

**2014-15  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**DBN: (i.e. 01M001):** 29Q037  
**School Name:** THE CYNTHIA JENKINS SCHOOL  
**Principal:** BEVERLY MITCHELL

## Comprehensive Educational Plan Outline

**Section 1: School Information Page**

**Section 2: School Leadership Team (SLT) Signature Page**

**Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)**

**Section 4: CEP Overview**

**Section 5: Needs Assessment, Annual Goals and Action Plans**

- **Section 5A Capacity Framework Element - Rigorous Instruction**
- **Section 5B Capacity Framework Element - Supportive Environment**
- **Section 5C Capacity Framework Element - Collaborative Teachers**
- **Section 5D Capacity Framework Element - Effective School Leadership**
- **Section 5E Capacity Framework Element - Strong Family-Community Ties**

**Section 6: Academic Intervention Services (AIS)**

**Section 7: Title I Program Information**

**Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)**

**Section 1: School Information Page**

**School Information**

School Level: Elementary School Number (DBN): 29Q037  
School Type: Elementary Grades Served: Pre-K - 5  
School Address: 179-37 137<sup>th</sup> Avenue Springfield Gardens, NY 11434  
Phone Number: 718-528-5399 Fax: 718-949-0887  
School Contact Person: Beverly Mitchell Email Address: Bmitche2@schools.nyc.gov  
Principal: Beverly Mitchell  
UFT Chapter Leader: Nannetta Smith  
Parents' Association President: Pauline Nimmons  
SLT Chairperson: Diane Sancho  
Student Representative(s): None

**District Information**

District: 29 Superintendent: Lenon C. Murray  
Superintendent's Office Address: 222-14 Jamaica Avenue, Room 217 Queens Village, NY 11428  
Superintendent's Email Address: Lmurray3@schools.nyc.gov  
Phone Number: 718-264-3146 Fax: 718-264-3148

**Cluster and Network Information**

Cluster Number: 5 Cluster Leader: Debra Maldonado  
Network Number: 531 Network Leader: Charles Amundsen

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk\*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.\*\*
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Beverly Mitchell	*Principal or Designee	
Nannetta Smith	*UFT Chapter Leader or Designee	
Pauline Nimmons	*PA/PTA President or Designated Co-President	
Diane Sancho	DC 37 Representative, if applicable	
None	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Loukens Jacques	CBO Representative, if applicable	
Sarah Howard	Member/ Parent	
Odette Phillips	Member/ Parent	
Sharmella Prince	Member/ Parent	
Michelle Saunders	Member/ Parent	
Lorraine Marlow	Member/ Teacher	
Laverne Rhoades	Member/ Teacher	
Wendy Abraham	Member/ Teacher	
Ann Bernard	Member/ Parent	
	Member/	
	Member/	
	Member/	

\*\*Signature of constituent only indicates consultation in the development of the CEP, not approval.

### Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

#### The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	<b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	<b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	<b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	<b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

## The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

Mission Statement:

At Public School 37 we pride ourselves on being a **collaborative school**, comprised of a multicultural population. We believe that **all students can meet standards of excellence**. Students, parents, teachers and members of the community collaborate to create a productive learning environment. Our rigorous academic program prepares our students to become college and career ready. Our emphasis on literacy and mathematics includes a school wide involvement with Pearson ReadyGEN and Go Math! curriculum. Literacy through the arts also plays an essential role in our student's development.

Our goal is to provide maximum educational opportunities for **all** of our students. We will strive to improve the quality of teaching and learning while encouraging and understanding of, and respect for the uniqueness of each individual. We envision a learning environment which nurtures students and maximizes opportunities for individual growth. We promote mutual responsibility and accountability within the school, home, and community.

Some of the special initiatives we are implementing are:

The 100 Book Campaign:

Students in Pre-Kindergarten through 5<sup>th</sup> Grade are participating in our 100 Book Campaign Challenge. Our goal is for our students to consistently read informational and literary text. We have divided the school year into 4 quarters and planned celebrations for students who have read at least 25 books per quarter. At the end of the school year we will recognize the top readers in each grade and the top school reader.

Performances:

Moving Up Ceremonies are held in June to celebrate student success. During these ceremonies students are presented awards in academics, citizenship and the arts. Each class presents a performance and each grade level presents a culminating presentation in the performing arts.

Throughout the school year all classes participate in assemblies performances. School performances include topics on winter festivities, black history and women's history.

Cookshop:

Students in Pre-Kindergarten through 2<sup>nd</sup> Grade participate in the Food Bank for New York City Cookshop program. This program allows students to engage in hands-on exploration and cooking activities through standards based lesson.

Collaboration:

Grade wide teacher teams meet regularly to examine student work, reflect on teaching and share best practices.

Teachers regularly collaborate with parents to share information on how to support the schools efforts. Grade-wide monthly newsletters are created by teacher giving parents' specific information about the class/grade. Parent Workshops are conducted monthly. Parents are invited to come in and participate in a learning session for their child's grade level.

Our Parent Volunteer program plays an important role in our school community. Parents are involved in

training sessions with our parent coordinator. Through the training parents become empowered to give personalized support to our school community. Our parent volunteers assist in facilitating family events, assisting with daily operations and fostering partnerships with community based organizations.

We are working to strengthen grade level teams use looking at student work protocols to strengthen teacher capacity as they create, revise and adopt curricula and instructional practice to ensure that they provide multiple entry points, supports and extensions to all students.

Based on classroom observations from 2013-14 80% of teachers were rated “Developing” in components 3b: Questioning and Discussion on the Danielson Framework. Therefore grade level teams are working on:

- Improving effective questioning techniques to increase discussion
- Working on routines to increase accountable talk
- Modify and revise lessons and units using the writing process to meet the needs of all learners
- Integrating lesson and units across the curriculum for students to transfer knowledge across all subjects
- Collaborating in vertical and grade level teams where they develop instructional practices, embedding the CCLS and instructional shifts. Vertical teams consist of adjoining grades including related services support staff and cluster teachers.

