



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: THE CYNTHIA JENKINS SCHOOL
DBN (i.e. 01M001): 29Q037
Principal: BEVERLY MITCHELL
Principal Email: BMITCHE2@SCHOOLS.NYC.GOV
Superintendent: LENON C. MURRAY
Network Leader: JOE BLAIZE

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Beverly Mitchell	*Principal or Designee	
Nannetta Smith	*UFT Chapter Leader or Designee	
James Tatum	*PA/PTA President or Designated Co-President	
Emet Clarke	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Sharmella Prince	Member/ Parent	
Odette Phillips	Member/ Parent	
Nigel Thomas	Member/ Parent	
Pauline Nimmons	Member/ Parent	
Michelle Saunders	Member/ Parent	
Dorrie Robinson	Member/ Teacher	
Edith Revell	Member/ Teacher	
Hazel Abraham	Member/ Teacher	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed

	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
x	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
x	Title I Plan (Only for schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2014 100% of classrooms in grades K-5 will integrate lessons and units with the Common Core Instructional Shifts as evidence by task, classroom observations and teacher team work.

Comprehensive Needs Assessment

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

The 2013 NYS exams indicate that only 16.4% met the standards in ELA and 12.8% met the standards in mathematics. The results of the NYC Baseline in writing which were administered to all students in grades K-5 in 2013. More than 80% of students have not met the standards for informational or opinion writing.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Professional development workshops to address the Common Core Standards including but not limited to the following:
Practical strategies to implement Ready Gen (ELA Common Core Curriculum).
Practical strategies to implement Go Math (Math Common Core Curriculum).
Practical strategies to implement Voices (Writing Common Core Aligned Program).
2. Administrative monitoring of teacher lesson plans to ensure lessons reflect CCLS shifts.
3. Grade teams will review student work to identify gaps in instruction and make adjustments to units of study as needed.
4. Goals for students that show students have a clear understanding of their next learning step so that students can monitor their next learning steps.
5. Use of CCLS aligned grade specific rubrics to assess student work in the areas of CCLS shifts in the area of writing.
6. A change in classroom practice to address the Common Core Shifts and rigorous instruction.
7. Providing authentic opportunities for students in reading, writing, speaking and listening.

B. Key personnel and other resources used to implement each strategy/activity

1. All teachers
2. Administrators
3. All teachers
4. All students
5. All teachers
6. All teachers
7. All teachers

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Unit Assessments
2. Lesson Plans & Danielson Rubric
3. Writing Task
4. Baseline Writing Prompt Action Plans
5. Writing Task
6. Formal and Informal Observations and Feedback to teachers
7. Performance Task in ELA and Mathematics

D. Timeline for implementation and completion including start and end dates

1. September 2013 to June 2014
2. September 2013 to June 2014
3. September 2013 to June 2014
4. September 2013 to June 2014
5. September 2013 to June 2014

6. September 2013 to June 2014
7. September 2013 to June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Monthly Grade Conference & Weekly Teacher Team Meetings
2. Daily Formal & Informal Observations and Feedback
3. Weekly teacher team meetings.
4. Common prep periods.
5. Common prep periods & Weekly Teacher Team Meetings
6. Extended Day Program to address student deficits.
7. Common prep periods & Weekly Teacher Team Meetings

Strategies to Increase Parent Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Parent workshops on the Common Core Standards.
- Parent workshops on the Ready Gen and Go Math Curriculum.
- Individual Parent Teacher Conferences.
- IEP meetings.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2014 100% of teachers will possess a normed understanding of the competencies and the rubric from 2013 Charlotte Danielson's Framework for Teaching included in the New Teacher Evaluation and Development System with a major focus on questioning and discussion techniques to improve pedagogical delivery and student engagement in an effort to improve student achievement.

Comprehensive Needs Assessment

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

During the 2013 school year we participated in the Teacher Effectiveness Program where all teachers were evaluated on the 7 competencies in the Charlotte Danielson's Framework. The overall areas of need was Student Engagement (Competency 3C) and Questioning and Discussion (Competency 3B). The lack of clearly planned next steps and scaffolds to support learning did not consistently offer all students the opportunity for students to demonstrate their learning and exhibit their thinking in deep discussion.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. A minimum of 4 classroom observations to observe teacher practices.
2. Principal and Assistant Principal will review teacher lesson plans and teacher instructional practices during short cycle observations and formal observations to ensure that lessons engage students and higher level questions are included.
3. Principal and Assistant Principal give feedback during post observation sessions.
4. Teachers are encouraged to promote student self reflection and engagement.

5. Professional development is provided in the areas of need.

B. Key personnel and other resources used to implement each strategy/activity

1. All teachers
2. School Administrators
3. Teachers and Administrators
4. All teachers
5. Network Staff
6. DOE Talent Coach

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Feedback from administrators
2. Feedback from administrators
3. Feedback from administrators
4. Student work samples gathered from formal and informal observations
5. Follow up observations focused on areas of need. Administrators will track teacher progress through the use of short cycle observations.

D. Timeline for implementation and completion including start and end dates

September 2013- June 2014
 September 2013- June 2014
 September 2013- June 2014
 September 2013- June 2014
 September 2013- June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Initial Planning Conference and pre-observations conferences with teachers.
2. Post observation conferences and feedback sessions with teachers.
3. Post observation conferences and feedback sessions with teachers.
4. Professional development-In House and by Network
5. Inter-visitation set up with coverages provided as needed.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Principal Informational sessions with parents will focus on Common Core State Standards- September 2013
- The school will host a curriculum night and create a parent resource library with user-friendly instructional materials- September 2013
- Parent Coordinator will host workshops for parents regarding the NYS math exam including expectations and changes- February 2013
- The Parent Coordinator and other staff member (e.g. teachers) will attend regularly scheduled parent meetings (PA) to share information and respond to parent questions and inquiries-Monthly from September 2013-June 2014
- The school will create and distribute a parent handbook September 2013
- Parents are trained on how to use ARIS Parent link January 2014

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

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Goal and Action Plan #3

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

Annual Goal #3

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

By June 2014 the school attendance rate will increase by 1% as evidence from the yearly attendance report.

