

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

**DBN: (i.e. 01M001):**

**10X037**

**School Name:**

**THE MULTIPLE INTELLIGENCES SCHOOL**

**Principal:**

**KENNETH PETRICCIONE**

## Comprehensive Educational Plan Outline

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**Section 1: School Information Page**

**School Information**

School Level: Elementary/Middle School Number (DBN): 10X037  
School Type: ES/MS Grades Served: K,1,2,3,4,5,6,7,8  
School Address: 360 West 230th Street  
Phone Number: 718 796-0360 Fax: 718 796-0054  
School Contact Person: Kenneth Petriccione Email Address: kpetric@schools.nyc.gov  
Principal: Kenneth Petriccione  
UFT Chapter Leader: Danielle Diluzio  
Parents' Association President: Delilah Lloyd, Christopher Fernandez  
SLT Chairperson: Elizabeth Matheson  
Student Representative(s): NA

**District Information**

District: 10 Superintendent: Melodie Mashel  
Superintendent's Office Address: 1 Fordham Plaza  
Superintendent's Email Address: [MMashel@schools.nyc.gov](mailto:MMashel@schools.nyc.gov)  
Phone Number: 718 741-5851 Fax: 718 741- 7098

**Cluster and Network Information**

Cluster Number: 1 Cluster Leader: Christopher Groll  
Network Number: CFN 109 Network Leader: Maria Quail

## 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)
Kenneth Petriccione	*Principal or Designee	
Danielle Diluzio	*UFT Chapter Leader or Designee	
Delilah Lloyd, Christopher Fernandez	*PA/PTA President or Designated Co-President	
Astrid Van Sluytman	DC 37 Representative, if applicable	
NA	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
NA	CBO Representative, if applicable	
Rina Oliva	Member/ UFT Para- Professional	
Ignacia Pacheco	Member/ Parent	
Marleny Paulino	Member/ Parent	
Holly Durham	Member/ Parent	
Priscilla Martinez	Member/ Parent	
Elizabeth Matheson	Member/Teacher (Chairperson)	
Cynthia Fontanez	Member/Teacher	
	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.

<b>The Six Elements of the Capacity Framework</b>	
•	<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.
•	<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
•	<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.
•	<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.
•	<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.
•	<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 administrators value each other.

## 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:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- III. 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:

- **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.
- **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.
- **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.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **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:

1. 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.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

Our school, The Multiple Intelligence school was formulated based on the beliefs of Howard Gardner, who believed children learn by a plurality of capacities, and possess many different intelligences that must be nurtured. We are a kindergarten through 8th grade school of 642 students, with 25% of our students with IEP's, and where 13% are English Language Learners. We are very proud of our school vision which was written collaboratively by key school stakeholders. The Vision states as follows:

We strive to create a learning community that values cultural and linguistic diversity, a climate of collegiality, kindness and respect, and is accountable to the individual learning style and ability of every member of our school. We envision a place where students are actively engaged in academically rigorous activities that will allow them to discover new learning experiences which will prepare them for real life applications. As lifelong learners we will commit to grow and develop appropriate practices that are meaningful, challenging, and creative. We will strive to constantly examine, authentically assess, and reflect on our work to improve our pedagogy that will lead to student success.

We enjoy partnerships with key community based organizations including Literacy Inc., Children's Arts and Science Workshop, and the Marble Hill community center. These partnerships take place both during the school day, and after school to bring innovative programs and opportunities to our school. We retain a well trained staff of dedicated teachers that strive to make data driven strategic decisions to spur student achievement. We are excited to offer Regents classes to our 8th grade students in both Science and Math to allow them to earn high school credit while here, and have a leg up on the next part of their academic career after graduation. We strive to integrate the arts into our classes during and after school, as well as expose students to trips and outside performances that will give them an appreciation for the arts. We provide extensive academic intervention services during the school day, and in our after school program to ensure our children have the best chance to succeed. We have integrated technology into all our instruction using laptops, I pads, SMARTboards and other technologies that help our instructional goals.

We made the most growth in the previous school year in the number of students who have taken and passed New York State Regents exams in Math and Science. The key area of focus for this school year is our NYS English Language Arts achievement data which we are working extremely hard to improve. We feel that the combination of an intricate professional development plan for our teachers, the successful implementation of our curriculum units, and an increase in our after school and Saturday programs will provide us with the improvement needed in all our assessment scores. We all work hard in trying to create a climate and tone that allows all students to feel important and valued, and that each staff member, no matter what job description plays an important role to the overall education of each of our students.

## 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

- 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).
- 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.

We strive to provide rigorous instruction to all students in our school on a daily basis. We have coaches and consultants that work with our teachers, individually, and in teacher teams to demonstrate and share best practices to increase student achievement. We have an extensive academic intervention programs that works to provide small group instruction to our students in need during the school day, as well as after school, and in our Saturday program. We have used the Danielson framework to observe teacher performance and provide pertinent feedback for our teachers to improve their pedagogy. We have used resources to purchase instructional materials, and technology to help our teacher provide meaningful lessons that increase student engagement. We have implemented the suggested new curricula in Math and ELA provided by the DOE to add rigor and structure to our classrooms. All these initiatives are supervised by our administration to ensure maximum quality instructional time is in every classroom. The implementation of the new NYS common core testing program caused our achievement on our state tests to decline, specifically on the English Language Arts exam. An increase in our NYS ELA test scores is our priority focus for this school year and has been shared with the entire school community to ensure it’s importance. The data source we used for this goal is the new School Quality Guide.

