



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME:**

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

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

SUPERINTENDENT:    **MELODIE MASHEL**

## 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	
Danielle Diluzio	*UFT Chapter Leader or Designee	
Marjorie Bobe	*PA/PTA President or Designated Co-President	
Astrid Van Sluytman	DC 37 Representative, if applicable	
N/A	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
N/A	CBO Representative, if applicable	
Rina Oliva	Member/Para-Professionals	
Cynthia Fontanez	Member/ Teacher	
Elizabeth Matheson	Member/ Teacher	
Carmen Ferosa	Member/ Parent	
Marcia Van Tull	Member/ Parent	
Arlyne Gonzalez	Member/ Parent	
	Member/	

\*\* Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

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

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

### **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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

## 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**

To further incorporate the Common Core Learning standards by June 2013 100% of all students will be assessed via 2 rigorous performance tasks in Literacy and Math in grades K-5, and in Literacy, and 2 tasks in Math, Science, and Social Studies in grades 6-8.

### **Comprehensive needs assessment**

This initiative is in direct accordance with Department of Education's Instructional Expectations for the 2012-2013 school year, and in compliance with new standards set by the state. Student will be tested in the future based on the Common Core Learning standards and much work is to be done by the entire school community to embed these standards in to our everyday practice.

### **Instructional strategies/activities**

- Provide professional development on the Common Core Learning Standards - how to incorporate and embed them in our curriculum units.
- Provide professional development on task analysis in Mathematics (E.G. Steiner).
- Teacher Teams will analyze the standards to identify gaps in both curriculum and student ability evidenced by student work.
- Teacher teams will develop a protocol for looking at student work to recognize the quality of tasks assigned to students.
- Increase strategy instruction for nonfiction texts and instruct students on formulating opinions, and critical thinking through argument writing.
- Teachers will set up cognitively challenging mathematical tasks so students will be provided with opportunities for reasoning, problem solving, and mathematical communication.
- Teachers will implement the Literacy, Math, Science, and Social studies culminating tasks embedded in the Common Core aligned units.
- Teachers will now write units of study with standards and performance tasks included in them to increase academic rigor in a thinking curriculum.

### **Strategies to increase parental involvement**

The school will provide training to parents on the instructional shifts aligned to the Common Core Learning Standards. These standards will be discussed in school leadership team meetings, and parents will be exposed to the Engage NY website for more information. Parents will be treated as an important part of the home school partnership, and will be valuable in helping our students complete these rigorous performance tasks.

### **Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title I     Title IIA     Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

### **Service and program coordination**

Many resources both human and fiscal are being put into this endeavor into action. Consultants from Teachers College and AUSSIE will be retained to help instruct teachers and administrators on the best way to implement this work. Instructional materials will be purchased aligned to the common core to help our students increase academic rigor, and understand the instructional shifts that are now required to achieve in the future. Instructional resources will be purchased for our students with disabilities, and our English language learners for them to address the Common Core Learning Standards in order to succeed academically. Extra materials will be purchased to make sure our students in temporary housing will have these resources available for them to maximize their learning. Technology will

be purchased and updated to align with these new standards so all our students will be successful in a 21st century setting.

**ANNUAL GOAL #2 AND ACTION PLAN**

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

**Annual Goal #2**

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 2013, 70% of all K-8 students will show an increase of at least one level on our writing rubric benchmark database to ensure progress in student performance in narrative writing.

**Comprehensive needs assessment**

Based specifically on our performance on the writing part of the state ELA exams we must continue to push this writing initiative. We have seen evidence to make this a priority in all grades during publishing celebrations and culminating activities for units of study.

**Instructional strategies/activities**

- Teachers will give the baseline assessment in September 2012, January 2013 and May 2013
- Assessments will be scored by teachers 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.
- Teachers will use this data to tweak units to instruct students on how to improve narrative writing.
- 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-8 continuum.