Comprehensive Needs Assessment

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

For the past 3 years the school's attendance rate has been below the city average. There was a dip in the attendance from 2011-2012 school year to the 2012-2013 school year which negatively impacted our NYC progress Report. We have also noticed that students with lower attendance have been struggling in school. Therefore, we have made attendance a top priority.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Creation of an Attendance Team
2. An Attendance Team was created to set up procedures to carefully monitor student attendance.
3. The use of school messenger to phone parents regarding students' absence daily.
4. AM and PM Attendance taken by teacher daily to accurately recorded.
5. Phone calls home by the teacher following 2 consecutive days absence.
6. Teachers notify pupil personnel secretary after 2 consecutive days absence
7. Secretary and Attendance teacher monitor entire school attendance and send letters home of chronic absentees.
8. Attendance teacher will make contact with parents or visit homes as needed.
9. Weekly school attendance rate will be reviewed.

B. Key personnel and other resources used to implement each strategy/activity

1. Attendance Teacher, Assistant Principal, Pupil Personnel Secretary
2. Attendance Teacher, Assistant Principal, Pupil Personnel Secretary
3. Pupil Personnel Secretary
4. Classroom Teachers
5. Classroom Teachers
6. Classroom Teachers & Pupil Personnel Secretary
7. Secretary and Attendance Teacher
8. Attendance Teacher
9. Attendance Teacher & School Administrator

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Weekly review of attendance.
2. Weekly review of attendance.
3. Daily school messenger to phone parents regarding students' absence daily
4. Ongoing phone calls by the teacher
5. Ongoing phone calls by the teacher
6. Monthly awards for perfect & improved attendance.
7. Daily posting for classes with perfect attendance.
8. Meetings with parents of students with frequent absences.
9. Weekly review of attendance.

D. Timeline for implementation and completion including start and end dates

1. September 2013

2. September 2013
3. September 2013-June 2014
4. Daily (September 2013-June 2014)
5. September 2013-June 2014
6. September 2013-June 2014
7. September 2013-June 2014
8. September 2013-June 2014
9. Weekly (September 2013-June 2014)

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Monthly Attendance Team Meetings
2. Monthly Attendance Team Meetings
3. School Messenger System
4. Monthly Attendance Team Meetings
5. Monthly Attendance Team Meetings
6. Monthly Attendance Team Meetings
7. Monthly Attendance Team Meetings
8. Monthly Attendance Team Meetings. Guidance counselor will meet with students to encourage and support students
9. Monthly Attendance Team Meetings

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Meeting with parents will focus on importance of students attending school every day.
 Awards for perfect attendance will be distributed to students at PA meetings.
 The school will create and distribute a parent handbook which includes the attendance procedures.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.

B. Key personnel and other resources used to implement each strategy/activity

1.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
D. Timeline for implementation and completion including start and end dates
1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

Strategies to Increase Parental Involvement
 All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment
 Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.					

Goal and Action Plan #5

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 #5
 Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

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

Instructional Strategies/Activities
 Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.

B. Key personnel and other resources used to implement each strategy/activity

1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

D. Timeline for implementation and completion including start and end dates

1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

Strategies to Increase Parental Involvement
 All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment
 Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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	Academic Intervention Tier II providers (IEP Teacher, Reading Cluster Teacher, ESL Teachers, SETTS Teacher, and Extended Day Teachers as well as Tier I providers (Classroom Teachers) are utilizing Foundation, Showtime Reading, Essential skills for Reading Success, Achieve your Reading G.O.A.L, NYS Coach ELA, Ready Gen Program	Daily small group and one to one. We are incorporating Response to Intervention (RTI) strategies in the regular classroom to meet students' needs in literacy	During the school day and during Extended Day on Tuesdays and Wednesdays from 2:25 pm-3:15 pm. During Saturday Academy from January 4th-April 26th from 9:00am-12:00pm.
Mathematics	Academic Intervention Tier II providers (IEP Teacher, ESL Teachers, SETSS Teacher, &Extended Day Teachers) as well as Tier I providers (Classroom Teachers) are utilizing Go Math RTI components, Go Math and NYS Math Coach. We also incorporate the use of mathematics manipulative and visuals in order to help differentiate instruction to meet the needs of students.	Daily small group and one to one. Teachers are using Response to Intervention strategies in Mathematics to incorporate in their Tier one intervention in the classroom. Teachers are using flexible grouping to address students' needs. They are also using their data from Acuity and interim assessments to address the needs of the learners in their class.	During the school day and during Extended Day on Tuesdays and Wednesdays from 2:25 pm-3:15 pm. During Saturday Academy from January 4th-April 26th from 9:00am-12:00pm.
Science	The science cluster teacher has built periods in her schedule where she pulls small groups of students in 4th and 5th grade to provide Tier II services for students that are at risk. The science teacher creates station	In Extended Day teachers are working with students to provide Tier II small group intervention to remediate and support student understanding of science	During the school day