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5A – Capacity Framework Element - Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

### Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

On the Spring 2014 NYS ELA only 22% of students met the NYS ELA standards.

The average student proficiency in the 2014 ELA is 2.41 which is below the city average.

We purchased the ReadyGen literacy curriculum which was suggested by NYCDOE and is aligned to the Common Core Learning Standards. Ready Gen end of unit performance tasks are used to track students’ progress. Modifications to the curriculum are made as needed.

The NYC ELA Performance assessments were administered to students in Grades K-5 in the Fall of 2014 and results from these exams indicate that more than 50% of students scored below the standard in LA1.R.

The Fall 2014 TCRWP indicated that more than 75% of students are reading below grade level.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 75% of students will show improvement in writing as evidenced by an increase in at least 3 of the 7 traits on the writing rubric in the end of year ELA NYC Performance Task as compared to the baseline.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>			
<ul style="list-style-type: none"> <li>• ReadyGen is a CCLS literacy curriculum used in all grades,</li> <li>• Foundations and Ready Gen Phonics is used to address phonemic awareness in the lower grades.</li> <li>• Engage NY materials are used as supplements to the</li> </ul>	Teachers	September 2014 to June 2015	Teachers and Administrators

<ul style="list-style-type: none"> <li>curriculum</li> <li>Lead teacher participate in Network Professional Development sessions and turnkey new learning to the staff</li> </ul>			
<ul style="list-style-type: none"> <li>Teachers simplify, use technology and graphic organizers to modify task for students with disabilities and English Language Learners to include all students in the learning.</li> </ul>	Teachers & Students	(Daily) September 2014 to June 2015	Student Teachers Administrators
<ul style="list-style-type: none"> <li>Instructional workshops are conducted by teachers for parents.</li> <li>Workshops are conducted based upon parent interest.</li> <li>Every Tuesday parents have opportunities to meet with teachers.</li> </ul>	Teachers & Parents	September 2014 to June 2015	Teachers Administrators
<ul style="list-style-type: none"> <li>Teachers conduct peer observations and give each other feedback.</li> <li>Teachers work collaboratively in biweekly teacher team meetings to examine student work and share instructional practices.</li> </ul>	Teachers	September 2014 to June 2015	Teachers and Administrators

#### **Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Grade Level and Vertical Teacher Teams
- The Danielson Framework Rubric
- Citywide Instructional Expectations
- Mentor Teachers
- Master Teachers
- Administrators
- Written observation reports
- Writing task
- Higher level thinking questions
- ReadyGen Performance Task and Unit Assessments
- NYC Performance ELA Task
- Scheduled Inter-visitations

#### **Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	<b>Tax Levy</b>	X	<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

None

#### **Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

By February 2015 all students will be given a writing performance task which will be evaluated using the NYC Performance Assessment Rubric. 75% of students will show growth in at least 2 traits in the rubric.

**Part 6b. Complete in February 2015.**

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### Part 1 – Needs Assessment

3.	Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
4.	Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
<p>In the 2013-14 school year 80% of teachers were rated “Developing” in components 2b: Establishing a Culture for Learning and/or component 3c: Engaging Students in Learning on the Danielson Framework.</p> <p>At the Initial Planning conference, teachers indicated that they were working on increasing the level of questioning in the classroom.</p> <p>In the 2014-15 Quality Review it was indicated that 4 new teachers need support in establishing a strong culture for learning.</p> <p>During the 2014-15 school year classroom observations reveal all students are not highly engaged in differentiated tasks; There is a need to provide different learning opportunities for all students including ELL’s and SWD.</p>	

### Part 2 – Annual Goal

<p>List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2015 60% of teachers will increase at least one level in component 2b: Establishing a Culture for Learning and/or component 3c: Engaging Students in Learning on the Danielson Framework as a result of establishing challenging and supportive classrooms for students.</p>

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>7. Strategies to increase parent involvement and engagement</li> <li>8. Activities that address the Capacity Framework element of Trust</li> </ol>			
<ul style="list-style-type: none"> <li>• Frequent Feedback from observations based on the Danielson Framework.</li> <li>• Professional Development: Strategies for Questioning and Discussion Techniques</li> <li>• Professional Development: Strategies for Engaging</li> </ul>	All teachers	September 2014- June 2015`	Students Teachers Administrators

<ul style="list-style-type: none"> <li>Students in Learning</li> </ul>			
<ul style="list-style-type: none"> <li>Create lessons with multiple entry points.</li> <li>Students work in small groups supporting and encouraging each other to complete task.</li> </ul>	All teachers and students	September 2014- June 2015	Students Teachers Administrators
<ul style="list-style-type: none"> <li>Instructional workshops are conducted staff for parents.</li> <li>Danielson Framework is shared with the School Leadership Team on the areas of instructional practice that teachers are evaluated.</li> <li>Parents and students have access to myOn which is a digital library resource.</li> </ul>	Teachers Parents Administrators	September 2014- June 2015	Teachers Parents Administrators
<ul style="list-style-type: none"> <li>Teachers rated "Effective" in the component 2b: Establishing a Culture for Learning and/or component 3c: Engaging Students in Learning on the Danielson Framework share best practices and model practices for staff.</li> </ul>	All teachers and students	September 2014- June 2015`	Students Teachers Administrators

#### Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Observation reports
- Scheduled time to meet with teachers to discuss observations
- Student work
- Professional Development
- The Danielson Framework Rubric
- Citywide Instructional Expectations

#### Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

#### Part 6 – Progress Monitoring

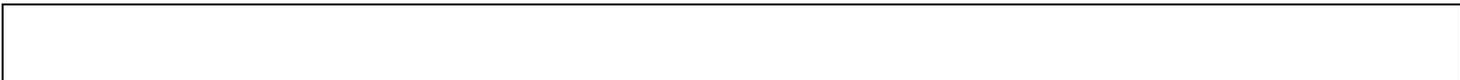
**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
10. Specify a timeframe for mid-point progress monitoring activities.