### 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.

We will increase the rigor in all our classrooms this year by revising curriculum units, adding more writing instruction, and developing teacher pedagogy during professional development. This increased rigor will be demonstrated by a 25% increase of our general education students in grades 3-8 scoring at a performance level 3 or higher on the New York State English Language Arts exam.

### 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>
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• 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>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>			
We will develop a comprehensive professional development plan working with our Generation Ready consultant, and administration, to work with all teachers to observe, model and modify reading and	All Teachers in grades 3-8 taking the	This work started in the	The administration, consultant, and all teachers of

writing lessons to spur student progress.	NYS ELA exam in 2015	summer and will be year long	Literacy
We will revise curriculum units before the school year begins, as well as during the school year to modify instruction for the maximum benefit of our students. Rigorous Writing instruction not found in the new curricula will be added to fortify our instructional plan.	All teachers of English Language Arts in our school.	Summer 2014 to June 2015	Assistant Principal (Literacy) will head this work along with the Literacy consultant, and teacher teams.
We will increase the scope and frequency of our after school and Saturday programs targeting specific students to provide additional instruction in Reading and Writing.	Students falling below performance level 3 on state ELA test.	October to June	All teachers working in after school and Saturday programs, administration
Two family reading events will take place in the evening to bring parents in to read and share literature with their children, and bring about a love of reading at home.	Students and parents together	One per semester	Parents, students, teachers, and administration

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Resources needed to implement this plan include hiring of the Generation Ready consultant, per session funds for both the curriculum writing work and the after school and Saturday teaching. The family Literacy nights will be funded to buy the books, pay to keep the building open, and other small expenses associated with this endeavor.

**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	x	Title IIA	x	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:				
<ul style="list-style-type: none"> <li>Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</li> <li>Specify a timeframe for mid-point progress monitoring activities.</li> </ul>				
Assessments will be given in late January that will mirror the skills necessary to succeed on the NYS ELA exam. This assessment will be scored and analyzed to monitor progress necessary to show a 12.0% increase in percentage of performance level 3 and 4 students.				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
• 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

- 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).
- 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.

We all feel the need at PS/MS 37 to create a culture, and an environment where students feel safe, supported, and challenged by teachers and peers. We feel strongly that we know our children as individuals, and are knowledgeable about the specific needs that they have. We strive to be a professional learning organization that focuses on the education of the whole child in a way that can balance academic rigor with kindness, and even fun. We have a new guidance counselor starting December 1st this school year to help support the social emotional needs of our students. She will operate away from the counseling mandates that our other counselors will address, and she will give students, parents, and teachers support where needed. We will partner with the program directors of our elementary and middle school after school programs to provide experiences that students may not get during the school day. We will continue to stress our R,E,A,C,H, concept which stands for Respect, Excellence, Attitude, Cooperation, and Harmony. NYC survey results is the data source used for this goal.

### Part 2 – Annual Goal

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 – Specific, Measurable, Achievable, Relevant, and Time-bound.

The supportive environment of our school will be enhanced due to the work of our guidance counselor, our after school and Saturday extracurricular programs, and special programs for students with special needs and our English Language Learners. This will be measured by the metric showing average response to the NYC school survey questions around school culture in our School Quality Guide increasing 5% from 86% in 2013-2014, to 91% in 2014 -2015.

### 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>
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• 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>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>			
We have hired a new full time guidance counselor to address the social emotional needs of all our students.	All students in need	December 1st to June 26	Our new guidance counselor will be directly supervised by Assistant Principals, one of which is a former guidance counselor.

The SONYC after school program has developed a student youth council to address special needs and requests our students have to improve our school.	Middle School students	September to June	The principal will oversee along with the program directors of the after school program.
Our adaptive physical education program gives our student with special needs a chance to go on trips and compete against other schools in athletic events.	Students with disabilities	September to June	Ms Jaquelyn Harchouie, A.P.E teacher, Special ed. teachers, Kenneth Petriccione
Our Title III after school program for English Language Learners helps our ESL students improve academic achievement with the use of small guided instruction, and appropriate computer aided interventions.	ELL students	December to June	Ms. Negron, Ms. Capalbo, Ms Rios, Administration

**Part 4 – Resources Needed**

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

Resources needed to implement this plan include budget lines for the guidance counselor and adaptive physical education teacher. The DOE Office of Youth Development will fund the COMPASS after school program in our school, and we will use Title III funds to conduct the ESL program. Schedules for the adaptive physical education program will be formulated, and all necessary funding permits will be executed for the after school expenses.

**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	x	Title IIA	x	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:

- 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 the end of January 2015 the principal will have met with the Middle School Student Council 5 times to address the needs and requests of our students, and how we can improve our overall school experience. By the end of January 2015 the principal will meet with the guidance counselor, the program directors of the after school programs, the ESL teachers in the Title III program, and the adaptive physical education teacher to assess these initiatives, and how to improve them.

