



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: THE MULTIPLE INTELLIGENCES SCHOOL

DBN (i.e. 01M001): 10X037

Principal: KENNETH PETRICCIONE

Principal Email: KPETRIC@SCHOOLS.NYC.GOV

Superintendent: MELODIE MASHEL

Network Leader: MARIA QUAIL

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
Kenneth Petriccione	*Principal or Designee	
Danielle Diluzio	*UFT Chapter Leader or Designee	
Marcia Van Tull	*PA/PTA President or Designated Co-President	
Astrid Van Sluytman	DC 37 Representative, if applicable	
NA	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
NA	CBO Representative, if applicable	
Cynthia Fontanez	Member/ Teacher	
Rina Oliva	Member/ Para rep UFT	
Elizabeth Matheson	Member/ Teacher	
Gina Martinez	Member/ Elected Parent	
Holly Durham	Member/ Elected Parent	
Marjorie Bobe	Member/ Elected Parent	
Arlyne Gonzalez	Member/ Elected Parent	
Maribel Lopez Villavigar	Member/ Elected Parent	
	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	
x	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 the overall school attendance rate will increase to 94% for the entire school population as measured in the school's annual attendance report

Comprehensive Needs Assessment

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.

We are all in strong agreement students need to be in school and on time to maximize their educational opportunities. Parents need to be partners in this endeavor and see the importance of adhering to all attendance guidelines. Our attendance fell to 91.7 last year due to a variety of circumstances and we want to improve this year.

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. We will continue to have an attendance committee to be facilitated by the principal that will look at specific students absences' and lateness' to address cause, and how to curb them.
2. We will reward students with perfect attendance in both the Fall and Spring semesters

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

1. The committee will consist of the parent worker, secretaries, attendance family worker, and all assistant principals
2. The family worker will give us a list of the students with perfect attendance.

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

1. Monthly meetings will take place for this initiative.
2. We will address who has perfect attendance during the monthly meetings

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

1. This endeavor will run from October 2013- June 2014
2. We will look at the eligible students on a monthly from October 2013 to June 2014.

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

1. We will work with network attendance teachers to facilitate this work
2. We will adjust the program in our school so that our students are rewarded with a special event and/ or assembly for attaining perfect attendance.

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).

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

Budget and Resource Alignment

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

X	Tax Levy	X	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 #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 staff will fully implement new curricula in ELA and Math that are aligned completely with the Common Core Learning standards as evidenced by lesson plans and student 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 state and city instructional expectations require us to provide lessons to all our students which are aligned with the Common Core State Standards adopted by New York state. Due to low proficiency levels on the most recent standardized tests we chose these new curricula.

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. The ELA programs Ready Gen (K-2), Expeditionary Learning (3-5), and Codex (6-8) will be ordered in full, as well as Math programs Go Math (K-5), and Connected Math Project (6-8).
2. Teachers and administrators will be provided an opportunity to attend professional development sessions on how to implement these new programs.
3. Teachers will meet in teacher teams with consultants and administration, to modify these curricula for the individual needs of their students, and for students with disabilities, and our English Language Learners.

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

1. The principal and assistant principal verify the delivery and distribution of all pieces of the new curricula.
2. The principal, and assistant principals coordinate the professional development sessions, deciding who will attend, and making sure in coordination with the payroll secretary that the necessary substitute teachers are hired.
3. The assistant principal Ms. Najarian, along with our hired consultant, meets with the teacher teams, and creates lab sites and professional development opportunities for teachers to analyze and modify these new programs.

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

1. Students working with these programs do performance tasks that inform teachers if mastery has taken place.
2. Teachers are observe by administration to ensure these new programs are being implemented correctly
3. Meetings with the consultant and analysis of the consultant's logs inform administration as to the effectiveness of the modification of these curricula.

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

1. The implementation time line began this past July and will commence at the end of June 2014.
2. The implementation time line began this past July and will commence at the end of June 2014.
3. The implementation time line began this past July and will commence at the end of June2014.

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

1. School aide and clerical staff will be used for the unpacking and distribution of the new programs.
2. Per diem funds will be used to pay substitute teachers so teachers can attend the training sessions specific to the programs they are teaching
3. Title I funds are used to pay the Ready Gen consultant that will work with the teacher both individually, and in teams to provide guidance on program implementation

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).

Parents were sent home information sheets on the new curricula in Math and ELA. The administration provided three orientation sessions in September where these programs were discussed, and an overview was provided. Parent workshops will be given during the school year to provide more information on how parents can partner in the implementation of these new curricula.

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	xx	Title IA		Title IIA	x	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 #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 100% of teaching staff will be evaluated using the Advance system, and will understand the implications of the three components of the program, including measures of student learning (MOSL), measures of teacher practice (MOTP), and measures of leadership practice (MOLP) by June 2014.

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 state has mandated that teachers be evaluated in a different manner based on a rubric and or framework, and on a scale from highly effective to ineffective. The DOE instituted ADVANCE for the city schools to evaluate teachers and school leaders on the Charlotte Danielson Framework for Teaching to enhance professional practice.

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. Comprise the Measures of Student Learning committee that will include the principal, and three designees, and the UFT chapter chair, and her 3 designees to select the assessments that will be used for each staff member's local measure of student performance.
2. Administer and grade MOSL assessments in the Fall and Spring to provide data on each staff members impact on learning.
3. Observe teachers both formally and informally using the ADVANCE application system, as well as the Danielson framework, and to enter this observation data, and provide actionable feedback to all teachers to enhance professional practice.
4. The principal will be observed by the superintendent, and/or the superintendent designee and these observations will be based on the ten statements of the Quality Review Rubric.