By January 2015 30% of teachers will increase at least one level in component 2b: Establishing a Culture for Learning and/or component 3c: Engaging Students in Learning on the Danielson Framework as a result of establishing challenging and supportive classrooms for students.

**Part 6b.** Complete in **February 2015.**

11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
12.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				



## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5C – Capacity Framework Element - Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

### Part 1 – Needs Assessment

13. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
14. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

On the Spring 2014 NYS Mathematics only 19% of students met the NYS Mathematics standards.

The average student proficiency in the 2014 Mathematics is 2.3 which is below the city average.

We purchased the Go Math curriculum which was suggested by NYCDOE and is aligned to the Common Core Learning Standards. Go Math end of unit performance tasks are used to track students’ progress. Modifications to the curriculum are made as needed

Grade level teams examine student work in mathematics. Teams consistently use the Looking at Student Work protocol, document strategies and next steps. Teams will reflect on how this process is improving math instructional practices.

The NYC Mathematics Performance assessments were administered to students in Grades K-5 in the Fall of 2014 and results from these exams indicate 80% have not met the standard.

Based upon the analysis of student performance trends from Spring 2014 and the 2014-15 baseline assessment, the priority need is to focus on problem solving skills.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015 all teachers will work collaboratively in biweekly teacher team meetings analyzing student work and math assessments resulting in 75% of students increasing at least 10% on the NYC Performance Assessment in Mathematics end of year assessment as compared to the baseline.

### Part 3 – Action Plan

**Activities/Strategies:** Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:

15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change
16. Strategies to address the needs of students with disabilities, English language learners, and other high-

**Target Group(s)**  
*Who will be targeted?*

**Timeline**  
*What is the start and end date?*

**Key Personnel**  
*Who is responsible for implementing and overseeing the activity/strategy?*

17. need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement			
18. Activities that address the Capacity Framework element of Trust			
<ul style="list-style-type: none"> <li>Examining Student Work Protocol</li> <li>Professional Development – Video (Teacher Team in action)</li> <li>Scheduled time for biweekly teacher team meetings</li> <li>Assign team members roles &amp; responsibilities</li> <li>Create and post team norms</li> <li></li> </ul>	Teachers	September 2014 to June 2015	Teachers and administrators
<ul style="list-style-type: none"> <li>Analysis of student math work</li> <li>Professional Development: Strategies for Questioning and Discussion Techniques</li> <li>Frequent feedback from administrators</li> <li></li> </ul>	Teachers	September 2014 to June 2015	Teachers and administrators
<ul style="list-style-type: none"> <li>Parent Workshops: Mathematics</li> </ul>	Teachers & Parents	September 2014 to June 2015	Teachers, Parent Coordinator and administrators
<ul style="list-style-type: none"> <li>Biweekly Teacher Team Meetings</li> <li>Weekly mentorship for new teachers</li> <li>Peer Observations</li> </ul>	Teachers and administrators	September 2014 to June 2015	Teachers and administrators

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Looking at Student Work Protocol
- Professional Development Video
- Grade Level Teacher Teams
- Student Work (Mathematics)
- Team Norms
- Documentation from meetings

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

By January 2015 all teachers will work collaboratively in biweekly teacher team meetings analyzing student work and math assessments resulting in 75% of students increasing at least 5% in a mathematics performance assessment.

**Part 6b. Complete in February 2015.**

21. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
22. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5D – Capacity Framework Element - Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

### Part 1 – Needs Assessment

- |     |  |
|-----|--|
| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.   |

During the 2013-14 school year 80% of teachers were rated “Developing” in components 3b: Questioning and Discussion on the Danielson Framework.

During feedback sessions teachers indicated a need to implement instructional strategies in order to engage students in classroom discussions including student with disabilities, language learners and students needing enrichment.

Classroom observations during the 2014-15 school year revealed that students are not involved in group discussions and the activities are not differentiated.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015 60% of teachers will move up at least one level on component 3b: Questioning and Discussion on the Danielson Framework rubric as a result of administrators observing teacher at least 4 times and providing teachers with focused feedback and professional development.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
<ul style="list-style-type: none"> <li>• Frequent Feedback from observations based on the Danielson Framework.</li> <li>• Professional Development: Strategies for Questioning and Discussion Techniques</li> <li>• Professional Development: Strategies for Engaging Students in Learning</li> </ul>	Teachers	September 2014 through June 2015	Administrators

<ul style="list-style-type: none"> <li>Monitor implementation of strategies learned through professional development sessions</li> <li>Attend instructional planning sessions with teacher teams</li> <li></li> </ul>			
<ul style="list-style-type: none"> <li>Create lessons with opportunities for students including ELL's and SWD to engage in discussions.</li> <li>Students work in small groups engaging and extending classroom discussions.</li> </ul>	Teachers and students	September 2014 through June 2015	Administrators and Teachers
<ul style="list-style-type: none"> <li>Instructional workshops are conducted staff for parents.</li> <li>Danielson Framework is shared with the School Leadership Team on the areas of instructional practice that teachers are evaluated.</li> </ul>	Administrators and Teachers	September 2014 through June 2015	Administrators and Teachers
<ul style="list-style-type: none"> <li>Teachers rated "Effective" in the component 3b: Using Questions and Discussion Techniques share best practices and model practices for staff.</li> </ul>	Teachers	September 2014 through June 2015	Administrators and Teachers

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> <li>Observation reports</li> <li>Scheduled time to meet with teachers to discuss observations</li> <li>Open Ended Response Questions</li> <li>Professional Development</li> <li>The Danielson Framework Rubric</li> <li>Citywide Instructional Expectations</li> <li>Observation Feedback</li> </ul>

**Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
30. Specify a timeframe for mid-point progress monitoring activities.				
By January 2015 30% of teachers will move up at least one level on component 3b:Questioning and Discussion on the Danielson Framework rubric as a result of administrators observing teacher at least 2 times and providing teachers with focused feedback and professional development.				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No

32. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5E – Capacity Framework Element - Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

### Part 1 – Needs Assessment

- |     |   |
|-----|---|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.  |

Based on feedback from parents provided by our parent coordinator our parents are interested in instructional workshops.