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

• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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- 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

- 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).
- 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.

We view the collaboration of teachers as an important strength of our school organization. We purposely schedule common planning time prep periods for our teachers to work together to unify instruction. Our new Monday professional development time help teachers collaborate, and participate in professional development. Our teachers met over the summer in two committees, one for professional development, and one for the Measures of Student Learning part of the ADVANCE system. These meetings strategically informed our plans for this school year. Our Principal Performance Observation documents last year saw our teacher teams as a strength. A recent principal performance observation by our superintendent brought about an initiative to enhance our teams, and to look at student work using a specific protocol, which we are currently working on.

### 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.

In our professional learning community we will be committed to improvement by executing a rigorous professional development plan, formulating strategic mentoring partnerships, and having purposeful teacher team meetings with both a focus and protocol. This improvement will be evidenced by a 10% increase in our teachers ADVANCE ratings for components 3b: Using questioning and discussion techniques, and 3d: Using assessment in instruction during the 2014-2015 school year.

### 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>
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• 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>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>			
Our professional development, and Measures of Student Learning committees will meet quarterly to discuss the pd plan for the school, and how all teacher can succeed on the MOSL part of the ADVANCE system.	Members of our school PD and MOSL committees	Summer 2014 to June 2015	Administration
Common planning meetings will be held weekly to plan lessons collaboratively, use an agreed upon protocol to examine student	Teacher teams, Administration,	All year on going	Administration

work, and revise curriculum units to improve instruction.	consultants, and coaches		
Our Monday professional development plan will encompass all teachers and paraprofessionals engaged in sessions facilitated by school personnel, and outside sources to provide the adult learning necessary to for continuous school improvement.	All teachers and paraprofessionals	Every Monday September to June	Administration
We will have a mentoring program for first and second year teachers to meet to work on specific domains of the Danielson framework to enhance professional practice. Teachers will also be invited to teachers that have demonstrated best practices to have inter-visitations to see and replicate effective strategies.	First and second year teachers, selected mentors	September to June	Administration

**Part 4 – Resources Needed**

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

Resources needed to implement this plan include an intricate elementary prep schedule, and middle school class schedule to maximize common planning time for all teacher teams. Teachers that attend meetings that have taken place outside of regular school hours will be paid per session. Funding for our Generation Ready consultant and F status Math coach must be supplied. Teachers participating in over the Summer meetings were paid per session.

**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	x	Title IIA	X	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:

- 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 the end of January 2015 our teachers will have shown a 10% increase in their ADVANCE ratings for components 3b: Using questioning and discussion techniques, and 3d: Using assessment in instruction, on their informal and formal observations.

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

• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
• 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

- 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).
- 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.

Our administration works tirelessly to see that teachers are supported, students are respected and nurtured, and parents are partners in the comprehensive education of their child. We have received quality scores in this area for many years, as measured by the teacher, parent and student surveys for our school. Our experienced administration has over 45 years combined experience working in our school building. We now have several of our former students as parents in our school, and have had numerous families with multiple siblings over the years, one of the benefits of a K-8 school. We have experience as instructional leaders and have been present at many valuable professional development opportunities both as a participant, and as a facilitator. We are in the midst of our second year of using the Danielson framework to implement the ADVANCE system of teacher observation. Last June twenty of our teachers provided information in a survey about instructional coherence. The data was presented to our administration at a three day institute this summer which provided us insight to set our goals for this school year. Administration went to training over the Summer on school safety updates, and ADVANCE system changes.

### 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.

Our administrative team will lead by example to nurture the growth of our teachers and staff to develop any support necessary that will spur an increase in student achievement. This increase in instructional coherence will lead to a 10% increase in the middle school core course passing rate for the 2014-2015 school year.

### 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: <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• 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>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<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>
The administration will work with teachers to develop their expertise in executing quality lessons which are rigorous and maximize student engagement. Feedback about classroom performance will be timely and pertinent. Special focus will be around the 3 teachers receiving a TIP plan for the 2014-2015 school year based on last year's ADVANCE overall rating.	The principal, and the two assistant principals	September 2014-June 2015	The principal and the two assistant principals

The administration will work with the middle school teachers to build instructional coherence to formulate a formal grading policy, middle school student handbook, and to increase the development of the student youth council.	The principal, and the two assistant principals	September 2014-June 2015	The administration and all middle school teachers
Cabinet meetings with the administration and key stakeholders will take place on a regular basis to address key areas for concern, go over school procedures, and monitor school progress of staff members and students.	The administration and all staff	August 25, 2014- June 30, 2015	The principal
The principal will meet with all constituents of the building including parents both informally, and in PTA and SLT meetings. He will also meet with the UFT consultation committee, the after school program directors, the School Intervention team, and all members of the school community to make sure all voices are heard for the overall education of our children, and illicit trust.	The principal and all members of our school community.	August 25, 2014- June 30, 2015	The principal

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Resources needed to implement this plan include time for administration, coaches, and teachers to meet, as well as time management necessary to write up all observations, and enter them into the ADVANCE system.