	<p>activities so that students have the opportunity to explore, work collaboratively, and individually, assess themselves using rubrics, and so forth. Classroom teachers also work with small groups to build student understanding of science concepts. Literacy, math, and writing concepts are integrated into the science content area to give students a deeper understanding. In Extended Day teachers are working with students to provide Tier II small group intervention to remediate and support student understanding of science concepts.</p>	<p>concepts.</p> <p>Daily small group and one to one instruction.</p>	
<p>Social Studies</p>	<p>Teachers provide Tier I intervention in the classroom using McGraw Hill and Houghton Mifflin Harcourt Social Studies materials. Built in the program are opportunities for enrichment, remediation, and reinforcement of concepts taught. Students in the 3rd, 4th and fifth grade are also given opportunities for small group instruction. They are taught study skill strategies such as anticipation guides. Vocabulary development is integrated into the curriculum as well as map skills and report writing. Reading strategies are incorporated to help students in developing understanding of non-fiction text.</p>	<p>Daily small group and one to one instruction.</p>	<p>During the school day</p>
<p><i>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i></p>	<p>At risk services are provided to our students by our Guidance Counselor through the use of Games, Play Therapy, puppets,</p>	<p>Method of Delivery: Small Group & one to one</p>	<p>Guidance: During the school days on Monday, Wednesday and Thursday and during Extended</p>

	<p>Character Value Education, counseling & role play</p> <p>At-risk services are also provided by our school psychologist through games, play therapy, art therapy, role play, active sessions listening, puppets, visual thinking strategy. Psychologist assists in implementation and creation of Behavior Intervention Plans</p> <p>At-risk services are provided by our School social worker through counseling, Games, play therapy, art therapy, & Puppet Therapy</p>	<p>individual sessions</p>	<p>Day after school (Wednesday)</p> <p>School Psychologist: During the school days on Monday, Tuesday, Wednesday and Friday - 30 minutes per session and during Extended Day after school.</p> <p>School Social Worker: During the School Day on Wednesday through Friday</p> <p>Frequency: 30 minutes 3 days per week</p>
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**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
All our staff members are highly qualified and are properly certified to teach in their appointed positions. When recruiting teachers for vacancy positions, we only select teachers with certifications to match our vacancies. When a teacher already in the building needs to change their position, we make sure that the teacher takes appropriate coursework to meet the certification requirements for their new certification area.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Professional development for teachers, principals and paraprofessionals is ongoing, as is based on the needs of staff members. Professional development sessions are chosen and designed according to self-identified needs and observed needs as measured by Danielson observations conducted by school leaders. Professional development sessions are offered at the school-wide level during faculty conferences and during Professional Learning Community (PLC) sessions. Professional development sessions are also offered to teachers and principal through the network. Paraprofessionals are also included in professional development.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Our Title I funds are used to purchase materials and services to supplement our instructional program for all students in the school. With Title I funds, we are able to purchase materials for our extended day program and to fund Saturday Academy to help our neediest students.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
Common Core State Standards workshops are provided to Pre-K parents by our Pre-K family worker. Pre-K parents are invited to all parent workshops from Pre-K to Grade 5. Parent workshops may include topics about: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy and mathematics. Our Pre-K students attend full school day sessions Monday-Friday from 8:00am-2:30pm. Students receive weekly sessions in additional reading, science, art and physical education from our cluster teachers. <i>Splash into Pre-K</i> is the program used which integrates all of the curricular areas including Reading and Language Arts, Math, Science, Social Studies, Health, and Art into the daily instruction.

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Teachers and administrators met to discuss the assessment options provided to them from ReadyGen, Go Math and the DOE assessment options and use this data to make adjustments to our instructional program. We have chosen a variety of assessments, as well as rubric based performance tasks in order to match CCLS standards.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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

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

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

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

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

¹ PLEASE NOTE THAT ONLY NEW YORK CITY PUBLIC SCHOOLS THAT HAVE ATTAINED A STUDENT POPULATION OF TWO-HUNDRED (200) OR MORE WILL RECEIVE FUNDING TO HIRE A PARENT COORDINATOR.

- **schedule additional parent meetings (e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;**
- **translate all critical school documents and provide interpretation during meetings and events as needed; and**
- **conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help.**

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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

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 State Standards;
- offering high quality instruction in all content areas; and
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening a Title I Parent Annual Meeting (prior to December 21st of each school year) for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times (e.g., morning, evening) and providing (if necessary and funds are available) transportation, child care or home visits for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- Use ARIS to track/monitor attendance, complete teacher assigned work and monitor the academic progress of my child

- ensure that my child receives at least 7 hours of sleep each school night;
- ensure that my child wears the uniform to school every day

- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes)

- set limits to the amount of time my child watches television or plays video games;

- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;

- encourage my child to follow school rules and regulations and discuss this Compact with my child;

- volunteer in my child's school or assist from my home as time permits;

- participate, as appropriate, in the decisions relating to my child's education. I will also:
 - communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
 - attend P/T conferences and orientations when scheduled;
 - inform school when emergency contact numbers have changed so that I can receive information from school;
 - respond to surveys, feedback forms and notices when requested;
 - become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
 - participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;

- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and

- share responsibility for the improved academic achievement of my child;

Student Responsibilities:

- attend school regularly and arrive on time;

- wear school uniform daily

- complete my homework and submit all assignments on time;

- wear gym sneakers on gym days

- follow the school rules and be responsible for my actions;

- show respect for myself, other people and property;

- try to resolve disagreements or conflicts peacefully; and

- always try my best to learn

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**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 29	Borough Queens	School Number 037
School Name The Cynthia Jenkins School		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Beverly Mitchell	Assistant Principal Afua Hill
Coach none	Coach none
ESL Teacher Florence Amy	Guidance Counselor Chad Jones
Teacher/Subject Area Jennifer DeStio / 2nd Grade	Parent none
Teacher/Subject Area Lorraine Marlow / 1st Grade	Parent Coordinator Joan Estick
Related Service Provider type here	Other Eloise Nixon / 3rd Grade
Network Leader(Only if working with the LAP team) Joe Blaize	Other Karen Conroy-McCarthy/5th Gr.