Parental attendance is very low at school functions.

5%-10% of our parents attend school functions, PA meetings or instructional workshops.

Only 22% of our students are at or above grade level in reading and 19% are at or above grade level in mathematics. With the instructional shifts there is a need to inform parents of the changes so they can be actively involved in their children’s learning.

Teachers hold individual and group parent meetings to discuss how they can help their child at home. An average of 1 parent per class attends.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015 there will be a 50% increase in parent attendance at school functions including instructional based parent workshops, PA meetings and family events.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
<ul style="list-style-type: none"> <li>• Parent survey to assess the needs of parents</li> <li>• Regularly communicate with parents about the schools mission</li> <li>•</li> </ul>	Parents	September 2014 through June 2015	Parent Coordinator

<ul style="list-style-type: none"> <li>• Provide incentives to parents and families who attend instructional based parent workshops.</li> <li>• Provide parents with workshops on how to help their child at home including English Language Learners and Students with Disabilities.</li> </ul>	Parents and Students	September 2014 through June 2015	Administrator Parent Coordinator Staff
<ul style="list-style-type: none"> <li>• Provide incentives, raffles and giveaways for parents who attend workshops.</li> <li>• Provide incentives for the class with the most parents in attendance.</li> <li>• Provide instructional workshops in conjunction with student performances/shows.</li> </ul>	Parents and students	September 2014 through June 2015	Administrator Parent Coordinator Staff
<ul style="list-style-type: none"> <li>• Provide learning workshops for parents</li> </ul>	Parents	September 2014 through June 2015	Parent Coordinator Staff

#### **Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Mission/Vision Statement  
 CCLS  
 Calendar  
 Newsletters  
 CEP  
 Citywide Instructional Expectations  
 Curriculum and Resources  
 School Website  
 Incentives and giveaways  
 Instructional Materials  
 Scheduled Time for Workshops

#### **Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	<b>Tax Levy</b>	X	<b>Title I Basic</b>	X	<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

#### **Part 6 – Progress Monitoring**

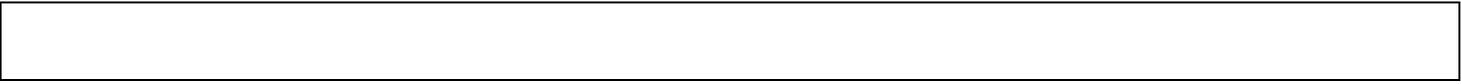
**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
40. Specify a timeframe for mid-point progress monitoring activities.

By January 2015 attendance at instructional based parent workshops will increase by 25%.

#### **Part 6b. Complete in February 2015.**

41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
42.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				



**Section 6: Academic Intervention Services (AIS)**

***(Required for All Schools)***

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Students who did not meet or is approaching grade wide state standards.	Academic Intervention Tier II providers (IEP Teacher, ESL Teachers, SETTS Teacher and Cluster Teacher) as well as Tier I providers (Classroom Teachers) are utilizing Foundation, Achieve your Reading G.O.A.L, NYS Coach ELA, Intervention component of Ready Gen.	Daily small group and one to one.  We are incorporating Response to Intervention (RTI) strategies in the regular classroom to meet students' needs in literacy	In small groups during the school day.
<b>Mathematics</b>	Students who did not meet or is approaching grade wide state standards	Academic Intervention Tier II providers (IEP Teacher, ESL Teachers, SETTS Teacher and Cluster Teacher) as well as Tier I providers (Classroom Teachers) are utilizing Go Math RTI components, Go Math. We also incorporate the use of mathematics manipulative and visuals in order to help differentiate instruction to meet	Daily small group and one to one.  Teachers are using Response to Intervention strategies in Mathematics to incorporate in their Tier I intervention in the classroom. Teachers are using flexible grouping to address students' needs. They are also using their data from MOSL Math Task to address the needs of the	In small groups during the school day.

		the needs of students.	learners in their class.	
<b>Science</b>	Students who did not meet or is approaching grade wide state standards	The science teacher creates station activities so that students have the opportunity to explore, work collaboratively, and individually, assess themselves using rubrics, and so forth. Classroom teachers also work with small groups to build student understanding of science concepts. Literacy, math, and writing concepts are integrated into the science content area to give students a deeper understanding. In the classroom teachers are working with students to provide Tier II small group intervention to remediate and support student understanding of science concepts.	Teachers are working with students to provide Tier II small group intervention to remediate and support student understanding of science concepts.  Daily small group and one to one instruction.	In small groups during the school day.
<b>Social Studies</b>	Students who did not meet or is approaching grade wide state standards	Teachers provide Tier I intervention in the classroom using McGraw Hill and Houghton Mifflin Harcourt Social Studies materials. Built in the program are opportunities for enrichment, remediation, and reinforcement of	Teachers are working with students to provide Tier II small group intervention to remediate and support student understanding of science concepts.  Daily small group and one to one instruction.	In small groups during the school day.