**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>	x	<b>Title III</b>		<b>Grants</b>
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:				
<ul style="list-style-type: none"> <li>Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</li> <li>Specify a timeframe for mid-point progress monitoring activities.</li> </ul>				
Our school will have a 10% increase in the middle school core course passing rate as evidenced by the two middle school report cards for the Fall term.				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
• 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 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

- 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).
- 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.

At PS/MS 37 we want parents to feel that they are partners in the overall education of their children. We want character education and the love of Literacy to be at the forefront of this partnership. We have made strides in this initiative, but we have much more work to do in this critical area. We have spoken to parents informally, and in conjunction with the SLT and PTA, to get ideas on how to best improve parent involvement. In speaking with our parents they have conveyed that they would like more special events like spelling bees, poetry contests, and other initiatives to encourage reading and writing. Our parents in both elementary and middle school want assemblies, sports and cheerleading, and other extracurricular activities that parents can watch and participate in. We have parents that want to volunteer to come in and read with our students, and help in all other beneficial ways. Parents also want to come to school as a group and have workshops and meetings that will help them help their children succeed in school. They would also like to come for classes in such things as ESL, and art, and cooking to use our school to learn and enjoy with each other. We have used past survey data to identify the priority needs of this goal, as well as talking with parents at School Leadership Team meetings.

### 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.

The school will welcome parents and community resources to enrich our students lives by increasing parent and teacher meetings, using our parent coordinator strategically to coordinate initiatives, and by increasing the number of celebrations, special events and assemblies to cultivate a family environment. This will be measured by a increase in student attendance from 91% to 94% for the 2014-2015 school year as measured in our school quality snapshot.

### 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>
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• 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>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>			
The parent coordinator will provide support to parents in need, participate in PTA and Title I initiatives, and coordinate special events for parents in our school.	All Parents of our students	September to June	The parent coordinator overseen by the principal

Teachers will use increased designated time on Tuesday afternoons to meet with parents, or call to communicate, in order to strengthen the home school partnership.	Teachers and Parents	September to June	Teacher will conduct the meetings in coordination with administration.
The principal will attend regular PTA and Title I meetings to hear from parents about key issues in the school. Title I will provide workshops and trips to parents facilitated by school staff, and outside presenters.	Title I members, all parents	September to June	The parent coordinator overseen by the principal
We will increase the number of assemblies, special events, trips, and activities to include parents, and celebrate the positive things happening in our school.	Whole School community	September to June	Administration in conjunction with all stakeholders.

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Resources needed to implement this plan include funding for the parent coordinator, the 1% Title I set aside for parent involvement, and cost for assemblies, trips, and supplies needed for special events.

**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>	x	<b>Title III</b>		<b>Grants</b>
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:				
<ul style="list-style-type: none"> <li>Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</li> <li>Specify a timeframe for mid-point progress monitoring activities.</li> </ul>				
By the end of January 2015 the increase in the frequency of our teachers and parents meeting will show an increase in student attendance to 94% by the last day of the Fall term.				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
• 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>	State Test Scores, Running Records, Performance assessments	Guided Instruction, Interactive, Writings, Lesson Remediation	Small group, one-to-one	During the school day, After school, Saturday
<b>Mathematics</b>	State Test Scores, Running Records, Performance assessments	Guided Instruction, Interactive, Writings, Lesson Remediation	Small group, one-to-one	During the school day, After school, Saturday
<b>Science</b>	Performance Assessments, Teacher Observation	Guided Instruction, Interactive, Writings, Lesson Remediation	Small group, one-to-one	During the school day, After school, Saturday
<b>Social Studies</b>	Performance Assessments, Teacher Observation	Guided Instruction, Interactive, Writings, Lesson Remediation	Small group, one-to-one	During the school day, After school, Saturday
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Case by case basis	Guidance intervention, Group and 1 on 1 counseling	Small group, one-to-one	During the school day, After school, Saturday

## Section 7: Title I Program Information

**Directions:**

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

**Part 1: Title I Status**

Indicate with an "X" your school's Title I Status.			
x	<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.
We recruit from local universities, and have an extensive student teacher program at our school. We provide new teacher mentoring and support. We have an comprehensive professional development plan for all teachers to increase their level of expertise. We feel increasing the Tier 1 classroom instruction will always be a paramount factor in spurring an increase in student achievement. We will continue to give teachers the support, guidance, and pertinent feedback to make them enjoy their work and strive for continuous improvement.

**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).
Our extensive professional development plan encompasses many strategic decisions designed to improve teacher pedagogy. Mentors for new teachers are assigned, teacher teams are formulated, and all teachers are coached by in house coaches, and consultants on best practices in the subjects they teach.

**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.).

We bring future kindergarten parents in for an open house and school tour. The parent coordinator is available to meet with all new prospective parents. Our School based support team works on all turning 5 cases to ensure the proper placement of our new students that require student support services.

**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.

Teacher teams meet with administration to weigh in on school assessment choices. Assessment resources are provided to the teachers to compare and contrast different assessment options before school wide decisions are made. We have both a professional development, and a measures of student learning (MOSL) committees that meets to examine different assessments and make strategic decisions on what will be most effective.