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

1. The MOSL committee members are responsible for this work and per session funds are available for all eligible members working past normal school hours.
2. Teachers worked during the school day and after school to meet the deadline for Fall MOSL data entry.
3. The administration conducts the ADVANCE observations, some of the clerical work will allow the payroll secretary to assist the principal and assistant principals.
4. The principal will address the Quality Review rubric with the entire faculty

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

1. The MOSL committee met regularly in the beginning of the school year to determine the MOSL that will be implemented for the year.
2. All MOSL deadlines for Fall and Spring data entry will be worked on by the teachers, and checked by administration.
3. Administration will use a monthly schedule to track progress of ADVANCE observations.
4. Principal will be observed once in the Fall and once in the Spring. One of visits by the superintendent or designee will be unannounced to ensure that the components of Advance are being implemented..

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

1. Fall and Spring deadlines will be adhered to for all MOSL data for the time period September 2013- June 2014.
2. All assessments were graded by the November 8th deadline, and we will be in compliance with all Spring deadlines. .
3. All Initial Planning Conferences were conducted by October 25th, as per the deadline. All ADVANCE observation data will be entered into the data portal by the April deadline.
4. Principal will be observed by the superintendent, and/or her designee two times before June 2014.

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

1. Eligible members of the MOSL committee were paid per session for all meetings that took place after normal work hours.
2. Extra substitute teachers were hired to help facilitate the MOSL tests being administered, scored, and analyzed.
3. All observation reports will be completed during the administration's regular work schedule.
4. Principal observations will not require changes in the school program, or the use of additional resources.

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).

Parents were instructed during the school orientation sessions provided by the administration on how teacher evaluation has changed in our school. The ADVANCE system was presented, in detail, at a School Leadership Meeting to explain the entire process to the parents. All letters provided By the DOE to explain the ADVANCE system were, and will be backpacked home by the students.

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	x	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
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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	Students are targeted individually and in small groups by our AIS providers during the school day using Great Leaps, My Sidewalks, Foundations, and Comprehensive Strategic Reading. We also do extensive AIS in Reading during our extended morning program, in our after school program, and in our Saturday instructional program.	Small group and one on one	During the school day, before school in extended morning, and in our after school and Saturday programs
Mathematics	Students are targeted in small groups during morning school, during the school day by our AIS providers, in our after school program, and during our Saturday program. We use the I Ready, Coach, and NYS test prep supplemental programs in Math.	Small group and one on one	During the school day, before school in extended morning, and in our after school and Saturday programs
Science	Students are targeted in groups during morning school, during the school day, in our after school program, and during our Saturday program to build Science skills.	Small group and one on one	During the school day, before school in extended morning, and in our after school and Saturday programs
Social Studies	Students are targeted in groups during morning school, during the school day, in our after school program, and during our Saturday program to build Social Studies skills.	Small group and one on one	During the school day, before school in extended morning, and in our after school and Saturday programs

At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling is provided by our guidance counselors, social workers, and school psychologist at risk where needed	Small group and one on one	During the school day

**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 *TAS 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.
Providing quality Tier I instruction in the classroom everyday is the paramount responsibility of every school. Highly qualified motivated professional teachers are the first step to providing this quality instruction on a daily basis. We work hard to recruit quality people and retain them in teaching assignments that are beneficial to the entire school. We provide them with pertinent professional development to hone and improve their craft for the benefit of our students. We set aside common planning time for our teachers to be part of an instructional team that meets and shares best practices in education. We have enjoyed a high percentage of retention of highly qualified teachers, and as a result teachers receive the guidance, support, and feedback to make them enjoy their work and strive for continuous improvement.

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).
We provide them with instructional technology to make their lessons interactive and engaging, and give our students access to technology that will make them 21st century learners. We immerse them in a professional learning community and want them to have a commitment to expertise, and to want to work in a collegial manner for the benefit of all. This year we have provided extensive professional development on the new curricula in Math and ELA that we purchased through the DOE, as well as the Charlotte Danielson framework that anchors our new ADVANCE system for teacher evaluation.

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.).
We set aside 5% of our Title I budget to provide funds to support our teachers being highly qualified to teach our students. We have, and will use the local funds provided by the DOE to hire substitute teachers so teachers can attend specific program professional development to learn new curricula. We have and will use per session funds provided by the DOE to provide onsite professional development around the new curricula.

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.).
Parents come for visits and tours while the children are still in pre-school, and these visits are conducted by our parent coordinator. Our school based support team handles any turning five cases that might require special needs or assistance for when they begin kindergarten at our school.

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.
A committee of teachers and administrators was formed to select which assessments would be chosen for the students to undertake to be calculated as part of the teacher's measure of student learning (MOSL), a component of the ADVANCE system.

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 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;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- Attend school regularly and arrive on time;
- Complete my homework and submit all assignments on time;
- Follow the school rules and be responsible for my actions;
- Show respect for myself, other people and property;
- Try to resolve disagreements or conflicts peacefully;
- Always try your best to learn.

**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 10	Borough Bronx	School Number 037
School Name The Multiple Intelligences 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 Kenneth Petriccione	Assistant Principal John Wagner
Coach type here	Coach type here
ESL Teacher Yolanda Negron	Guidance Counselor Maria Fotinis
Teacher/Subject Area type here	Parent
Teacher/Subject Area type here	Parent Coordinator Lisa Coca
Related Service Provider type here	Other Caterina Ditillio
Network Leader(Only if working with the LAP team) 1	Other AP: Effie Najarian

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.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	3	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	1	Number of teachers who hold both a bilingual extension and ESL certification	1
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	1	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	2

D. Student Demographics

Total number of students in school (Excluding Pre-K)	638	Total number of ELLs	81	ELLs as share of total student population (%)	12.70%
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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 <input checked="" type="checkbox"/>	1 <input checked="" type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input checked="" type="checkbox"/>
	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

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	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Pull-out	1	1	1	1	1	1	1	1	1	0	0	0	0	9
Total	1	0	0	0	0	9								

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	81	Newcomers (ELLs receiving service 0-3 years)	60	ELL Students with Disabilities	21
SIFE	8	ELLs receiving service 4-6 years	15	Long-Term (completed 6+ years)	3