		<p>concepts taught. Students in the 3<sup>rd</sup>, 4<sup>th</sup> and 5th grade are also given opportunities for small group instruction. They are taught study skill strategies such as anticipation guides. Vocabulary development is integrated into the curriculum as well as map skills and report writing. Reading strategies are incorporated to help students in developing understanding of non-fiction text.</p>		
<p><b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Students who did not meet or is approaching grade wide state standards</p>	<p>At risk services are provided to our students by our Guidance Counselor through the use of Games, Play Therapy, puppets, Character Value Education, counseling &amp; role play</p> <p>At-risk services are also provided by our school psychologist through games, play therapy, art therapy, role play, active sessions listening, puppets, visual thinking strategy. Psychologist assists in implementation and creation of Behavior</p>	<p>Method of Delivery: Small Group &amp; one to one individual sessions</p>	<p>Guidance: During the school days on Monday, Wednesday and Thursday.</p> <p>School Psychologist: During the school days on Monday, Tuesday, Wednesday and Friday.</p> <p>School Social Worker: During the School Day on Wednesday through Friday.</p>

		<p>Intervention Plans</p> <p>At-risk services are provided by our School social worker through counseling, Games, play therapy, art therapy, &amp; Puppet Therapy</p>		
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## Section 7: Title I Program Information

**Directions:**

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

**Part 1: Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>Non-Title I</b>

**Part 2: All Title I Schools**

**2a. Highly Qualified Teachers (HQT)**

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

All our staff members are highly qualified and are properly certified to teach in their appointed positions. When recruiting teachers for vacancy positions, we only select teachers with certifications to match our vacancies. When a teacher already in the building needs to change their position, we make sure that the teacher takes appropriate coursework to meet the requirements for their new area of certification.

**2b. High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Professional development for teachers, principals and paraprofessionals is ongoing, and is based on the needs of staff members. Professional development sessions are chosen and designed according to self-identified needs and observed needs as measured by Danielson observations conducted by school leaders. The professional development team which includes upper grade teachers, lower grade teachers, a paraprofessional, data specialist, ESL teacher, SLT members and school administrators look at our school data including 2014-2015 Citywide Instructional Expectations, Danielson Framework, last Quality Review, Learning Environment Survey and our previous CEP goals to gather and triangulate the data to assess the areas in which we need to enhance and develop our current practices.

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

**3b. 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).

**Part 4: SWP Schools Only**

**4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Common Core State Standards workshops are provided to Pre-K parents by the administrators and our Pre-K family worker. In addition Pre-K parents are invited to all parent workshops hosted for families from Pre-K to Grade 5. Parent workshops may include topics about: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy and mathematics.

Our Pre-K students attend full school day sessions Monday-Friday from 8:00am-2:20pm. Teachers use a thematic approach to providing students with daily reading, science, social studies, mathematics, writing, art and physical education.

**Splash into Pre-K** is a supplemental instructional program used to support the teacher’s thematic units.

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Teachers on the Measures of Student Learning (MOSL) team and administrators met to discuss all the DOE and curriculum based assessment options that were available to us as a school. We selected the assessments that were appropriately aligned to our curricula for ReadyGen and Go Math as well as grade level rubric based performance tasks in order to match CCLS standards. After students take these baseline assessments we use the data to help us make adjustments to our instructional program.

**4c. “Conceptual” Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$233,894.00 \$38, 264.00	X	10, 13, 15 & 18
Title I School Improvement 1003(a)	Federal	N/A		

Title I Priority and Focus School Improvement Funds	Federal	N/A		
Title II, Part A	Federal	\$43,808.00 \$ 3,147.00	X	21
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	\$2,337,838.00	X	10, 13, 15 & 18

**<sup>1</sup>Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and

achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

## Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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### Parent Involvement Policy (PIP)

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 the school. **PS 37Q**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The 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 the school community. **PS 37Q** 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 the school community;

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

The 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;
- 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 (SPC) Template

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

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

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

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

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

**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 [i](#).

## Part I: School ELL Profile

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

District <b>29</b>	Borough <b>Queens</b>	School Number <b>037</b>
School Name <b>The Cynthia Jenkins School</b>		

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

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>552</b>	Total number of ELLs	<b>22</b>	ELLs as share of total student population (%)	<b>3.99%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
SELECT ONE	4	2	7	3	2	4	0	0	0	0	0	0	0	22
SELECT ONE														0
<b>Total</b>	<b>4</b>	<b>2</b>	<b>7</b>	<b>3</b>	<b>2</b>	<b>4</b>	<b>0</b>	<b>22</b>						

## B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
TBE											0
Dual Language											0
ESL	21	0	1	1	0	1	0	0	0		22

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	21	0	1	1	0	1	0	0	0	22
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

**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
<b>TOTAL</b>	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	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	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	
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

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

## Part III: Assessment Analysis

### Assessment Breakdown

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

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	4	1	2	0	1	1								9
Intermediate(I)	0	1	5	1	1	3								11
Advanced (A)	0	0	0	2	0	0								2
Total	4	2	7	3	2	4	0	0	0	0	0	0	0	22

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>													

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		1	1					3
8									0

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
Our school, PS 37Q, has chosen TCRWP Running Records as part of their MoSL plan for ELA. The TCRWP offers a set of informal reading inventories for narrative texts which correlates to the Fountas and Pinnell system for leveling books. These assessments help teachers identify which level of texts students can read independently and will therefore be able to practice. The assessments provide

an analysis of comprehension, miscues, and, fluency (fluency is only assessed for Levels J-Z).