**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	510,684	X	9,11,13,15,17
Title I School Improvement 1003(a)	Federal	NA	NA	NA
Title I Priority and Focus School Improvement Funds	Federal	NA	NA	NA
Title II, Part A	Federal	99,171	X	9,11,13,15,17
Title III, Part A	Federal	11,316	X	9,11,13,15,17
Title III, Immigrant	Federal	1,464	X	9,11,13,15,17
Tax Levy (FSF)	Local	3,805,818	X	9,11,13,15,17

### **<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) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. Ps/MS 37 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/MS 37 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/MS 37]**, 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>10</b>	Borough <b>Bronx</b>	School Number <b>037</b>
School Name <b>The Multiple Intelligences School</b>		

### B. Language Allocation Policy Team Composition [i](#) 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>Kenneth Petriccione</b>	Assistant Principal <b>John Wagner</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Yolanda Negrón</b>	Guidance Counselor <b>Maria Fotinis</b>
Teacher/Subject Area <b>type here</b>	Parent
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Lisa Coca</b>
Related Service Provider <b>type here</b>	Other <b>Caterina Ditillio</b>
Network Leader(Only if working with the LAP team)	Other AP: <b>Effie Najarian</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.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	3	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	1
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	2

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	638	Total number of ELLs	81	ELLs as share of total student population (%)	12.70%
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# Part II: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

## B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [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	63	8	17	15	0	3	3	0	1	81

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>	<b>63</b>	<b>8</b>	<b>17</b>	<b>15</b>	<b>0</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>81</b>
Number of ELLs who have an alternate placement paraprofessional: <u>3</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>	<b>0</b>													

\*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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	4	15	8	10	14	12	3	6	4	0				76
Chinese														0
Russian						1	1							2
Bengali								1						1
Urdu						1								1
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian								1						1
Other														0
<b>TOTAL</b>	<b>4</b>	<b>15</b>	<b>8</b>	<b>10</b>	<b>14</b>	<b>14</b>	<b>4</b>	<b>8</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>81</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	3	2	2	2	2	3	2	0					20
Intermediate(I)	0	3	3	2	7	9	0	4	1					29
Advanced (A)	0	9	3	6	5	3	1	2	3					32
Total	<b>4</b>	<b>15</b>	<b>8</b>	<b>10</b>	<b>14</b>	<b>14</b>	<b>4</b>	<b>8</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>81</b>

**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	10	1	0	0	11
4	9	2	0	0	11
5	1	0	0	0	1
6	4	0	0	0	4
7	3	0	0	0	3
8	0	0	0	0	0
NYSAA Bilingual (SWD)	1	0	0	0	1

**NYS Math**

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

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0		4		8		2		14
8	0		0		0		0		0

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
For the early grades we use the Fountas and Pinnell Literacy assessment. For the middle grades we use the DRA to determine literacy skills for all students including ELLs. We are currently in the process of completing both assessments but so far early data shows that in the early grades our students may lack early communication skills and emergent literacy skills. Whereas many of the middle school

students are lacking many of the comprehension strategies necessary to be successful in State exams. Hence the emphasis school-wide for new ELLs not only on decoding skills but comprehension skills and strategies we use the ECLAS, Rigby and DRA scores to help inform our guided reading programs. These assessments allow us to properly group the students for literacy and they also inform us of which students may be in need of Reading Recovery, for the early grades, and AIS for the middle grades. Based on these assessments we also place the students in the mandated extended morning program.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Many of the students who are new arrivals, regardless of grade, scored at the Beginning level of the NYSESLAT because they lacked communicative and literacy skills in English. Unfortunately, many of the new arrivals also lacked these skills in their native language. We have had steady increase in the Reading/Writing modality and that is due to the whole schools focus on reading and writing for the past four years in whole class and individual or small group instruction. Intervention has been more specific and focused. In Listening/Speaking, many of our students fell within the Advanced and Proficient ranges. The increase in proficiency highly correlated with the grade level. The higher the grade levels the higher the proficiency. In Reading/Writing, in grades 2-5 we had more students in the Advanced level while in the lower grades, the students performed in the Beginning/Intermediate levels. This can be due to the fact that many of the students we had were emergent in their literacy skills.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
Based on the patterns shown through the NYSESLAT modalities, students are placed in their perspective ESL groups, classroom teachers are also informed of the students' proficiency levels and instructional decisions for small group instruction, shared reading and guided reading are made. PS/MS 37 data reveals that ELL students did meet the AYP goals based on the Annual Measurable Achievement Objective Plans. This year we have implemented an academic program to enrich and improve our ELL's academic performance in the ELA, Math, and NYSESLAT state exams. This program will last for 8 months where the students will practice all the modalities and improve their academic skills (reading, writing, speaking and listening). Also, math and social skills will be target to integrate/become familiar with the new common core standards and familiarize themselves with the different strategies widely used to deliver instruction.
4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?All tests are taken in English but in mathematics some students are using the Spanish version as a side by side translation to assist them and only four students opted to take the Spanish version of the math test. Students are faring better in mathematics than on the ELA or NYSESLAT tests. This year most of our ELLs scored a level one or two on the ELA with one third grade student scoring a level three. In Mathematics the scores were more dispersed but we had one student score a level four and many scored either a level one or two. In Science we had seven students score a level three and one scored a level four. Only one student is NYSAA eligible and for the most part they scored level four in all content area tests. It can be determined that due to the differentiation of instruction and other classroom assistance provided to our ELLs in the content area they are faring well in the English language assessments. Our school uses the periodic assessment to measure the students' progress. We compare the NYSESLAT, baseline and the periodic assessment.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#))  
All ELL students who score level 1 in the ELA and Math state exams are initially placed in a RTI at-risk group where extra support is given (AIS, Wilson Reading program, Math support) to help them improve their skills. Response to Intervention (RTI) in the form of pull out and push-in support services are also offer to these students to provide them with extra academic support in the needed areas where they struggle the most. ELLs are periodically assessed according to their grade level. Fontas and Pinnel and E-Class (K-2), Acuity, DRA, City Periodic Assessments and Writing Diagnostic (baseline, Midline and Endline) for grades 3-8. The aim of RTI is to provide at-risk academic support services before an initial referral is made to the Committee in Special Education Services (CSE) within the school building. Based on their assessment level, students are then placed in the appropriate Tier Level.
6. How do you make sure that a child's second language development is considered in instructional decisions?  
Ou ESL teacher meets with the classroom teachers on a weekly basis during "Grade -Level" meetings. The goal of these meetings is to notify the teachers of strategies they can implement during clsroom instruction to promote student's second language acquisition development and/or skills.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?