**Strategies to increase parental involvement**

Parents will be given workshops on family Literacy and the importance of writing and language development. Parents will be brought in for teacher conferences on their children's strengths and weaknesses in writing and how they can help their children improve.

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

  X   Tax Levy      X   Title I      X   Title IIA      X   Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

We will hire consultants to provide our teachers with professional development on how to teach students to be better writers. These consultants will model and observe writing lessons that will be rigorous and require students to maximize their efforts regarding narrative writing. resources will be utilized in our after school and Saturday program to improve narrative writing in grades 3-8. Writing will be stressed in our Title III ESL after school program to achieve our writing goals. Students with disabilities will be given both human and fiscal resources, both during the school day and in our after school and Saturday program to give them an opportunity to increase the quality of their narrative writing.

### **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**

- By June 2013 the overall school attendance rate will increase to 94% for the entire school population as measured in the school's annual attendance report

#### **Comprehensive needs assessment**

- We are all in strong agreement 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. Two years ago we were at 91.7 overall attendance, last year we improved to 92.9, we want to continue to improve.

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

- 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**

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.

#### **Budget and resources alignment**

- Indicate your school's Title I status: X School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy    Title I    Title IIA    Title III   \_\_\_\_\_ Grants   \_\_\_\_\_ Other

If other is selected describe here:

#### **Service and program coordination**

- All administration and attendance related personnel will work together to achieve an increase in student attendance, and a decrease in tardiness.

### ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	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.	Small group and one on one	During the School day, before school in Extended morning, and in our after school and Saturday programs
Mathematics	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	Small group and one on one	During the School day, before school in Extended morning, and in our after school and Saturday programs

	Math.		
Science	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.	Small group and one on one	During the School day, before school in Extended morning, and in our after school and Saturday programs
Social Studies	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.	Small group and one on one	During the School day, before school in Extended morning, and in our after school and Saturday programs
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling is provided by our guidance counselors, social workers, and school psychologist at risk where needed	Small group and one on one	During the school day

### HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

Providing quality Tier I instruction in the classroom everyday is the paramount responsibility of every school. Highly qualified motivated professional teachers are the first step to providing this quality instruction on a daily basis. We work hard to recruit quality people and retain them in teaching assignments that are beneficial to the entire school. We provide them with pertinent professional development to hone and improve their craft for the benefit of our students. We set aside common planning time for our teachers to be part of an instructional team that meets and shares best practices in education. We provide them with instructional technology to make their lessons interactive and engaging, and give our students access to technology that will make them 21st century learners. We of course set aside 5% of our Title I budget to provide funds to support our teachers being highly qualified to teach our students. We immerse them in a professional learning community and want them to have a commitment to expertise, and to want to work in a collegial manner for the benefit of all. We have enjoyed a high percentage of retention of highly qualified teachers, and as a result teachers receive the guidance, support, and feedback to make them enjoy their work and strive for continuous improvement.

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

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

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

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

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

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

providing technical support and ongoing professional development, especially in developing leadership skills;

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

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

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

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

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I,

agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

## **I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

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

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

## **III. Student Responsibilities:**

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

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

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

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

## Part I: School ELL Profile

### A. School Information

Cluster Leader/Network Leader <b>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

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

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 <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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	Total #
<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								
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 area materials in the native language to assist them. ELL's students are also given a peer tutor who speaks their native language to assist them during area instruction-this is especially true 6-8 grades. The general education teachers are provided with supplemental materials from the ESL teacher to assist in teaching the ELLs in their class.

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 NYSAA. 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 Music, Technology, Adapted Physical Education, Gym and ESL, all content area instruction is mostly done in Spanish. Those students who had been able to show some cognitive growth in English are provided with low level high interest materials in English.

4. Students who are first time admits are evaluated in their native language with the LAB-R Spanish, since we do not have a bilingual program the ELE is not used. The students who are in the Special Education Class are New York State Alternately Assessed. Instructions are provided in English, the students are trained in using translated version side by side and are given the option to either 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.