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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	552	Total number of ELLs	22	ELLs as share of total student population (%)	3.99%
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Part II: 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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
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 #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
SELECT ONE	4	2	7	3	2	4	0	0	0	0	0	0	0	22
SELECT ONE														0
Total	4	2	7	3	2	4	0	22						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	22	Newcomers (ELLs receiving service 0-3 years)	21	ELL Students with Disabilities	2
SIFE	0	ELLs receiving service 4-6 years	1	Long-Term (completed 6+ years)	0

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	21	0	1	1	0	1	0	0	0	22
Total	21	0	1	1	0	1	0	0	0	22

Number of ELLs who have an alternate placement paraprofessional: 0

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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	1	3	1	0	2								9
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	1	1	1	0	1	0								4
Haitian	1	0	3	0	1	1								6
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	0	0	0	2	0	1								3
TOTAL	4	2	7	3	2	4	0	0	0	0	0	0	0	22

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)	4	1	2	0	1	1								9

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3		2			2
4	2				2
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1		1						2
4	2	2							4
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		1	1					3
8									0
NYSAA Bilingual (SWD)									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 Foreign Language				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

Our school, PS 37Q, has chosen TCRWP Running Records as part of their MoSL plan for ELA. The TCRWP offers a set of informal reading inventories for narrative texts which correlates to the Fountas and Pinnell system for leveling books. These assessments help teachers identify which level of texts students can read independently and will therefore be able to practice. The assessments provide an analysis of comprehension, miscues, and, fluency (fluency is only assessed for Levels J-Z).

The data from the TCRWP provides insights about many skills ELLs have in reading in English. Children come with different understanding about the conventions that we use to communicate meaning in print. Assessing the child's level of understanding, and sometimes misunderstandings of these conventions, helps teachers know what their students are attending to in print and what still needs to be learned. This applies to ELLs as well. It provides information on which letters the ELLs can identify. Knowing the names of the letters helps them communicate with the teacher and each other. Being able to discriminate and quickly recognize important letters is also helpful in attaching the correct sound to the letters when reading words.

The TCRWP also assesses high frequency words. The purpose is to determine the number of high-frequency words that students know or can automatically recognize. When these words are instantly recognized, the student can more easily focus on comprehension of what is going on in the story.

Data from the running records impact the school's instructional plan regarding ELLs. Careful scaffolding of literacy experiences (in English) enhance ELL students' learning of oral and written English. Teachers must support ELLs in phonics with lessons that include learning key aspects of phonological awareness, letter knowledge, letter-sound relationships, letter formation, word structure, spelling patterns, and high frequency words. Providing adequate hands-on activities are essential for ELLs. Things such as allowing them opportunity to manipulate magnetic letters and/or work with high frequency word and letter cards with pictures, sorting and categorizing are just examples. Letter and high frequency word cards, with pictures, will help ELLs form a strong core vocabulary of English words which is critical for reading, writing, and oral language development. When working with ELLs, teachers need to employ more body language and gestures as well enunciate words clearly.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

Analysis of the LAB-R and NYSESLAT tests in the four modalities (Listening, Speaking, Reading and Writing) across proficiency levels and grades is varied. In Kindergarten there are 4 Beginning level students, 1st grade there is 1 Beginning level student and 1 Intermediate level, 2nd grade - 2 Beginning, 4 Intermediate, 3rd grade - 2 Intermediate and 2 Advanced, 4th grade - 1 Intermediate and 1 Advanced level and in 5th grade there is 1 Beginning and 3 Intermediate level students. Most students scored higher in the speaking and listening than in the reading and writing part of the test, writing being the lowest modality.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

This report/data was not available for review.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

a. Through the years it has been evident from test data that ELLs tend to perform lower in Reading yet usually higher in the content areas such as Science. This is possible because the test is often given in the native language and Science tends to be more hands on and universal in content. ELLs seem to do much better when they are initially able to take tests in their native language. The state Math and Science tests are offered in many of the students' native languages. If the language is not available, they may have a word for word translation from a professional translator if available. In such cases we will call the Translation Unit for this assistance. Even if the student chooses to take the English version of the content test, the native language version is given to assist them. This is a huge help, if in fact the student is literate in their home language. This may not be the case for students who have been in this country from a young age where they can only understand and speak but never learned to read or write in their native language. Word for word bilingual glossaries specifically for Math and Science are also available to use as a testing accommodation.

b. & c. In recent years we have not participated in the ELL Periodic Assessments. The teachers and school leadership use the regular Periodic Assessments in order to identify the students' areas of strengths and weaknesses and in order to differentiate the instruction to meet the needs of the learners. In analyzing these periodic assessments we can see how the students have grown or how they are still struggling. The ESL teacher and the classroom teachers use the assessment results to drive their instruction in terms of planning. In AUCITY, we can see each student's detailed areas of strengths and weaknesses by examining the types of questions and how they answered them. It is a very useful tool. We will continue to use these assessments in order to focus on areas of strengths and weaknesses and for providing a rigorous learning environment so our ELLs can succeed and achieve language proficiency. The ESL teacher shares any information learned from these assessments with the classroom teachers so that they may also differentiate their lessons accordingly.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework (for grades K-5). (see [RTI Guide for Teachers of ELLs](#).)