c. How are EPs performing on State and City Assessments?

Not Applicable

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

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

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
Upon initial enrollment, prior to completing the HLIS, our ESL teacher, Ms. Negron will conduct an informal interview with both the parent and the child in English and if the native language is Spanish (which 99% of the time it is) the interview will be conducted in Spanish. The ESL teacher is qualified to administer the initial informal assessment due to her experience and/or training dealing with ELLs and parents of ELLs. Once the interview is concluded and the HLIS form is completed, the parent is informed of what services are available to ELLs in our school but they are also informed of the differences between the three available programs offered in the City of New York (TBE, Dual Language and Freestanding ESL). If based on the HLIS the student is eligible for the LAB-R, we then inform the parents that the student will be administered the LAB-R and we explain the purpose of the test to the parents. If possible, all efforts are made to give the student the LAB-R and Lab (Spanish placement) the same day or within the ten (10) day administration window.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.  
To ensure that parents understand the options available to them, the three (3) programmatic choices are explained to the parents during the initial enrollment and then once again during the Parent Orientation Video. Parents are informed upon registration that due to our numbers, we have a Freestanding ESL program in our school. If a parent is interested in another ELL program we direct them to the ISC and the placement office. If fifteen parent opt for the DL/ or TBE, our parent coordinator who is bilingual will inform the parents that the program will be available in our school. An overwhelming number of our ELL parents (approximately 90%) have continued opting for Freestanding ESL. Fewer amount of parents have indicated a preference for a Transitional Bilingual Program but it has been explained to them that since we have not had sufficient numbers of students in any particular language group in any grade or continuous grades to open a program in our general education population. To provide further information, along with the Initial Entitlement Letter, an informational guide in the home language is sent home. ALL ELL letters are sent home with the students with the exception of the Parent Survey and Program Selection forms. Those two are given out to parents to fill out during the Parent Orientation meeting to ensure they are returned to the school. We make every attempt to communicate with parents in their native language. We have even purchased translation devices using Title III funds in order to facilitate communication.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)  
Entitlement letters are distributed to each eligible student along with the NYCDOE brochure which serves as a guide for parents of ELLs. The students are then expected to take the letter home and give it to his/her parent. A copy of the letter is kept in school and, if necessary, is re-distributed at the parent-Teacher conference. Parent Surveys and Program Selection forms are given to the parents at the Parent Orientation meeting and are collected after the parents view the orientation video, discussion and question and answer portion of the orientation meeting.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

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

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

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

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

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

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

Due to our low number of ELLs, that we do not have a significant amount of students who are identified as ELLs in any particular language group in any grade or continuous grades, and lack of parent interest we have not opened a Transitional Bilingual and have had a successful Freestanding ESL program and this has been in alignment with the parents' request. Very few of our parents opt for either a Bilingual Program or a Dual Language Program. Hence, since we have not had an overwhelming amount of parents opting for the other two programs, we have made no plans to create either a general education TBEclass or in creating a Dual Language Program. However school will determine who have bilingual services on their IEPs and provide those services.

## Part V: ELL Programming

### A. Programming and Scheduling Information

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

beginner and two are low intermediates. This group will be using the same materials as in Group A in addition to Lakeshore Learning Kits and letter and word manipulatives.

Group C is comprised of six (12) second graders who are three beginners, one intermediate, and eight advanced level. The materials used for this group are Scholastic's Alpha Tales and Word Families Tales, Rosen Graphic Novels which are high interest low level readers, 2nd grade sets of Rigby Readers, Language Power (Purple B), Benchmark's Shared Connections Kit and Word Scapes which are content and country themed.

Group D is made up of eight students (two beginners, three intermediate, and three advance). Three of these students have an IEP. The materials used for this group are similar to group C with the difference that they use Language Power Purple C.