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	63	8	17	15	0	3	3	0	1	81
Total	63	8	17	15	0	3	3	0	1	81

Number of ELLs who have an alternate placement paraprofessional: 3

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	4	15	8	10	14	12	3	6	4	0				76
Chinese														0
Russian						1	1							2
Bengali								1						1
Urdu						1								1
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian								1						1
Other														0
TOTAL	4	15	8	10	14	14	4	8	4	0	0	0	0	81

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	3	2	2	2	2	3	2	0					20

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	3	3	2	7	9	0	4	1					29
Advanced (A)	0	9	3	6	5	3	1	2	3					32
Total	4	15	8	10	14	14	4	8	4	0	0	0	0	81

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	10	1	0	0	11
4	9	2	0	0	11
5	1	0	0	0	1
6	4	0	0	0	4
7	3	0	0	0	3
8	0	0	0	0	0
NYSAA Bilingual (SWD)	1	0	0	0	1

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	7		4		0		0		11
4	11		3		0		0		14
5	1		2		0		0		3
6	1		2		1		0		4
7	2		1		0		0		3
8					0		0		0
NYSAA Bilingual (SWD)	1		0		0		0		1

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0		4		8		2		14
8	0		0		0		0		0
NYSAA Bilingual (SWD)	1		0		0		0		1

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.

For the early grades we use the Fountas and Pinnell Literacy assessment. For the middle grades we use the DRA to determine literacy skills for all students including ELLs. We are currently in the process of completing both assessments but so far early data shows that in the early grades our students may lack early communication skills and emergent literacy skills. Whereas many of the middle school students are lacking many of the comprehension strategies necessary to be successful in State exams. Hence the emphasis school-wide for new ELLs not only on decoding skills but comprehension skills and strategies we use the ECLAS, Rigby and DRA scores to help inform our guided reading programs. These assessments allow us to properly group the students for literacy and they also inform us of which students may be in need of Reading Recovery, for the early grades, and AIS for the middle grades. Based on these assessments we also place the students in the mandated extended morning program.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

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

3. 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](#))

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

guided reading are made. PS/MS 37 data reveals that ELL students did meet the AYP goals based on the Annual Measurable Achievement Objective Plans. This year we have implemented an academic program to enrich and improve our ELL's academic performance in the ELA, Math, and NYSESLAT state exams. This program will last for 8 months where the students will practice all the modalities and improve their academic skills (reading, writing, speaking and listening). Also, math and social skills will be target to integrate/become familiar with the new common core standards and familiarize themselves with the different strategies widely used to deliver instruction.

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?

All tests are taken in English but in mathematics some students are using the Spanish version as a side by side translation to assist them and only four students opted to take the Spanish version of the math test. Students are faring better in mathematics than on the ELA or NYSESLAT tests. This year most of our ELLs scored a level one or two on the ELA with one third grade student scoring a level three. In Mathematics the scores were more dispersed but we had one student score a level four and many scored either a level one or two. In Science we had seven students score a level three and one scored a level four. Only one student is NYSAA eligible and for the most part they scored level four in all content area tests. It can be determined that due to the differentiation of instruction and other classroom assistance provided to our ELLs in the content area they are faring well in the English language assessments. Our school uses the periodic assessment to measure the students' progress. We compare the NYSESLAT, baseline and the periodic assessment.

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](#).)

All ELL students who score level 1 in the ELA and Math state exams are initially placed in a RTI at-risk group where extra support is given (AIS, Wilson Reading program, Math support) to help them improve their skills. Response to Intervention (RTI) in the form of pull out and push-in support services are also offer to these students to provide them with extra academic support in the needed

areas where they struggle the most. ELLs are periodically assessed according to their grade level. Fontas and Pinnell and E-Class (K-2),

Acuity, DRA, City Periodic Assessments and Writing Diagnostic (baseline, Midline and Endline) for grades 3-8.

The aim of RTI is to provide at-risk academic support services before an initial referral is made to the Committee in Special Education Services (CSE) within the school building. Based on their assessment level, students are then placed in the appropriate Tier Level.

6. How do you make sure that a child's second language development is considered in instructional decisions?
Our ESL teacher meets with the classroom teachers on a weekly basis during "Grade -Level" meetings. The goal of these meetings is to notify the teachers of strategies they can implement during classroom instruction to promote student's second language acquisition development and/or skills.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?Not Applicable
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The success of our ESL program is determined by the number of students who test out at the end of the year along with the performance of our Former ELLs. We have steadily shown growth in the number of students who are Proficient in the NYSESLAT and for the most part our ELLs and Former ELLs score a level two on the ELA and a level three in mathematics.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of 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](#).)
Upon initial enrollment, prior to completing the HLIS, our ESL teacher, Ms. Negron will conduct an informal interview with both the parent and the child in English and if the native language is Spanish (which 99% of the time it is) the interview will be conducted in Spanish. The ESL teacher is qualified to administer the initial informal assessment due to her experience and/or training dealing with ELLs and parents of ELLs. Once the interview is concluded and the HLIS form is completed, the parent is informed of what services are available to ELLs in our school but they are also informed of the differences between the three available programs offered in the City of New York (TBE, Dual Language and Freestanding ESL). If based on the HLIS the student is eligible for the LAB-R, we then inform the parents that the student will be administered the LAB-R and we explain the purpose of the test to the parents. If possible, all efforts are made to give the student the LAB-R and Lab (Spanish placement) the same day or within the ten (10) day administration window.
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.
To ensure that parents understand the options available to them, the three (3) programmatic choices are explained to the parents during the initial enrollment and then once again during the Parent Orientation Video. Parents are informed upon registration that due to our numbers, we have a Freestanding ESL program in our school. If a parent is interested in another ELL program we direct them to the ISC and the placement office. If fifteen parents opt for the DL/ or TBE, our parent coordinator who is bilingual will inform the parents that the program will be available in our school. An overwhelming number of our ELL parents (approximately 90%) have continued opting for Freestanding ESL. Fewer amount of parents have indicated a preference for a Transitional Bilingual Program but it has been explained to them that since we have not had sufficient numbers of students in any particular language group in any grade or continuous grades to open a program in our general education population. To provide

further information, along with the Initial Entitlement Letter, an informational guide in the home language is sent home. ALL ELL letters are sent home with the students with the exception of the Parent Survey and Program Selection forms. Those two are given out to parents to fill out during the Parent Orientation meeting to ensure they are returned to the school. We make every attempt to communicate with parents in their native language. We have even purchased translation devices using Title III funds in order to facilitate communication.