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

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

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

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Analysis of the LAB-R and NYSESLAT tests in the four modalities (Listening, Speaking, Reading and Writing) across proficiency levels and grades is varied. In Kindergarten there are 4 Beginning level students, 1st grade there is 1 Beginning level student and 1 Intermediate level, 2nd grade - 2 Beginning, 4 Intermediate, 3rd grade - 2 Intermediate and 2 Advanced, 4th grade - 1 Intermediate and 1 Advanced level and in 5th grade there is 1 Beginning and 3 Intermediate level students. Most students scored higher in the speaking and listening than in the reading and writing part of the test, writing being the lowest modality.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
This report/data was not available for review.
4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
    - a. Through the years it has been evident from test data that ELLs tend to perform lower in Reading yet usually higher in the content areas such as Science. This is possible because the test is often given in the native language and Science tends to be more hands on and universal in content. ELLs seem to do much better when they are initially able to take tests in their native language. The state Math and Science tests are offered in many of the students' native languages. If the language is not available, they may have a word for word translation from a professional translator if available. In such cases we will call the Translation Unit for this assistance. Even if the student chooses to take the English version of the content test, the native language version is given to assist them. This is a huge help, if in fact the student is literate in their home language. This may not be the case for students who have been in this country from a young age where they can only understand and speak but never learned to read or write in their native language. Word for word bilingual glossaries specifically for Math and Science are also available to use as a testing accommodation.
    - b. & c. In recent years we have not participated in the ELL Periodic Assessments. The teachers and school leadership use the regular Periodic Assessments in order to identify the students' areas of strengths and weaknesses and in order to differentiate the instruction to meet the needs of the learners. In analyzing these periodic assessments we can see how the students have grown or how they are still struggling. The ESL teacher and the classroom teachers use the assessment results to drive their instruction in terms of planning. In ACUITY, we can see each student's detailed areas of strengths and weaknesses by examining the types of questions and how they answered them. It is a very useful tool. We will continue to use these assessments in order to focus on areas of strengths and weaknesses and for providing a rigorous learning environment so our ELLs can succeed and achieve language proficiency. The ESL teacher shares any information learned from these assessments with the classroom teachers so that they may also differentiate their lessons accordingly.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#))

Data and progress monitoring is important in making educational decisions about ELL instruction. In Tier 1, instruction is focused on promoting language and literacy development. ELLs are taught with adequate, strong core learning opportunities with instruction that

is supportive and differentiated. Lessons are relative and sensitive to the cultures and values of the ELLs . Well developed oral language skills and proficiency is required for ELLs to be successful in academic achievement in English. Data is used as a guide in building oral language skills through intense vocabulary development.

6. How do you make sure that a child's second language development is considered in instructional decisions?  
Instruction for ELLs is rich in both language and content. Oral language is stressed and students have the opportunity to discuss the language of texts and the "big idea". Rich language read alouds where vocabulary is frontloaded and questions are open ended and engage students is essential. Multicultural literature, songs, poems and chants help build phonemic awareness. Role playing, oral presentations, intensive vocabulary instruction such as studying word parts, multiple meaning words and using visuals and realia are used to help support the students second language. Using language frames for both speaking and writing are helpful strategies used.
7. For dual language programs, answer the following:
  - 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 the ESL program for ELLs is evaluated in many ways throughout the year. Some ways are through student interviews, teacher observations, informal testing, Interim Assessment tests in both literacy and math, English Language Interim Assessments and at the end of the year we administer the NYSESLAT which tests all four modalities and determines entitlement for the following year. We provide as much support as possible so that these students can learn the English language and absorb content area at the same time and so they can reach proficiency level as quickly as possible. The ESL teacher will continue to support the efforts of the classroom teacher and all involved (specialty teachers included.) All staff will differentiate and scaffold instruction in order to bring our ELLs up to a higher level of performance. We continue to evaluate their success not only by looking at test results, but also by examining students' portfolios, notebooks and projects.

## Part IV: ELL Identification Process

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

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](#).)  
At registration, when a student is newly admitted to PS 37, the parent/guardian must fill out many forms, one of which is a Parent/Guardian Home Language Identification Survey, which is used to identify the language spoken at home. It is given to first time registrants to the NYC school system. The survey is administered in the preferred language of the parent and in the presence of a qualified pedagogue, a licensed/certified ESL teacher or the assistant principal, if the ESL teacher is not available. The pedagogue conducts an informal oral interview with the parent in English or in the native language of the child being admitted with the assistance of a translator (if needed) to determine the student's home/dominant language. There are several staff members whom we can use as translators for Spanish. If the parent does not come with his/her own translator for other native languages, the Translation Unit is contacted.  
Once the HLIS is completed and the questions are reviewed (using the 1/2 formula), and also by questions answered in the interview, the dominant language used at home is determined in order to determine whether or not the student is eligible to take the LAB-R test. The OTELE code (language code) is then recorded on the HLIS and the Pupil Accounting Secretary enters it in ATS. A copy of the HLIS is made and kept on file and the original form is put in the student's cumulative folder.  
The LAB-R is administered within 10 days of admission. It is a screening tool that determines if a student is an ELL (English Language Learner) or not. If the student scores above a certain RS level, he/she is not eligible for ESL services. If he/she scores below a certain RS scale, they are then eligible for ESL (English as a Second Language) services. If needed, the Spanish LAB is administered to Spanish dominant students by a trained bilingual pedagogue sent from another school or by the ESL teacher with the assistance of a trained bilingual educational assistant to translate answers, since the ESL teacher does not speak Spanish.

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

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.  
In order to ensure that parents of ELLs understand all three program choices for their children, a parent orientation is conducted. The parents of new ELL admits are sent a letter inviting them an orientation. This must be done within the first 10 days of admission/identification. If the time of the orientation is not convenient for the parent, other dates and times are offered and even a telephone conference can be conducted (with a detailed log maintained) if need be. The ESL teacher and the parent coordinator conduct the orientation. Our Spanish speaking educational assistants here at PS 37 are present if necessary to translate. If the language is other than Spanish, the parent is welcome to invite his/her own translator or the Translation Unit is called. At the orientation the parent signs a sign-in sheet as proof of attendance at the meeting. They are then shown a video from the NYC Department of Education, in their native language and/or in English, explaining ELL program options (Transitional Bilingual, Dual Language and Freestanding ESL).  
After the video is shown, the ESL teacher, parent coordinator and translators walk the parent through every question on the parent survey to make sure they fully understand their options.  
Once the three programs have been explained, the parents are offered the opportunity to ask question about the three choices. They are then asked to fill out the Parent Survey and Program Selection forms and choose one of the programs and also rank a second and third choice. If parents indicate they want their child to attend either a Transitional Bilingual program or Dual Language program, they are given the option to transfer to a school that has the requested program. They are also informed that if we have 15 or more students speaking the same language in two contiguous grades, a bilingual class would be created for those students provided the parents had previously requested bilingual placement. They are then informed that they will be notified by formal letter of this opening for a bilingual class if that time occurs.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)  
At the end of the parent orientation meeting, the parent survey and program selection forms are then signed, collected and kept on file. The original is kept in the office and a copy is placed in the child's cumulative record folder.  
  