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

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

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

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

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

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

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

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

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

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

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

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

For those students receiving ESL through the pull-out model, they are in general education and special education classes throughout the day; therefore, all content area is provided in English with differentiation by the general education and special education teacher. We use non-fiction materials which aligned with the CCLS. Ready Gen (Grades K-5) provides a scaffolded strategies

handbook for every grade, that includes supports for ELLs. Scholastic Code X (6-8), every unit include building support for ELLs. Teacher use authentic literature and other titles available in the native language as the basis of common core aligned units of study in native language arts classes. Go Math (Grades K-5) include teacher guides and student editions include built in vocabulary support in every unit. Additionally, each lesson includes suggestion for instructional strategies for various levels of student understanding. Grades 6-8 New York State Education Department Modules are used and every module includes support for ELLs in the form of embedded teacher notes. ELL's students are also given a peer tutor who speaks their native language to assist them during area instruction-this is especially true 6-8 grades. The general education teachers are provided with supplemental materials from the ESL teacher to assist in teaching the ELLs in their class.

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

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

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

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

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

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

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

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

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

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

when needed (Math, and Science).

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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

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

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

**Courses Taught in Languages Other than English**

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

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

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

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

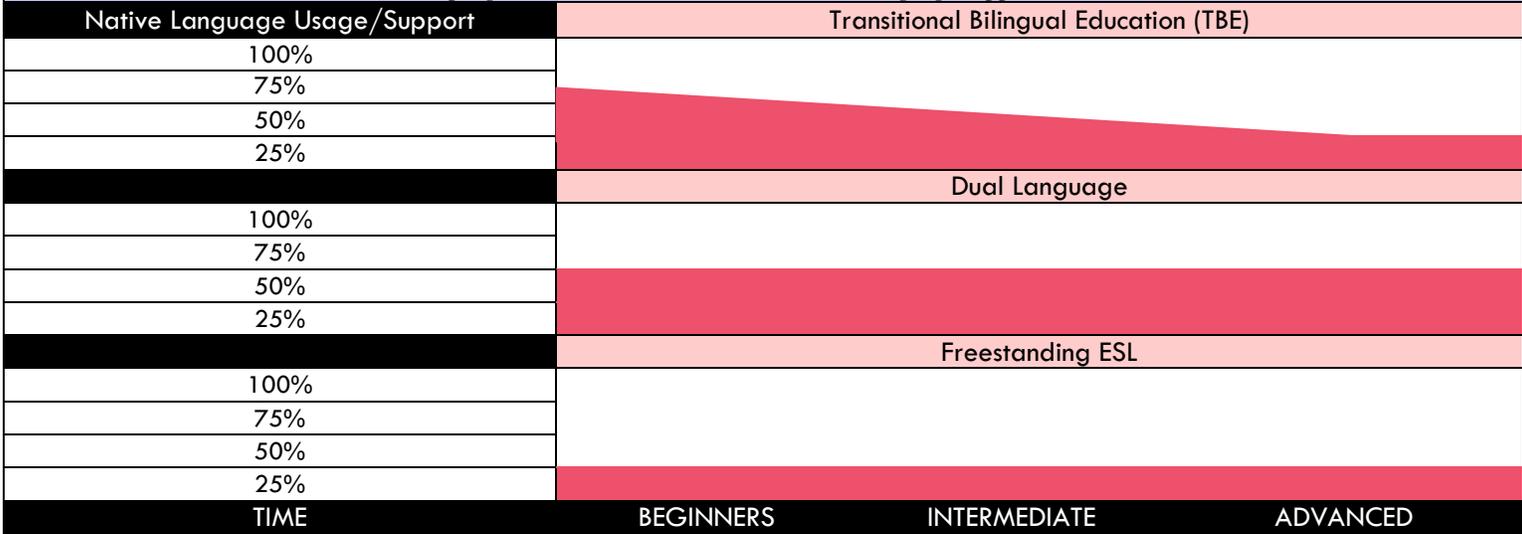
	Beginning	Intermediate	Advanced
ESL instruction for all ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for all ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per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

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

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

**Native Language Usage and Supports**

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



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

## B. Programming and Scheduling Information--Continued

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

other important personnel in the school.

18. What language electives are offered to ELLs?

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

19. For schools with dual language programs:

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

N/A

### C. Professional Development and Support for School Staff

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

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

2.

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

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

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

## D. Parental Involvement

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

1. Parent involvement is best described as an equal partnership between parents, teachers, administration, Intervention Specialists and the school parent coordinator working together with the necessary resources and preparation towards the common goal that is to expand student school achievement. PS/MS 37 offers meeting opportunities for parents from Monday to Friday and on weekends in the morning or later in the day in order to contact and serve parents with various personal schedules. For our parents with limited English, translation is available at parent meetings and translated materials are offered to our parents to ensure the most effective communication. Parents are asked to participate in committees such as the Parent and Teacher Association, School Leadership Team and Learning Leaders volunteer program to make suggestions on how to better improve our school to assist in the decisions affecting the education of their children. Parents are encouraged to make suggestions on how to better improve our school and to take advantage of a wide variety of organizations within walking distance and in other nearby communities such as:

2. • Fordham-Tremont Community Health Center (2021 Grand Concourse) upon the need of mental health services

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

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

to participate in committees such as the Parent and Teacher Association, School Leadership Team and Learning Leaders volunteer program to make suggestions on how to better improve our school to assist in the decisions affecting the education of their children. Parents are encouraged to make suggestions on how to better improve our school and to take advantage of a wide variety of organizations within walking distance.