Data and progress monitoring is important in making educational decisions about ELL instruction. In Tier 1, instruction is focused on promoting language and literacy development. ELLs are taught with adequate, strong core learning opportunities with instruction that is supportive and differentiated. Lessons are relative and sensitive to the cultures and values of the ELLs. Well developed oral language skills and proficiency is required for ELLs to be successful in academic achievement in English. Data is used as a guide in building oral language skills through intense vocabulary development.

6. How do you make sure that a child's second language development is considered in instructional decisions?

Instruction for ELLs is rich in both language and content. Oral language is stressed and students have the opportunity to discuss the language of texts and the "big idea". Rich language read alouds where vocabulary is frontloaded and questions are open ended and engage students is essential. Multicultural literature, songs, poems and chants help build phonemic awareness. Role playing, oral presentations, intensive vocabulary instruction such as studying word parts, multiple meaning words and using visuals and realia are used to help support the students second language. Using language frames for both speaking and writing are helpful strategies used.

7. 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?

Not applicable

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

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

Part IV: ELL Identification Process

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

- Describe the steps followed for the initial identification of 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).) At registration, when a student is newly admitted to PS 37, the parent/guardian must fill out many forms, one of which is a Parent/Guardian Home Language Identification Survey, which is used to identify the language spoken at home. It is given to first time registrants to the NYC school system. The survey is administered in the preferred language of the parent and in the presence

of a qualified pedagogue, a licensed/certified ESL teacher or the assistant principal, if the ESL teacher is not available. The pedagogue conducts an informal oral interview with the parent in English or in the native language of the child being admitted with the assistance of a translator (if needed) to determine the student's home/dominant language. There are several staff members whom we can use as translators for Spanish. If the parent does not come with his/her own translator for other native languages, the Translation Unit is contacted.

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

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

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

2. 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.

In order to ensure that parents of ELLs understand all three program choices for their children, a parent orientation is conducted. The parents of new ELL admits are sent a letter inviting them an orientation. This must be done within the first 10 days of admission/identification. If the time of the orientation is not convenient for the parent, other dates and times are offered and even a telephone conference can be conducted (with a detailed log maintained) if need be. The ESL teacher and the parent coordinator conduct the orientation. Our Spanish speaking educational assistants here at PS 37 are present if necessary to translate. If the language is other than Spanish, the parent is welcome to invite his/her own translator or the Translation Unit is called. At the orientation the parent signs a sign-in sheet as proof of attendance at the meeting. They are then shown a video from the NYC Department of Education, in their native language and/or in English, explaining ELL program options (Transitional Bilingual, Dual Language and Freestanding ESL).

After the video is shown, the ESL teacher, parent coordinator and translators walk the parent through every question on the parent survey to make sure they fully understand their options.

Once the three programs have been explained, the parents are offered the opportunity to ask question about the three choices. They are then asked to fill out the Parent Survey and Program Selection forms and choose one of the programs and also rank a second and third choice. If parents indicate they want their child to attend either a Transitional Bilingual program or Dual Language program, they are given the option to transfer to a school that has the requested program. They are also informed that if we have 15 or more students speaking the same language in two contiguous grades, a bilingual class would be created for those students provided the parents had previously requested bilingual placement. They are then informed that they will be notified by formal letter of this opening for a bilingual class if that time occurs.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

At the end of the parent orientation meeting, the parent survey and program selection forms are then signed, collected and kept on file. The original is kept in the office and a copy is placed in the child's cumulative record folder.

The ESL teacher contacts parents who do not attend the orientation sessions and another survey form is sent home in English and the native language. Logs are kept recording the dates they are sent home and returned to the school. Parents are given the

opportunity to meet with the ESL teacher at individual meetings before school, during the teacher's prep, after school and during Parent –Teacher conferences. Every effort is made to ensure that a survey is returned for each child. According to the CR Part 154, if the parent doesn't return the form or make a decision, the default program for ELLs is Transitional Bilingual Education. However, due to our low ELL population, at the present time we do not have a bilingual program at PS 37, so, the parent is informed that their child will be placed in our ESL program by default instead. These parent choices are recorded in the ELPC screen in ATS.

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.

The criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs are:

*The Home Language Identification Survey (HLIS) is filled out at registration. Students found eligible for testing are given the LAB-R test to determine if they are eligible for the programs. Entitlement Letters and Parent Survey and Program Selection Form, and Placement letter are completed. For those parents and students that request Transitional Bilingual Education or Dual Language for their child the ESL teacher informs the principal who then informs the district of the decision. The parent is then contacted by the district directly and guided through the process. Students are then placed in appropriate ESL or Bilingual program.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

In the months of April and May the NYSESLAT test is administered. The Speaking test is usually administered (one on one) first by the ESL teacher with another pedegue recording and scoring the answers to assure the scoring is unbiased. The Listening, Reading and Writing portions of the test are administered (in groups) in respective order. Any absent students are given makeup tests. Adequate time is provided in order to assure all the testing is completed during the testing window. The tests are then packaged up and delivered to a test collection site in the district.

6. 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.) 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. 

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

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))

- 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])?

At PS 37, the ESL program for the 2013-2014 school year is a pull-out Free Standing program where ELL students receive all instruction in English by a state certified ESL teacher for the mandated instructional time each week. The students are distributed in the following grades: Kindergarten - 4, 1st grade - 2, 2nd grade - 7, 3rd grade - 3, 4th grade - 2, and 5th grade - 4. They come from various language backgrounds: 9 speak Spanish, 6 speak Haitian Creole, and 4 speak Arabic, and 3 speak different African languages (Fante, Twi/Akan and Shona).

