recovery, for the early grades, and AIS for the middle grades. Based on these assessments we also place the students in the mandated extended morning program.

2. Many of the students who are new arrivals, regardless of grade, scored at the Beginning level of the NYSESLAT because they lacked communicative and literacy skills in English. Unfortunately, many of the new arrivals also lacked these skills in their native language. We have had steady increase in the Reading/Writing modality and that is due to the whole schools focus on reading and writing for the past four years in whole class and individual or small group instruction. Intervention has been more specific and focused. In Listening/Speaking, many of our students fell within the Advanced and Proficient ranges. The increase in proficiency highly correlated with the grade level. The higher the grade levels the higher the proficiency. In Reading/Writing, in grades 2-5 we had more students in the Advanced level while in the lower grades, the students performed in the Beginning/Intermediate levels. This can be due to the fact that many of the students we had were emergent in their literacy skills.

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

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

5. Not Applicable

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

## Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

**School Name:** Multiple Intelligences School

**School DBN:** 10x037

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01