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 [\[see tool kit\]](#).)

Entitlement letters are distributed to each eligible student along with the NYCDOE brochure which serves as a guide for parents of ELLs. The students are then expected to take the letter home and give it to his/her parent. A copy of the letter is kept in school and, if necessary, is re-distributed at the parent-Teacher conference. Parent Surveys and Program Selection forms are given to the parents at the Parent Orientation meeting and are collected after the parents view the orientation video, discussion and question and answer portion of the orientation meeting.

4. 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.

Upon initial enrollment, prior to completing the HLIS, our ESL teacher conducts an informal interview with both the parent and the child in English and if the native language is Spanish (which 99% of the time it is) then the interview is conducted in Spanish. The ESL teacher is qualified to administer the initial informal assessment due to her experience and/or training dealing with ELLs and parents of ELLs. Once the interview is concluded and the HLIS form is completed, the parent is informed of the three educational programs that are offered in the City of New York (TBE, Dual Language and Freestanding ESL). In addition, the parents view the Parent Orientation Video provided by the city of New York.

Based on the HLIS the student is eligible for the LAB-R, we then inform the parents that the student will be administered the LAB-R and we explain the purpose of the test to the parents. If possible, all efforts are made to give the student the LAB-R the same day or within the ten (10) day administration window.

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.

The NYSESLAT is administered every spring to the students to determine continued entitlement. By printing out the RLER from ATS

we are able to determine which students are eligible for NYSESLAT testing. We reconcile the RLER with the ESL teacher's roster to

ensure all eligible students are tested. Once a student is administered the LAB-r and it is determined that he/she is an ELL, the entitlement letter along with the ELL brochure is sent home to the parents in their native language. Along with the letter and brochure, the parents are informed in writing of Page 23 the Parent Orientation meeting. At the Parent Orientation meeting the parents are once again given an explanation of each program available by the New York City Department of Education and are shown the Parent Orientation video provided by the DOE which provides further clarity on the programmatic choices and is available in various languages. At PS/MS 37 we provide a Freestanding ESL program for our general education ELL students. Since we only provide a Freestanding ESL program, students are placed in their appropriate general education class and are serviced by the ESL teacher. Parents are informed, upon registration, and then reminded in the entitlement letter and Parent Orientation meeting that we only provide ESL. If the parents are interested in a TBE or Dual Language program they are referred to a school in the area which provides these programs or are referred to the ISC for placement in the program of their choice. All communication, either oral or written, is conducted in the parents' native language.

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. 

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

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

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

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])?
- (a) At PS/MS 37, we provide a Freestanding ESL program for our general education ELL students. Our Freestanding ESL program services approximately 81 students spanning grades K-8, this includes formerly x-coded students. We offer English as a Second Language (ESL) using a pull-out model. Students are placed in groups based on their scores in the combined language modalities of reading and writing on the NYSESLAT and for new admits they are placed according to their LAB-R score. Despite this grouping, we do put advanced students and proficient students in with newcomers group, at times, to be language models to those students. At the beginning of the school year, each student does a baseline writing piece to assess students' writing with a school created rubric that is aligned to CCS. As previously stated, we offer ESL services in the form of a pull-out model in which the ESL teacher provides instruction to a small group of about ten (10) students using content-based thematic ESL instruction focusing on both content and language objectives. The purpose of our ESL program is to ensure that in lieu of learning language in isolation, the students can learn language and the use of language in context. This can only occur through experiential use of language in authentic settings and through social studies, science, mathematics and literacy. Students are provided with instruction that focuses on the use of all four language modalities (Listening, Speaking, Reading and Writing) and they are grouped by focusing on their performance on the NYSESLAT, with specific attention being paid to the students' individual raw scores in each modality. Differentiation occurs through the use of scaffolding techniques, realia, questioning techniques & Accountable Talk with a focus on working within the students' Zone of Proximal Development, as outlined in the works of Vygotsky, Van Lier and Walqui. In grades 6-8, all efforts are made to provide both a push-in and pull-out model. In order to ensure academic success for our middle school students the ESL teacher participates in grade and curriculum planning meetings. To ensure that the students are still participating in the classroom instruction while their specific needs are met, the ESL teacher works alongside the classroom teacher in planning and incorporating ESL strategies and implementing differentiation techniques into the lessons. All students in the classroom benefit from this planning strategy. High expectations are set for students at all levels of language development and clear criteria are met. A group of ten (10) students who are either new to the country or who have been in the country for two or less years are seen by the ESL teacher during extended morning sessions for extra ESL instruction and are provided with native language support by the ESL teacher.
- To support and supplement instruction provided to students during ESL instruction, whether through the Freestanding ESL model, all teachers are provided with an ESL Library/Media Center in their classroom for use during independent study and/or independent reading. These areas include audiocassettes and CDs, phonics games, puzzles and flash cards, bilingual and picture dictionaries, trade books, periodical and newspaper activities, computers with internet capabilities and Smart Boards. Our licensed computer teacher, as well as the ESL teacher, suggests websites for interactive listening, speaking, reading and writing activities.
- b) Our ESL students are divided into eleven (11) groups (groups A-K) with 5-10 students in each group. Each group was created using the students combined Reading and Writing NYSESLAT score or in the case of a new admit his/her LAB-R score. Group A is comprised of 4 beginning level Kindergartners (3 of them with an IEP). These students are all early education students and are still language emergent. A proficient level student is brought into this class once a week as a language model and to help create a sense of community. The materials being used for this group are the "Alphachants" Kit, Avenues Series, Language Power (Purple A), Scholastic's Alpha Tales and Word Families Tales, Benchmark's Shared Connections Kit as well as Visions.
- Group B consists of three students with an IEP, who are all first graders but are similar as group A in that one of the students is beginner and two are low intermediates. This group will be using the same materials as in Group A in addition to Lakeshore Learning Kits and letter and word manipulatives.
- Group C is comprised of six (12) second graders who are three beginners, one intermediate, and eight advanced level. The materials used for this group are Scholastic's Alpha Tales and Word Families Tales, Rosen Graphic Novels which are high interest low level readers, 2nd grade sets of Rigby Readers, Language Power (Purple B), Benchmark's Shared Connections Kit and Word Scapes which are content and country themed.
- Group D is made up of eight students (two beginners, three intermediate, and three advance). Three of these students have an IEP. The materials used for this group are similar to group C with the difference that they use Language Power Purple C.