The ESL teacher contacts parents who do not attend the orientation sessions and another survey form is sent home in English and the native language. Logs are kept recording the dates they are sent home and returned to the school. Parents are given the opportunity to meet with the ESL teacher at individual meetings before school, during the teacher's prep, after school and during Parent –Teacher conferences. Every effort is made to ensure that a survey is returned for each child. According to the CR Part 154, if the parent doesn't return the form or make a decision, the default program for ELLs is Transitional Bilingual Education. However, due to our low ELL population, at the present time we do not have a bilingual program at PS 37, so, the parent is informed that their child will be placed in our ESL program by default instead. These parent choices are recorded in the ELPC screen in ATS.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.  
The criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs are:  
\*The Home Language Identification Survey (HLIS) is filled out at registration. Students found eligible for testing are given the LAB-R test to determine if they are eligible for the programs. Entitlement Letters and Parent Survey and Program Selection Form, and Placement letter are completed .For those parents and students that request Transitional Bilingual Education or Dual Language for their child the ESL teacher informs the principal who then informs the district of the decision. The parent is then contacted by the district directly and guided through the process. Students are then placed in appropriate ESL or Bilingual program.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
In the months of April and May the NYSESLAT test is administered. The Speaking test is usually administered (one on one ) first by the ESL teacher with another pedegue recording and scoring the answers to assure the scoring is unbiased. The Listening, Reading

and Writing portions of the test are administered (in groups) in respective order. Any absent students are given makeup tests. Adequate time is provided in order to assure all the testing is completed during the testing window. The tests are then packaged up and delivered to a test collection site in the district.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
- After reviewing the Parent Surveys and Program Selection forms for the past few years, the trend in program choice has been for a pull-out ESL program. In the past years 100% of our parents opted for the ESL program over bilingual. Last year one parent of opted for bilingual but then later chose not to send her child and remained in the ESL program. This year, 100% of the parents chose ESL as their first option (and so the program model is aligned with parent requests. If a parent should choose a bilingual program, the ESL teacher will present parents with the options again and present parents with information of where bilingual programs are offered within our district. The parents can also view various locations of the bilingual schools around the city from the NYC DOE website. This information along with the help of the Office of Student Enrollment will allow the parent to make an informed choice. At this time, there are not a sufficient number of students at our school in consecutive grades that speak the same language to form a bilingual class, so, a full time, pull-out, ESL program is what we offer to them at PS 37. If the situation and trend change then we will have to re-examine our population and adjust classes accordingly.

## Part V: ELL Programming

### A. Programming and Scheduling Information

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

- a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
- b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

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

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

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?

- a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

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

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

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

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

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

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

needs within all the ELL subgroups.

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

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

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

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

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

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?  
ELL students with special needs are provided with ESL instruction that is tailored with modifications if need be. They are assisted using differentiation, various scaffolding strategies, and even physical assistance for any student who may have physical restrictions. Close monitoring, articulation and meetings with their classroom teachers and all other service providers is ongoing in order to better service these special needs children. Many support tools such as picture dictionaries, manipulatives, photos and other visual aids, charts, vocabulary lists etc., are available to aid these special needs students.

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

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

**Courses Taught in Languages Other than English** ⓘ

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

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

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

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

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

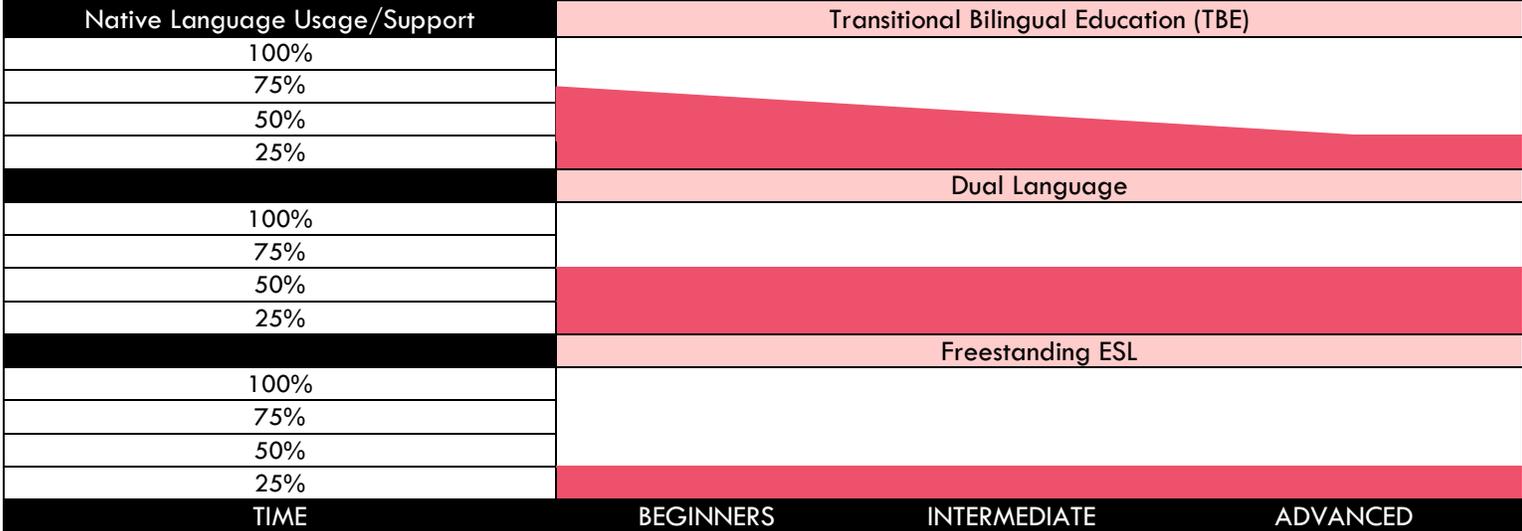
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