5a. There have been very few, if any, SIFE students registering at PS/MS 37, we currently have five. For those few student who do arrive, they go through the same placement and identification process (HLIS, individual interview, LAB-R testing) and then age appropriately placed in the grade in either the ESL or TBE program, contingent upon parent preference and in the case of Special Education – IEP recommendation. In order to ensure the success of SIFE students and enable them an opportunity to "catch-up" with their grade cohort we provide the following:

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

5b. The newcomers in grades K-2 besides ESL, receive Reading Recovery with a Reading Specialist and the others receive AIS to assist them in their transition. Students who are test eligible for the ELA besides being invited to the school's test prep program, Project Achieve, they also receive additional testing preparation from a teacher who we bring in especially for them. They receive training ranging from how to complete and bubble in the test grid to how to navigate the intricacies of the exam. During our Title III program once a week, we focus on test taking strategies along with reading comprehension skills from Continental Press Finish Line Series.

5c. Most of our ELLs who fall within the 4 to 6 years category are scoring within the Intermediate and Advanced levels of the NYSESLAT. These are the students who are used as language models for the beginning students and peer tutors. These students are also the focus group for the weekday Title III program that way they can attend the Saturday ELA test prep academy, Project Achieve. Many

## A. Programming and Scheduling Information

of these students receive AIS along with ESL. AIS is provided either for ELA or Mathematics depending on the student's area of need. Many of these students are also serviced through RTI.

5d. We have 5 Long-term ELLs. Those students are currently Special Education students. We service these students according to their special needs/IEP. There are mitigating circumstances which affect why they have not tested out of ESL. In their special case it is not a language problem but a learning problem. These children's needs are met by their Special Education teacher or Resource Room teacher along with the ESL teacher.

6. We have 17 SWDs who are also identified as ELLs. Six of these students, are classified as MR and mostly functioning below the 2nd and 3rd grade level despite being in 7th and 8th grade. Only one of the 6 is test eligible and scored a level 2 on both ELA and Math for Spring 2011. This student is taken out during Literacy and Math and integrated with a general education class for instruction during Literacy and Math blocks. The other 5 students are New York State Alternately Assessed and provided instruction aligned with the prescribed grade level on their IEP. The other 11 students are provided instruction in a monolingual Special Education class setting. These 11 students are eligible and use the same instructional materials as those students in a general education class. Differentiation is given with accordance with their IEPs. They use the materials outlined in the core curriculum with supplemental materials to enrich the core. During the ESL period they are provided with scaffolded instruction in the content area using materials such as Visions, Wordscapes, English at your Command and materials from on Continental Press which focuses on instruction using non-fiction text.

7. Our 17 ELL-SWDs are divided within four different classrooms. The four classrooms are 12:1 as for the IEP recommendations. All instruction and scheduling is done to accommodate all of the services they are mandated to receive APE, OT, PT, speech and counseling, where recommended, in the IEP, speech and counseling maybe provided in their native language.

### Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

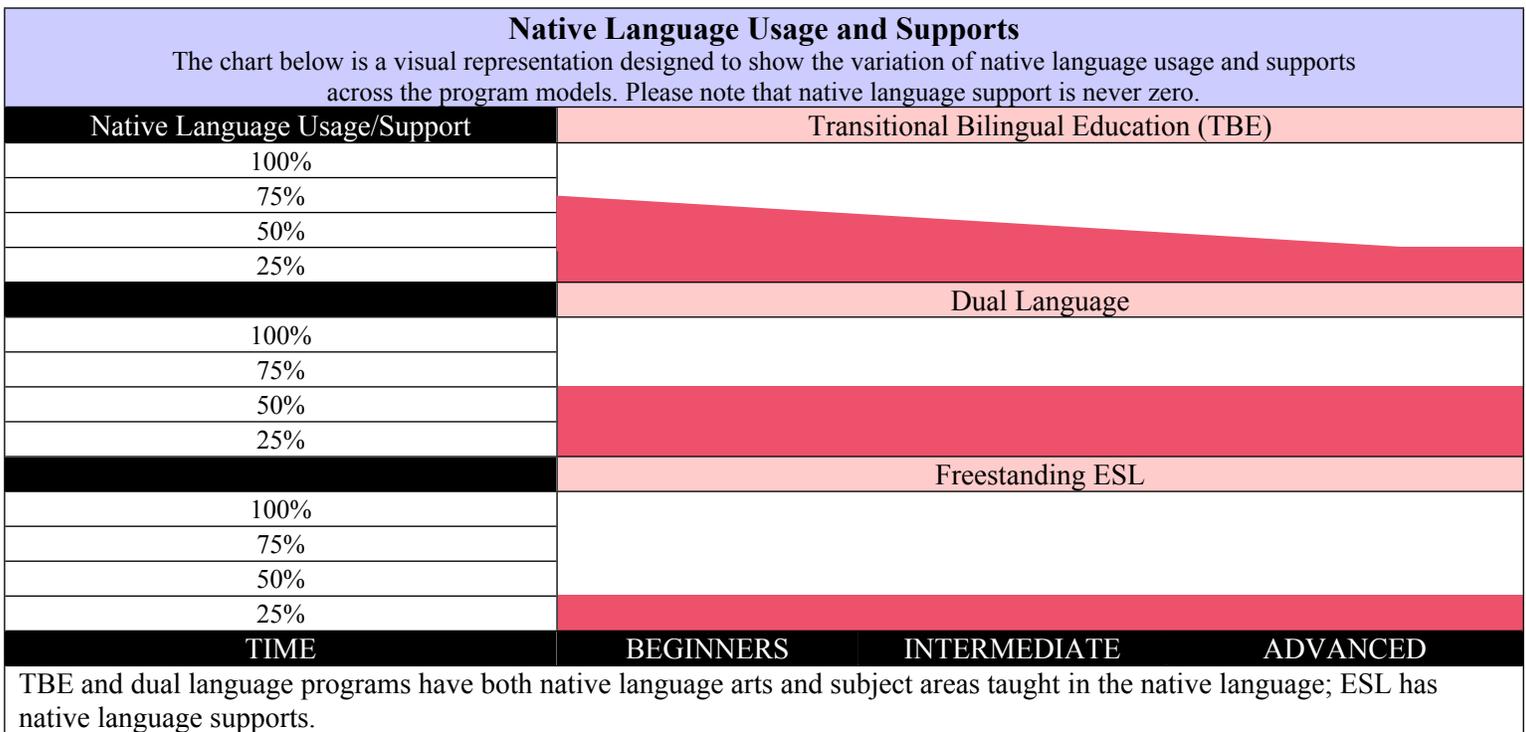
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	Spanish			
Social Studies:	Spanish			
Math:				
Science:				

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

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

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12</b>			
	<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



## 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.



**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?
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
- YAI provides parents with counseling and services for special needs children
- New York Immigration Hotline for questions regarding immigration
- Department of Health provide in school workshops and to find answers to improve their children's academic achievement, such as literacy training, and using technology

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

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

NYS ELA							
Grade	Level 1		Level 2		Level 3	Level 4	Total
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
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				

### New York State Regents Exam

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

**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)
	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).

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Multiple Intelligences School	DBN: 10x037
Cluster Leader: Douglas Knecht	Network Leader: Maria Quail
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 60 Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 4 # of certified ESL/Bilingual teachers: 4 # of content area teachers: 4