Group E consist of six students with disabilities, four 5th graders, one 6th grader, and one 7th grader (2 beginners, and 4 intermediate level). The sixth grade student is NYSAA. These students are grouped together not only by their proficiency level but also their IEP needs for social development.

Group F is a heterogeneous group, there are four 3rd graders (1 beginner and 3 advance level) and three 4th graders (intermediate level). All the fourth graders have an IEP. These students need communication and emergent literacy skills so with that group the teacher uses the Newcomers Series, On Location – New to English, and Level 1 English at Your Command, the Rourke ESL Kit, Rigby Readers, shared reading stories, and Language Power (Red A).

Group G has ten students, six students are in third grade (1 intermediate and 5 advance) and four in fourth grade (2 intermediate and 2 advance level). These students use Benchmark and Teacher Created Materials – Reader’s Theater, Word Scapes which are content and country themed and grade appropriate, Rosen Graphic Novels, Visions and Language Power (Red B).

Group H comprises of seven 5th grade students who are in the intermediate and advanced level with one (1) one beginner student who is also a student with interrupted formal education. The materials used for this group are similar to group G with the exception of Language Power (Red C).

Group I is a middle school three 5th graders and four 6th graders (two SIFE students). These students are still at the beginning, intermediate, and two advance levels and many of them have fallen back in scores in the NYSESLAT. This group uses the same materials as group H.

Group J consists of twelve (12) students, who are eight 7th graders and four 8th graders. There are long-term ELLs in 7th and 8th grade and have consistently scored within the advanced and intermediate proficiency levels in the NYSESLAT. The materials used for this group are similar to group H but Language Power (Blue A).

Group K comprised of six (6) students who are between grades 2nd -8th who are newcomers . These students meet twice as week as group. In addition, they meet when possible with groups A, B, C, D, and E.

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)?

All the ESL groups are seen during their allotted times as per CR-Part 154 in 60 minute periods or during 100 minute blocks of time. Students are grouped according to their proficiency level, leveled materials are used to instruct the students. Beginning and Intermediate levels are service three (100) minutes blocks and one (60) minutes block per week. Advance levels are service three (60) minutes block per week. The classroom teacher delivers ELA using differentiated instruction to provide ELLs with the appropriate support (such as RTI).

A. Students’ varying needs are met not only by the ESL teacher but also by the classroom teachers. All of our classroom teachers have been given training in differentiation of instruction and they are currently receiving training in RTI to address those low level students whose needs must be addressed in a smaller group. To assist newcomers in Mathematics, for example, all efforts are made to get materials in the students’ native language (Spanish). Newcomers are also placed into the Extended Day morning program to enhance target language instruction and in the After-school program for ELA test prep. Many of our long-term ELLs also receive either Resource Room or other AIS services besides ESL to assist them in their language development. All intervention services are provided in English. Transitional students are placed in ESL classes with lower level students to work as language models for the other students. They work almost as “student teachers.” In addition, these students are pulled-out once a week by the ESL teacher for explicit advanced level ESL classes in the form of shared reading groups and literature circles to enhance Reading and Writing skills.

3. 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.

For those students receiving ESL through the pull-out model, they are in general education and special education classes throughout the day; therefore, all content area is provided in English with differentiation by the general education and special education teacher. We use non-fiction materials which aligned with the CCLS. Ready Gen (Grades K-5) provides a scaffolded strategies handbook for every grade, that includes supports for ELLs. Scholastic Code X (6-8), every unit include building support for ELLs. Teacher use authentic literature and other titles available in the native language as the basis of common core aligned units of study in native language arts classes. Go Math (Grades K-5) include teacher guides and student editions include built in vocabulary support in every unit. Additionally, each lesson includes suggestion for instructional strategies for various levels of student understanding. Grades 6-8 New York State Education Department Modules are used and every module includes

support for ELLs in the form of embedded teacher notes. ELL's students are also given a peer tutor who speaks their native language to assist them during area instruction-this is especially true 6-8 grades. The general education teachers are provided with supplemental materials from the ESL teacher to assist in teaching the ELLs in their class.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

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

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Students are evaluated in all four modalities with a baseline, midline and endline to see their second language acquisition progress. Each assessment is divided by grade level and is color-coded according to the student's grade level. For example: Purple is for grades K-2 and it has A (Beginning Level), B (Intermediate level), and C (Advanced level). In addition to purple we have Red for grades 3-5 and Blue for grades 6-8.

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).