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

### **E. Additional Information**

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

N/A.

## Part VI: LAP Assurances

School Name: Multiple Intelligence

School DBN: 10x037

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

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

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

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

DBN: 10x037 School Name: The Multiple Intelligences School

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

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

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

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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.

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

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

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

## Part B: Strategies and Activities

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

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

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

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

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

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



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**Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY**

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: Multiple Intelligences School	DBN: 10X037
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: PS/MS 37 will use Title III ELLs funds to create two supplemental programs for our English Language Learners. There will be ten (10) students in each class. There will be three highly qualified certified ESL teachers and three groups K-2, 3-5, and 6-8. The program will emphasize instruction in literacy skills to prepare them for The New York State English Language Arts Exam; and mathematical skills to prepare them for The New York State Math Exam. This instruction will use the four language modalities (reading, speaking, listening and writing) to prepare them for the NYSESLAT as well. The program will support their social and academic growth by integrating the Danielson Framework and the Common Core Standards. We will be using Continental's New York ELLs which is designed to replicate each section of the NYSESLAT, and created to familiarize the students with the state assessment (each student will use their grade level regardless of their proficiency level). In addition, we will provide students with Math support in their Native language (Spanish) and in English using ESL methodologies (CALLA). We will be using the book "Practice Exercises in Basic Math" by Continental. Each child will work based on their grade and ability levels.

The first program will be held on Wednesdays and Thursdays from 2:45 to 4:15 spanning from November to January. This program will target the advanced level and high intermediate level students. Our main goal is to move our advanced students to Proficiency Level, since our majority of students are at this level. A special emphasis will be placed on the reading and writing modalities since that is where our students need the most help according to the raw score(data). We have noticed that is difficult for our Advanced students to score proficiency level on the NYSESLAT. We are aware that heterogeneous grouping is better for our students, but we believe that it will be an advantage for our advance students to be grouped homogeneously.

The second program will focus on our beginners and low intermediate level students. This program will be held on Wednesdays and Thursdays from 2:45 to 4:15, spanning from January to April. The four modalities will be implemented in every lesson, since our beginner and intermediate students need academic vocabulary acquisition through explicit instruction. In addition to Continental's New York ELLs, we will be using a program called Raz-Kids to provide support to our students (especially the beginning group), and to increase their technology skills.

	Beginner	Intermediate	Advanced
K-2	18	8	12
3-5	11	7	22
6-8	4	7	14

### Part B: Direct Instruction Supplemental Program Information

As a culminating activity, students with the best attendance in the Title III program and their parents will enjoy different landscapes and historical sites located in New York. They will participate on a Circle Line Sightseeing Cruise which navigates around the Statue of Liberty, World Trade Center site, Intrepid Museum and the five New York City boroughs which are visible from the boat. Most of our ELLs are recent arrivals therefore this trip will be an opportunity for them to get familiarized with their surroundings. The selected students will be divided in small groups, each group will focus on one landscape and they will create a Collaborative Poster. Then, they will share their work with the other groups. With this activity, they will demonstrate all four modalities (listening-to the speaker during the trip, reading-the information of the landscape, speaking-with the group members, and writing-all the data/information to complete the Collaborative Poster).

### Part C: Professional Development

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

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

Begin description here: Since our students are reading at the twelve percentile, teachers will attend workshops focused on improving reading comprehension. Teachers working in Title III will participate in The New York State Association for Bilingual Education (NYSABE), which will take place March 12-14. In addition, they will attend: ELL Network Meetings which are held almost every month (October 1st, December 17, February 13, March 25, April 24, and June 5), Workshops given by Fordham University usually one in the Fall and one in the Spring (New York State Education Department/Office of Bilingual Education and Foreign Language Studies). The ESL teacher will also attend workshops given by the Department of English Language Learners and Student Support offered on a monthly basis. Most of these workshops will be held from 9:00 to 3:00 with the exception of SABE. These workshops will be ongoing to assure that our teachers integrate the best practices to help our students succeed.

### Part D: Parental Engagement Activities

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

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

Begin description here: For the 2014-2015 Title III Parent Involvement piece, we will be offering a Parent ESL Program in conjunction with the Title I Parent Organization. We will provide four workshops in both

**Part D: Parental Engagement Activities**

languages (English and Spanish) to parents on how to help their children with the homework with the book “Parent’s Homework Dictionaries” (different languages) as a guide. These workshops will be given on the first Tuesday of the month starting on January and ending in April from 2:45 to 3:30, by two of our ESL teachers. Since these workshops are given during parent orientation, therefore Title III monies are not needed. These programs will provide refreshments and food for the parents. Parents attending the Circle Line Trip will write a reflection page in their home language (L1) describing what they liked, disliked, and how we can improve the trip for the following year. Also, they can create a Collaborative Poster demonstrating the landscape they liked the most and information about it.

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

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