**Native Language Usage and Supports**

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



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

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Selected struggling ELLs in grades 1-5 participate in our Extended Day Block of 2 days a week. It is an intervention program for all our struggling students as well as our Beginning and Intermediate ELLs. During this block teachers have at most 10 students at a time for small group work in ELA/literacy instruction. The main focus is on reading and writing and Math skills. Depending on the grade and needs of the group, Teachers use a variety of instructional remedial material or whatever is available to them as well as teacher made materials. Math instruction also focuses on specific areas of students' weaknesses. Instruction in the Extended Day block is geared toward the student's individual needs in order to provide the academic support they need. This support is offered only in English. The ESL teacher's extended day group consists of struggling ELLs in grade 2 this year. Low level, high interest guided reading books are used to accelerate reading skills. Special attention is given to building content and sight word vocabulary and strengthening basic comprehension skills through discussion questions, inferencing, and making predictions. Science and Social Studies is also supported for the ELLs in the ESL class. National Geographic Reach, Early Science Big Books, reference and library books and Internet articles are available and used as instructional material. Content is scaffold and clarified in order to better support the ELLs and make content comprehensible. Every effort is made to align the lessons with the school curriculum in these content areas. Native language glossaries in Social Studies and Science is available for the students to use if needed.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- This year we will be using National Geographic Reach Program for our ELLs. It is a comprehensive language, vocabulary, reading, writing and content program for English Language Learners. Due to budget issues we were only able to purchase Level B and Level E so therefore it must be adjusted and tweaked to meet the needs of all the grades in the two bridged groups (Group 1 - grades K, 1 & 2 and Group 2 - grades 3, 4 and 5.) The program is content rich and actively engages the students, immersing them in a connected, expanding and dynamic language environment. The skills are layered and scaffolded to move all learners to independence. Reach uses standards-based instruction as the medium for teaching English. It is aligned with the national and state curriculum standards for ESL, English language arts, science and social studies. Daily oral language practice is tied to content concepts and target language functions. Attention to academic and content vocabulary is presented through multimodal activities. It includes comprehensive grammar instruction as well. The reading selections are authentic and drawn from diverse genres. With the daily language function lessons, grammar lessons, discussions with teacher and peers and daily writing tasks, children are constantly encouraged and motivated to practice their new academic language and make it part of their lives. Since this is a new program we will evaluate it's success as the year progresses.
11. What new programs or improvements will be considered for the upcoming school year?
- As mentioned in the previous question, our new program National Geographic Reach will be introduced for the upcoming school year. The ESL teacher will continue to conference with the classroom teachers as well and try to align lessons to support what is going on in the students' classrooms.
12. What programs/services for ELLs will be discontinued and why?
- No programs or services are being discontinued fro our ELLs.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are included in every facet of school life here at PS 37. Depending on the activity, they are invited by invitation, fliers or permission slips sent home to parents, (translation available when necessary), just like their monolingual peers. They participate in art, gym, reading, science, and language arts during the school day. These are the schools prep periods. They receive extra help during our Extended Day period for 55 minutes in the afternoon, two days a week. After school, if they want to participate, they are afforded a program called ACES which is an after school activity program for everyone. Homework tutoring is provided with adults who can assist the ELLs. Afterwards the children participate in many fun and enriching activities such as tennis, arts and crafts, dance, and drama. All ELLs participate in school trips, assemblies and special events.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Various instructional materials are used to support the learning of ELLs at PS 37. Some examples are: library books, Scholastic Guided Reading books, Big Books such as Addison Wesley and McMillan Whole Language, Early Science, Discovery Phonics Big Books, Just Right Reading, Poetry Power and Scott Foresman ESL. In addition picture cards, photo posters, and maps are also used. Addison Wesley, Harcourt and Oxford Picture dictionaries are available at all times. Activities and language games from authors such as Elizabeth Claire are used. National Geographic Social Studies and Science books are used for content area information. As

mentioned previously, the National Geographic Reach program is being introduced this year. The ESL program also uses extensive computer time to help support the ELLs. Technology is motivational and nonjudgmental. It builds confidence and allows the ELLs to learn language skills without being embarrassed for not knowing the answers. They have plenty of access to computers in both the ESL classroom and in their monolingual classrooms during the week to do research or as reinforcement or review of skills taught. It also reinforces working cooperatively when two students are put to one computer to do an assignment or take turns playing an educational game. This fosters language development especially for the Beginning level ELLs. Additionally the Reach program also has a technology component that we will be exploring this year.

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

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

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

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

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

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

18. What language electives are offered to ELLs?

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

19. For schools with dual language programs:

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

Not applicable.

## C. Professional Development and Support for School Staff

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

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

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

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

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

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

## D. Parental Involvement

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

## E. Additional Information

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

No further information is necessary at this time.

## **Part VI: LAP Assurances**

School Name: \_\_\_\_\_

School DBN: \_\_\_\_\_

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

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

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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

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

Cluster: 3 Network: CFN ?

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

### **Part A: Needs Assessment Findings**

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

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

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

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

## Part B: Strategies and Activities

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

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

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

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

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

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

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

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