The ESL teacher picks up the students by group from their monolingual classroom and brings them to the designated ESL classroom for instruction. Due to the small caseload and time/scheduling constraints in the school (e.g. mixed lunch periods, preps, ESL teacher covers half of a cluster program, etc.), there are two groups that are bridged and are of heterogeneously mixed grades (including special education students) and mixed proficiency levels. Group One consists of heterogeneous students in kindergarten, first and second grades, Group Two consists of heterogeneous students in third through fifth grade.

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)?

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

The required mandated minutes of ESL instructional time is adhered to according to his/her proficiency level. The proficiency level of each ELL based on the LAB-R or NYSESLAT is communicated with the classroom teacher so that differentiated instruction can be provided based on individual needs. The ESL teacher articulates with the classroom teacher to align ESL lessons according to the grade curriculum in reading, math, social studies and science.

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

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

Literacy is provided in English each day through the use of many instructional materials available. Language Experience Approach and teacher made lessons in reading skills and phonics lessons are used in the ESL classroom. English language functions and structures are taught within the context of the lessons and executed through and embedded in lessons using read alouds, shared reading, guided reading, shared writing and individual writing.

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

3. 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 foster language development and meet the demands of the Common Core Learning Standards.

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

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

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

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

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Since we only have an ESL program here at PS 37, ELLs are not routinely evaluated in their native languages. The Spanish LAB is given initially to Spanish speaking students who qualify but is never administered again. Translated versions of the Math and Science yearly assessments (in some languages) are always available as an extra support, if needed, to ELLs taking these content exams.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Aside from the formal testing of new ELLs at the beginning of the year with the LAB-R, and for all ELLs at the end of the year with the NYSESLAT, evaluation in all four modalities is ongoing throughout the year. The ESL teacher is continually monitoring the ELLs in their speaking, listening, reading and writing skills. This is done through observation, discussion, interviews, students' writing samples, projects, quizzes, and use of rubrics.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

There are currently no SIFE ELL students but there is an instructional plan if we do happen to get SIFE students. The student will participate in our Extended Day program for extra help in both reading and math. The goal for these students would be to move them in both language proficiency and literacy at the same time as well as strengthen content area vocabulary and comprehension. Differentiated lessons and scaffolding is especially important for these students. This can be accomplished through vocabulary and word work, read

alouds, guided reading, shared reading, choral reading and increasing decoding abilities through phonics lessons.

7. 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?

ELL students with special needs are provided with ESL instruction that is tailored with modifications if need be. They are assisted using differentiation, various scaffolding strategies, and even physical assistance for any student who may have physical restrictions. Close monitoring, articulation and meetings with their classroom teachers and all other service providers is ongoing in order to better service these special needs children. Many support tools such as picture dictionaries, manipulatives, photos and other visual aids, charts, vocabulary lists etc., are available to aid these special needs students.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

All special ed students are afforded the least restrictive environment here at PS 37 and follow the same curriculum as the regular ed. population. They are also held to the same standards and are taught with the same academic rigor. Their classroom teachers as well as the ESL teacher use the same grade level materials but with differentiation and modifications for these students. They receive all the required support services (speech, occupational therapy, adaptive physical ed., guidance etc.) in either a pull-out or push in model. They receive gym and lunch with other regular education students and are not restricted at all when participating in any extra-curricula activities.

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:			
Social Studies:			
Math:			
Science:			

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

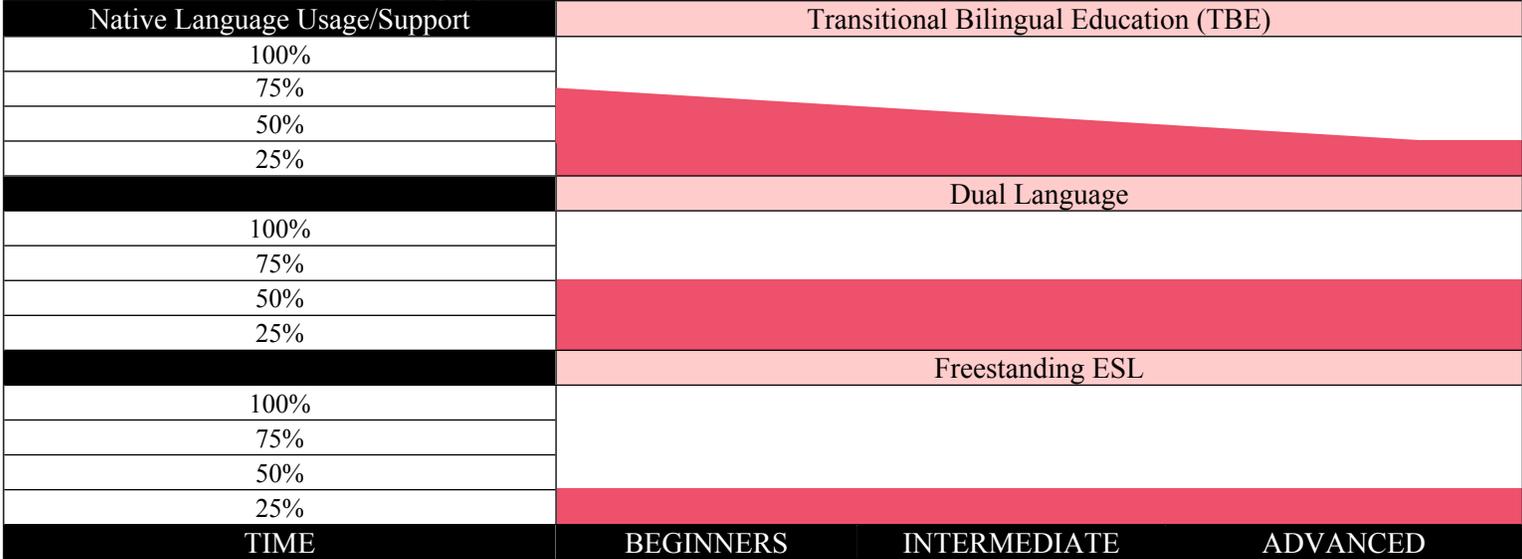
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. 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.