6a. There have been very few, if any, SIFE students registering at PS/MS 37, we currently have eight. For those few students who arrive, they go through the same placement and identification process (HLIS, individual interview, LAB-R testing) and then are appropriately placed in the grade in either the ESL or TBE program, contingent upon parent preference and in the case of Special Education-IEP recommendation. In order to ensure the success of SIFE students and enable them an opportunity to "catch-up" with their grade cohort we provide the following:

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

6b. The newcomers in grades K-2 besides ESL, receive reading recovery with a Reading Specialist and the others receive AIS to assist them in their transition. Students who are test eligible for the ELA besides being invited to attend school's test prep program, Project Achieve, they also receive additional testing preparation from a teacher who we bring in especially for them. They receive training ranging from how to complete and bubble in the test grid to how to navigate the intricacies of the exam. During our Title III program twice a week, we focus on test taking strategies along with reading comprehension skills from Continental Press Finish Line Series. In addition, we use Raz Kids (a computer-based program which allows students to read and listen to a story based on their proficiency level.

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

6d. We have 3 long-term ELLs. One of those students is currently in a Special Education class. We service this student according to his special needs according to his Individualized Educational Planning document, IEP. There are mitigating circumstances which affect why they have not tested out of ESL. In his special case it is not a language barrier but a learning disability. This child's needs are met by their Special Education teacher or Resource Room teacher along with the ESL teacher. He has been attending a least restrictive environment (LRE) by seating in a general education classroom for Literacy and Math classes. The other two students receive at-risk academic support services through AIS and RTI at the school building level.

6e. Former ELLs are invited to our Title III afterschool program and are placed (if needed) in the RTI groups. Most of our former ELLs performed above or at grade level. Test accommodations are at a separate location and they are given time and a half with glossaries when needed (Math, and Science).

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?

We have 27 students with disabilities who are also identified as ELL's. One of these students is classified as Intellectual Disabled (ID) and mostly functioning below second grade level despite the fact that he is currently placed on a sixth grade educational environment. Differentiation is given with accordance to the IEP document. They use the materials outlined in the core curriculum with supplemental materials to enrich their second language acquisition and to ensure that their educational needs are being met. During the ESL period they are provided with scaffolded instruction in the content area using material such as Visions, Continental Press and Language Power which focuses on instruction using non-fiction text.

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?

Our 27 ELL-SWD's are divided within the school's 5 different special education classrooms. These five special education classrooms follow the 12:1:1 special education model and students are served as mandated by their IEP recommendations. All instruction and scheduling is done within these 12:1:1 setting to accommodate all of their educational support services as they are mandated to receive Speech, Counseling, Occupational Therapy, Physical Therapy, and Adaptive Physical Education support services. Some of these students are mandated to receive a language paraprofessional assistant to support their second language acquisition as mandated by their IEP document.

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

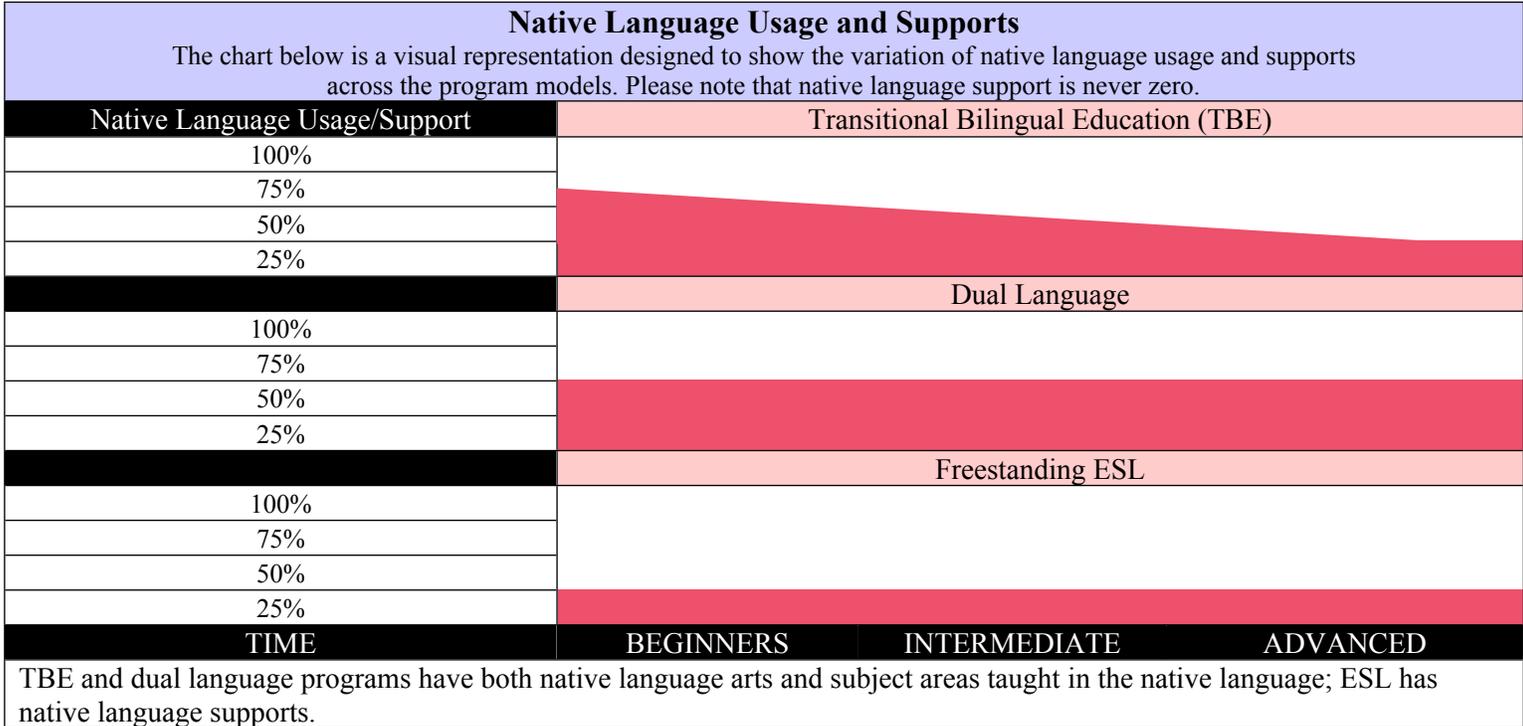
Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:			
Social Studies:			
Math:			
Science:			