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: PS/MS 37 will use Title III LEP funds to create a supplemental program for our English Language Learners. The program will be held Mondays spanning from Monday November 5th, 2012 through April 29th, 2013 (1x a week, 1 hour and ½ a day for 19 days for a total of 28.5 hours). The program will be comprised of four (4) classes divided as grades K-1, 2-3, 4-5 and 6-8. The grades K-1 group will have fifteen (15) students, the grades 2-3 group will have fifteen (15) students, the 4-5 group will have fifteen (15) students and the 6-8 group will have fifteen (15) students. Students will be further subgrouped by proficiency level (beginners, intermediate, and advanced) to ensure tailored instruction according to student need. The program will focus on promoting success on the NYSESLAT, supporting common core curriculum goals and helping students overcome daily language barriers. The program will emphasize the four language modalities as assessed by the NYSESLAT via direct instruction. For this program we will be using Continental Press' Empire State NYSESLAT which is designed to replicate each section of the NYSESLAT and assist in familiarizing the students with the state assessment. The program will also be utilizing Access student books and workbooks, which is a language acquisition series that assists in acquiring the English Language via multi-themed units. This program will be taught by four (4) highly qualified ESL/bi-lingual certified teachers who will instruct in English yet provide native language support via supplemental materials when necessary (i.e. dictionaries, translation head phones, etc). A supervisor will be needed to oversee the program and ensure the safety of the students who will remain in the building.

### Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: It is important that targeted professional development is offered that will assist the teaching staff in honing in on the specific needs of the school's ELL population. Therefore, ESL teacher Yolanda Negron will attend the Staff Development Resources PD offered by Stephen Krashen titled Effective Second Language Acquisition which touches on the following salient points: Effective instructional strategies that speed language acquisition, increasing comprehension in all content areas, integrating language learning across curriculum, increasing achievement for all ELLs (Title I, Title III, SWD, and GT). The PD is a 6 hour training that was scheduled for 11/1/12. It was re-scheduled for 2013 in light of Hurricane Sandy impacting the PD site. In the interim, Ms. Negron has since completed a PD offered at Fordham University on December 11, 2012 titled "ELL Shadowing as a Catalyst for Change"

### Part C: Professional Development

facilitated by Dr. Ivannia Soto. The information centered around experiencing a classroom through the eyes of an ELL student by increasing teacher sensitivity and increasing a sense of urgency to assist ELL's in learning academic language and content. The accompanying text *ELL Shadowing as a Catalyst for Change* touches upon the importance of active listening, how to use the Shadow protocol, next steps with ELL shadowing, etc. The text (isbn D123A5-978-1-4129-9206-0) will be purchased and used in a study group that will be held on a monthly basis (every 3rd Thursday Morning) to hone in on the instructional practices that would better serve the ELL population via a research based protocol that is followed up with built in "next steps".

### Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: For the 2012-2013 Title III Parent Involvement piece we will offer a Parent ESL Program in conjunction with the Title I parents organization. Due to the fact that it is important to bridge the gap between school and home, it is necessary that parents attempt to master the language alongside their children. For this reason, an ESL Class for parents was created to ensure that they are able to acquire the language their children are being instructed in. Parents will be offered participation in English classes every Thursday Morning for an hour for the remainder of the scholastic year. They will be provided the basic English fundamentals and instructed in the ESL classes via the four domains of reading, writing, listening and speaking. Materials will be covered thematically to ensure connection to real word phenomenon thus easing the acquisition of the new language. Title III funding will cover the cost of the ESL instructor that will be paid at a coverage rate (during their regularly scheduled prep period). Parents have been notified of this program via a scheduled parent orientation, letters from school, announcements at PA meetings by the parent coordinator and via verbal acknowledgment in person.

Besides the ESL program we will also be offering various informational handouts and workshops that might include the following topics: citizenship, civics, immigrant rights and adjustment of status. These workshops will be facilitated by ESL teaching staff and held on a monthly cycle during prep periods. These programs will be free of charge but we will provide refreshments and food for the parents.

### Part E: Budget

**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		