Selected struggling ELLs in grades 1-5 participate in our Extended Day Block of 2 days a week. It is an intervention program for all our struggling students as well as our Beginning and Intermediate ELLs. During this block teachers have at most 10 students at a time for small group work in ELA/literacy instruction. The main focus is on reading and writing and Math skills. Depending on the grade and needs of the group, Teachers use a variety of instructional remedial material or whatever is available to them as well as teacher made materials. Math instruction also focuses on specific areas of students' weaknesses. Instruction in the Extended Day block is geared toward the student's individual needs in order to provide the academic support they need. This support is offered only in English. The ESL teacher's extended day group consists of struggling ELLs in grade 2 this year. Low level, high interest guided reading books are used to accelerate reading skills. Special attention is given to building content and sight word vocabulary and strengthening basic comprehension skills through discussion questions, inferencing, and making predictions. Science and Social Studies is also supported for the ELLs in the ESL class. National Geographic Reach, Early Science Big Books, reference and library books and Internet articles are available and used as instructional material. Content is scaffold and clarified in order to better support the ELLs and make content comprehensible. Every effort is made to align the lessons with the school curriculum in these content areas. Native language glossaries in Social Studies and Science is available for the students to use if needed.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

This year we will be using National Geographic Reach Program for our ELLs. It is a comprehensive language, vocabulary, reading, writing and content program for English Language Learners. Due to budget issues we were only able to purchase Level B and Level E so therefore it must be adjusted and tweaked to meet the needs of all the grades in the two bridged groups (Group 1-grades K, 1 & 2 and Group 2 - grades 3, 4 and 5.) The program is content rich and actively engages the students, immersing them in a connected, expanding and dynamic language environment. The skills are layered and scaffolded to move all learners to independence. Reach uses standards-based instruction as the medium for teaching English. It is aligned with the national and state curriculum standards for ESL, English language arts, science and social studies. Daily oral language practice is tied to content concepts and target language functions. Attention to academic and content vocabulary is presented through multimodal activities. It includes comprehensive grammar instruction as well. The reading selections are authentic and drawn from diverse genres. With the daily language function lessons, grammar lessons, discussions with teacher and peers and daily writing tasks, children are constantly encouraged and motivated to practice their new academic language and make it part of their lives. Since this is a new program we will evaluate it's success as the year progresses.

11. What new programs or improvements will be considered for the upcoming school year?

As mentioned in the previous question, our new program National Geographic Reach will be introduced for the upcoming school year. The ESL teacher will continue to conference with the classroom teachers as well and try to align lessons to support what is going on in the students' classrooms.

12. What programs/services for ELLs will be discontinued and why?

No programs or services are being discontinued fro our ELLs.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

ELLs are included in every facet of school life here at PS 37. Depending on the activity, they are invited by invitation, fliers or permission slips sent home to parents, (translation available when necessary), just like their monolingual peers. They participate in art, gym, reading, science, and language arts during the school day. These are the schools prep periods. They receive extra help during our Extended Day period for 55 minutes in the afternoon, two days a week. After school, if they want to participate, they are afforded a program called ACES which is an after school activity program for everyone. Homework tutoring is provided with adults who can assist the ELLs. Afterwards the children participate in many fun and enriching activities such as tennis, arts and crafts, dance, and drama. All ELLs participate in school trips, assemblies and special events.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Various instructional materials are used to support the learning of ELLs at PS 37. Some examples are: library books, Scholastic Guided Reading books, Big Books such as Addison Wesley and McMillan Whole Language, Early Science, Discovery Phonics Big Books, Just Right Reading, Poetry Power and Scott Foresman ESL. In addition picture cards, photo posters, and maps are also

used. Addison Wesley, Harcourt and Oxford Picture dictionaries are available at all times. Activities and language games from authors such as Elizabeth Claire are used. National Geographic Social Studies and Science books are used for content area information. As mentioned previously, the National Geographic Reach program is being introduced this year. The ESL program also uses extensive computer time to help support the ELLs. Technology is motivational and nonjudgmental. It builds confidence and allows the ELLs to learn language skills without being embarrassed for not knowing the answers. They have plenty of access to computers in both the ESL classroom and in their monolingual classrooms during the week to do research or as reinforcement or review of skills taught. It also reinforces working cooperatively when two students are put to one computer to do an assignment or take turns playing an educational game. This fosters language development especially for the Beginning level ELLs. Additionally the Reach program also has a technology component that we will be exploring this year.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Native language support for these students is delivered in various ways. There are several bilingual staff members at hand at our school to help new ELLs with translation and transitional support. They are also readily available to assist for translation needs, such as letters that go home, report card comments and parent-teacher conferences. Content area tests are ordered in the native language whenever possible. Educational assistants are utilized during any content area testing situations for the purpose of translating or clarifying questions or vocabulary in the native language. Word for word bilingual dictionaries and glossaries are used in the ESL classroom and given to the student to use in their regular classroom as well. The dictionaries are also provided during any content area testing situations when permitted. We presently have some Spanish language books available in the ESL teacher's library for both the students and/or parents to borrow. Math texts and workbooks in Spanish are available for the ELLs to take home so that the parents may help with homework. Haitian library books still need to be ordered. If ordering is permitted, both Spanish and Haitian books will be distributed to designated classrooms for native language support. Bilingual software programs in the content area also need to be ordered so that the ELLs can utilize it during technology time in the classroom as additional support. It would be helpful to have copies of the reading program that the students are using in their classrooms (Ready Gen and Voices) so that the ESL teacher can be more familiar with and reinforce what the classroom teacher is using, however, budget constraints may prohibit ordering these materials this year.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