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



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.
- Our Academic Intervention Providers are using a variety of intervention programs to address the specific needs of our Ells groups which are offered in English. The Ells in grades K-2 receive targeted intervention from the Reading Specialist which uses Ready Gen and Reading Recovery Program that focuses on phonemic awareness, blending, letter sounds, etc with a variety of non-fiction books related with the content areas (i.e., Social Studies, Science, and Math). 3-5 Ells are service by an English and a biligual AIS teacher, resource teachers, and math providers (enrichment). Wilson program provides reading strategies, letter sound, and comprehension. Guided Reading is provided using fiction and non-fiction text (Social Studies, Science, and Math). These programs are provided in English. The AIS teachers in grades 6-8 are also bilingual. They use the Go Math curriculum that provides technology to assess and analyze student work. Also, they use Scolastic Code X which focuses on the Common Core Curriculum which is a non-fiction content base (Science, Social Studies, and Math). It focuses on writing, comprehension, text support, authors point of view, etc. Reading is taught through these core subjects. We also created a mandated extended morning program with the ESL teacher for those students who are either SIFE or newcomers.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our ESL program has been very effective since only 10% of our Special Education or SIFE ELL students remain in the same level (Intermediate). The majority of our ELL students usually show progress by moving from either beginning level to intermediate or intermediate to advanced. Content and language development has been a priority in our ESL program since it is aligned with the common core curriculum. Our ESL textbooks are non-fiction-based to target language development in the four ESL modalities (reading, speaking, listening, and writing).
11. What new programs or improvements will be considered for the upcoming school year?
- Currently we have considered no new programs or improvements for the 2013 – 2014 school year since we seem to be having success with our current ESL program, Title III program and intervention services.
12. What programs/services for ELLs will be discontinued and why?
- We have no plans to discontinue any ELL program.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELL students are invited to participate in all academic programs offered at PS/MS 37. ELLs are invited to Extended Mornings, Project Achieve, the ELA and Math test prep academy. They are also invited to Project Excite, an extracurricular program which affords the students with classes in art, cooking, crocheting and other activities.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- To support and supplement instruction provided to ESL students all teachers are provided with an ESL Library/Media Center in their classroom for use during independent study and/or independent reading. These areas include audiocassettes and CDs, phonics games, puzzles and flash cards, bilingual and picture dictionaries, trade books, periodical and newspaper activities, computers with internet capabilities and Smart Boards. Our licensed computer teacher, as well as the ESL teacher, suggests websites for interactive listening, speaking, reading and writing activities.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- In our ESL program we provide native language support by the ESL teacher in all the content areas except ELA to the newcomers or beginning level students whenever is needed. The support is given through the use of native language dictionaries, translated materials for content instruction, native language library and other resource materials. In addition, we have a Bilingual-Spanish teacher this year who is providing "Spanish" as an elective to grades 5th through 8th as a push-in model.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?
- All required service support and resources correspond to ELLs' ages and grade levels. Our ESL and classroom instruction is currently aligned with the Common Core Curriculum that is delivered on a daily basis during instruction. In our school our ELL students are instructed based on their grade level and with age-appropriate materials. If a student is overaged, the classroom teacher will ensure that instruction is modified to meet the student's academic needs and/or educational goals.
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.

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

18. What language electives are offered to ELLs?

Since we are a K-8 school, we offer Spanish to grades 5th through 8th as an elective.

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)?

N/A

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. It is our desire to provide rigorous, quality instruction to all students which provide high-challenge and high-support. To reach this objective we will continue to support all of our teachers in their growth as pedagogues by providing them with professional development which focuses on planning for differentiation, using data for instruction, planning for effort and shared reading groups. Planning is key to good instruction. Teachers are also using ARIS to look at the data so that they are aware of all the data available to the students and can see how their ELLs are performing in comparison to their English proficient students and to see the varying degrees of need in the classroom. Looking at this data also gives them an idea of the linguistic and academic needs of the students. The ESL teacher and the Assistant Principal for ELLs will continue working with the book *Strategies That Work* by Harvey and Goudvis and also working with *When Readers Struggle* Fuentes and Pinnel. The following calendar of Professional Development dates are 9/20/2013, 11/01/2013, 12/17/2013, 2/14/2014, 3/25/2014, 4/25/2014, and 6/6/2014.

2.

Teachers of ELLs receive professional development and guidance, as it pertains to ELLs, from both the Assistant Principal and ESL teacher. Such as QTEL (Quality Teaching for English Learners), it provides teachers with scaffolding strategies to support ELLs. In addition, teacher are provided with resources available to support them in scaffolding curriculum in both ELA and Math for teaching the fundamentals of language. During the monthly grade level meeting, teachers are provided with their ELLs student data and strategies are shared for appropriate grouping and selecting supporting materials aligned with the common core learning standards.

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

4. Jose P. training is done once a year during our staff development days which include, special education teachers, non-ELL teachers and paraprofessionals. An agenda is written with the specific topics to be discuss (i.e., bilingual resources to identify ELL that need special education, evaluation that are in two languages, bilingual alternatives at each stage of special education placement process, protects the rights of parents and students and development a Spanish language version of the parent's rights booklet, etc) and teachers sign in an attendance record.

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. Parent involvement in is best described as an equal partnership between parents, teachers, administration, Intervention Specialists and the school parent coordinator working together with the necessary resources and preparation towards the common goal that is to expand student school achievement. PS/MS 37 offers meeting opportunities for parents from Monday to Friday and on weekends in the morning or later in the day in order to contact and serve parents with various personal schedules. For our parents with limited English, translation is available at parent meetings and translated materials are offered to our parents to ensure the most effective communication. Parents are asked to participate in committees such as the Parent and Teacher Association, School Leadership Team and Learning Leaders volunteer program to make suggestions on how to better improve our school to assist in the decisions affecting the education of their children. Parents are encouraged to make suggestions on how to better improve our school and to take advantage of a wide variety of organizations within walking distance and in other nearby communities such as:
 2. • Fordham-Tremont Community Health Center (2021 Grand Concourse) upon the need of mental health services
 - ECHO Free Clinic Walton Family Health Center (1894 Walton Avenue) helps with health insurance filing
 - Literacy Assistance Center provides in school workshops and GED /Free ESL programs on site (1666 Bathgate Avenue)
 - Catholic Charities (1011 1st Ave) for mental health and immigration issues
 - New York City Public Libraries (310 East Kingsbridge Road) provide Literacy workshops, ESL classes, Family story hours
 - PS 9 The Bronx Welcome Center (Ryer Avenue) provides ESL and Civic classes for adults
 - New York City Housing Authority offers safety workshops and trainings
 - Alianza Dominicana (1257 Ogden Ave)offers ESL, Civics, and computer training
 - Fresh Air Fund provides summer camp opportunities for children
 - Coalition for the Homeless provides housing and food for displaced families
 - New York Presbyterian Hospital provides in school workshops on how to avoid, treat and prevent illness
 - Literacy Link Parent as Reading Partners program provides in school workshops and promotes literacy and volunteerism
 - Workforce 1 (East 149th Street) offers job preparation, interviewing advice, resume help, GED, ESL classes and help with job search
 - Bronx Zoo (2300 Southern Boulevard)sponsors family partnership programs
 - Parent to Parent (2280 Wallace Ave)orients parents and matches them with children with similar disabilities and health issues in order to provide additional emotional and physical support
 - New York City Fire Department (Bailey Avenue) offers in school workshops for children and adults on fire prevention and safety
 - Archdiocese of New York (Marble Hill) offers half and full day Head Start programs
 - Catholic Charities (690 Mace Ave)provides a variety of services including legal alien and undocumented alien advice
 - PATH Program Emergency Assistance Unit Family Shelter for displaced families (Powers Avenue) provides assistance locating homeless families
 - Jewish Board of Family and Children's (750 Astor Avenue)Services mental health services and psychological evaluations and assessments
 - 92nd Street Y Parenting Center provides workshops for parents in need of parenting classes
 - Fatherhood Initiative Program (East 169th Street)provides workshops for parents in need of parenting classes
 - Mount Sinai's sexual assault and Violence program (SAVI - Seeking Safety Treatment Group) 12 week program for female survivors of sexual abuse
 - Dial a Teacher
 - Advocates for children to help parents better understand special education evaluations, standards, options for students in need of medical accommodations, legal rights of immigrants
 - Children's Aid Society for legal advocacy
 - Citizens Advice Bureau has school programs and parent educational resources
 - NYC Free Clinic free medical services to uninsured adults 18 yrs old and over

- Montefiore & Mosholu afterschool programs picks up here at PS 37 and takes students to PS 7 and provides homework help in a safe environment.

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

Parents are encouraged to make suggestions on how to better improve our school and to take advantage of a wide variety of organizations within walking distance.

3-4. The parent coordinator sends a survey twice a year which ask parents to indicate the types of workshops they are interested in and the time/ date they are available to attend. Once the survey is completed, bilingual workshops are given according to the level of interest they expressed in the survey. Also, our parent coordinator translate documents, school letters, and parent meetings for our non-English speaking parents. In addition, she provides resources that our parents can use.

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.

N/A.

Part VI: LAP Assurances

School Name: Multiple Intelligence

School DBN: 10x037

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Kenneth Petriccione	Principal		11/1/13
John Wagner	Assistant Principal		11/1/13
Lisa Coca	Parent Coordinator		11/1/13
Yolanda Negron	ESL Teacher		11/1/13
	Parent		11/1/13
	Teacher/Subject Area		11/1/13
	Teacher/Subject Area		11/1/13
	Coach		11/1/13
	Coach		11/1/13
Maria Fotinis	Guidance Counselor		11/1/13
Maria Quail	Network Leader		11/1/13
Effie Najarian	Other <u>Assistant Principal</u>		11/1/13
	Other		11/1/13
	Other		11/1/13
	Other		11/1/13

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: _____ Network: **cfn109**

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

Part A: Needs Assessment Findings

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.

According to the summary of ELLs students enrollment, 62 parents are Spanish speaking, one Albanian, one Bengali, one Hausa, and two Russian. In order to effectively communicate with our parents, all school communication is translated by the Parent Coordinator, the Bilingual Teacher, and the ESL teacher from English to Spanish. Also, Language Interpretation Devices were purchased to use with incidence languages such as Urdu, Albanian and Bengali. We use Google translate to provide written information for our low incident languages. For our oral interpretation needs either the Parent Coordinator, Bilingual Teacher, and the ESL teacher provide this service (Spanish). We also have some staff members who speak Urdu and Bengali.

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

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

Part B: Strategies and Activities

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

Written translation services are provided by the Parent Coordinator, the Bilingual Teacher and the ESL teacher.

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

Oral interpretation services are provided by the Parent Coordinator, the Bilingual Teacher and the ESL teacher (when available). Language Interpretation Devices are also available to assist with interpretation needs.

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

On the parents bulletin board, the parent's bill of right is posted along with the languages that they are available in (Arabic, Bengali, Chinese, French, Haitian Creole, Korean, Russian, Spanish, and Urdu). The Parent Coordinator also ensures that parents are made aware of their rights having necessary school documents related to their child's safety, discipline, etc in their native language. All efforts are made to ensure that all communication between the home and school is translated from English to Spanish (our high incident language) and whenever possible in other languages. Safety plan is frequently revise by the Safety Plan Committee which includes parents, teachers, and administrators.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

Part C: Professional Development

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

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

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

Part C: Professional Development

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

Part D: Parental Engagement Activities

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

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

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

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

Part E: Budget

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

Allocation Amount: \$

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