All required services and resources support our ELLs. They are grouped according to age, grade and proficiency levels and resources are carefully chosen to suit their needs and help them become more proficient in English. Differentiation is used so the ELLs can participate no matter what level of English language proficiency they are at. The ESL library has books on many levels but can use some updating with newer literature. The old ESL programs are not on board with the newer reading programs in the school but are used as supplemental materials. The new Reach program that will be introduced this year is tailored specifically for the ELL population and even though we only purchased two levels it will adjusted differentiated to the ages and grades of the two ELL groups.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

We presently do not have a program to support the newly enrolled ELLs before the beginning of the school year. ELL enrollment is not high enough to warrant a summer language program and so this is not feasible at this time. If our ELL population does increase and funds are available, however, in the future, we will consider adding a summer language immersion program.

18. What language electives are offered to ELLs?

No language electives are offered to our ELLs at this time.

19. For schools with dual language programs:

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

Not applicable.

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

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

All staff members who receive training about the LAP will be informed of any changes or modifications that may be made during the school year.

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

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

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

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. All parents, including parents of our ELLs, are encouraged to participate in workshops here at PS37. Parents are encouraged to volunteer and complete a 3-day training to become a Certified Learning Leader to help within the school.. They are invited to the PTA meetings once a month but only a small number of ELL parents attend. The reason for this low attendance is attributed to the fact than many of our ELL parents do not speak or understand English. Bilingual fliers are sent out for these invitations. Workshops are held to assist parents with things such as helping their child with things like homework, getting ready for the ELA and Math exams, and other agendas regarding parenting issues.
 2. Different DOE Agencies provide workshops on various topics such as: Testing, New Learning Criteria, Health and Nutrition and other services such as Housing, Money Management, Continuing Education-GED, Adult ESL etc. Our Parent Coordinator extends the invitation to these workshops, which are held at various locations in the city. Translators are called upon when necessary. We also have several staff members who help out with translations with the parents.
 3. The Parent Coordinator reaches out to the ELLs parents and interacts closely with all parents to establish their needs. She encourages them to voice their needs. The Translation Unit is available to help communicate with parents of ELLs if the parent speaks a language other than the languages available in-house.
 4. Parental involvement activities address their needs by directing them to the appropriate resource needed in the school and community. Participation in their child's school helps the ELL parent acquire contacts and friendships so they won't feel isolated and in the dark about their role in their child's education and in the community. The ESL teacher is always readily available for either in person or phone conferencing to discuss any issues the parent may be having with their child. Often times the ESL teacher is the liaison between the parent and the classroom teacher. Again, translators are utilized as needed for these conferences.

E. 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.

No further information is necessary at this time.

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 29 School Name: The Cynthia Jenkins School - PS 37Q

Cluster: 3 Network: CFN ?

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

Part A: Needs Assessment Findings

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

1. The Cynthia Jenkins School, PS 37 determines the primary language that is spoken at home during our intake process at registration. When parents fill out the Home Language Identification Survey (HLIS), which identifies the dominant language that is spoken at home and dominant language of the student, they are also asked what language they would like to receive correspondence in. This report is very important in identifying the dominant language spoken and understood at home. On the blue emergency card and on some other forms that are routinely filled out, there are parts that clearly indicate what language is spoken at home. Some other data/reports used are Pace of Birth Report (RPOB) which includes the languages and places of origin of all the students in the school. All this helps us determine our translation needs in the school. The ESL teacher carefully examines these forms to determine the translation needs of the parents in our school. This information is entered in our ATS by the pupil accounting secretary to ensure that our parental translation needs are fulfilled and language preference is honored for all written and oral communication.

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.

The findings from our written translation and oral interpretation needs show us that nine of our students come from Hispanic backgrounds and the home language is predominantly Spanish. Six of our students are of Haitian background and speak Haitian Creole and or French. Four of our students are from Yemen and speak Arabic at home. We also have three students from Africa and their respective languages are Fante, Twi/Akan and Shona. There is a need for translation in all these languages as many of the parents do not speak or read in English. We have several Spanish bilingual staff members who speak Spanish and are a great resource to our Spanish speaking students and their families. Teachers are informed of the home language of the students and are able to refer them to personnel who will translate letters, fliers, phone calls and assist them during parent-teacher meetings as needed. If necessary, we will contact the DOE Translation and Interpretation Unit and/or an outside vendor.

Part B: Strategies and Activities

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

PS 37 will provide written translation services to parents as needed by school staff in Spanish but all other languages must be referred to the Translation and Interpretation Unit in a timely manor.

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

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

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

PS 37 will provide oral interpretation services to parents as needed from our bilingual Spanish speaking staff and for parents that are not Spanish speaking, the school will either use parent volunteers or the Translation and Interpretation Unit provided by the DOE and/or an outside vendor.

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

PS 37 will inform parents through written and verbal notification of their translation and interpretation rights at meetings, workshops and school events as needed. They will be informed of the Bill of Parent Rights and Responsibilities on the DOE website. This can also be downloaded and printed out for the parents in their home language. Our parents are always encouraged to bring their own interpreters to any or all school meetings. An interpreter may include a family member or a friend who speaks English but is over the age of 18. The Translation and Interpretation Unit can provide periodic training to parent coordinators and other key school-based personnel on the language access requirements contained in this regulation and on resources available to support these requirements. The school posts signs in the most prominent languages in our school, at the entrance or by the security desk indicating the availability of interpretation services.