

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

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

**10X037**

**School Name:**

**P.S. X037 - MULTIPLE INTELLIGENCE SCHOOL**

**Principal:**

**KENNETH PETRICCIONE**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: The Multiple Intelligences School School Number (DBN): 10X037  
Grades Served: K-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-Velez  
Parents' Association President: Rosie Kennedy  
SLT Chairperson: Elizabeth Matheson  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Johanna Ortiz  
Student Representative(s): NA  
NA

**District Information**

District: 10 Superintendent: Melodie Mashel  
Superintendent's Office Address: 1 Fordham Plaza  
Superintendent's Email Address: MMashel@schools.nyc.gov  
Phone Number: (718)741-5852 Fax: (718) 741-7098

**Borough Field Support Center (BFSC)**

BFSC: 10 Director: Jose Ruiz  
Director's Office Address: 1 Fordham Plaza  
Director's Email Address: JRuiz2@schools.nyc.gov  
Phone Number: 718-828-7776 Fax: 718-828-6280

## 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 that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk\*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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	
Rosie Kennedy	*PA/PTA President or Designated Co-President	
Astrid Van Sluytman	DC 37 Representative (staff), if applicable	
Holly Durham	Title I Parent Representative (or Parent Advisory Council Chairperson)	
NA	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
NA	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Stephanie Nunez, Dahianna Valera	CBO Representatives	
Elizabeth Matheson	Member/ SLT Chairperson -Teacher	
Cindy Fontanez	Member/ Teacher	
Rina Oliva	Member/ Para Representative	
Pricilla Martinez	Member/ Parent	
Dale Allen	Member/ Teacher	
Rosie Kennedy	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Micole Lewis	Member/ Parent	
Shanika Hook	Member/ Parent	
Johanna Ortiz	Member/ Parent	
	Member/ Parent	
	Member/	
	Member/	

### 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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

#### **Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

#### **The Framework for Great Schools and CEP Development**



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

<b>The Six Elements of the Framework for Great Schools</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.

**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.

**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.

**Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

**Trust:** 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 Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 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), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

### Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** 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 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Our school, The Multiple Intelligences 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 approximately 650 students, with 25% of our students with IEP's, and 16% 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 that 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 feel strongly that this vision fits well with the elements of the Framework for Great Schools, and that we share in the values designed in the framework.

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 programs to ensure our children have the best chance to succeed. We have integrated technology into all our instruction using laptops, I pads, and SMART boards and other technologies that help foster our instructional goals. Programs such as I-Ready and Myon Reading have been integrated into all our classes to individualize the computer-enhanced instruction so EACH child can make progress according to their specific instructional levels and needs.

We made the most growth in the previous school year with improving the rigorous instruction in all of our classes. Unit plans and lesson plans were scrutinized to analyze student's tasks to raise the rigor in daily instruction. Teachers worked alone and in teacher teams with consultants, coaches, and administration to identify best practices and implement them in our classrooms on a daily basis. A focus was initiated to analyze and maximize instructional time in all our classrooms, especially in our self-contained special needs classes, and our clusters. The key area for school improvement this year will all be around our specific instructional focus. Our focus is as follows: We will provide all students with an engaging, coherent curriculum that embeds quality instructional tasks, and teachers will refine how they teach reading and writing to reflect the depth and complexity of the Common Core Learning Standards, so students will develop the critical thinking and communication skills necessary, resulting in an increase in English Language Arts student achievement, as measured by running records, writing data, performance tasks, and state test performance. Many of our key initiatives this year will be under the umbrella of our instructional focus, and will include targeted small group instruction with the use of educational technology, and careful examination of the teaching learning process by observing lessons, providing feedback, and participating in worthwhile teacher team meetings.

## 10X037 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05, 06,07, 08	Total Enrollment	647	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	3	# Music	4	# Drama
# Foreign Language	8	# Dance	8	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population	78.7%	% Attendance Rate	91.2%	
% Free Lunch	78.8%	% Reduced Lunch	0.3%	
% Limited English Proficient	13.4%	% Students with Disabilities	25.6%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.3%	% Black or African American	23.5%	
% Hispanic or Latino	71.5%	% Asian or Native Hawaiian/Pacific Islander	1.6%	
% White	2.0%	% Multi-Racial	N/A	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	7.34	# of Assistant Principals (2014-15)	2	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	1	
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	7.7%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)	8.4	
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	11.5%	Mathematics Performance at levels 3 & 4	22.1%	
Science Performance at levels 3 & 4 (4th Grade)	87.1%	Science Performance at levels 3 & 4 (8th Grade)	36.8%	
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	88.2%	
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits	N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate	N/A	
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	YES	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	YES	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			

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

**Section 5A – Framework for Great Schools 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 Framework for Great Schools–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 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 trends and 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 curricula in Math and English Language Arts 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 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 will again be our priority focus for this school year and has been shared with the entire school community to ensure its importance. The data source we used for this goal is the new Framework for Great Schools Report, our School Quality Guide, our Principal Performance Review, and our School Quality Review.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016 25% of our general education students in grades 3-8 will score at a performance level 3 or higher on the New York State English Language Arts exam.

### Part 3 – Action Plan

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <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>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
We will develop a comprehensive professional development plan working with our Generation Ready consultant, and administration, as well as our professional development committee. to work with all teachers to observe, model and modify reading and writing lessons to spur student progress.	All Teachers in grades 3-8 taking the NYS ELA exam in 2016	Summer 2015-June 2016	Principal, Assistant Principals, Literacy Consultant, all teachers
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.	September to June	Students, Teacher, Parents, Consultants, Coaches Administration
Our I- Ready and Myon Reading initiatives will be increased in grades K-8, including special education and English Language Learners, to diagnostically assess what levels students are on and then provide the instruction, remediation, practice, and assessment they need to individually improve.	ALL K-8 Students	September to June	Administration, Teachers, Students, and Parents
Four 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	2 Per Semester	Entire school Community

#### Part 4 – Budget and Resource Alignment

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and 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.											
<b>Part 4b.</b> 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 SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant

X	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other
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**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Students will be assessed at the end of January 2015 in Reading and writing and these results will show a 25% increase in the tests they took the previous January. We will compare all Fontas and Pinnell and DRA Reading data as well as our Baseline and Mid year writing assessments.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

**Section 5B – Framework for Great Schools 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 Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and 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 full time guidance counselor 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 partner with the program directors of our elementary (COMPASS) and middle school (SONYC) after school programs, to provide experiences those 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. The Framework for Great Schools Report is the data source used for this goal. No matter how much we work to provide a safe environment for our students, they cannot benefit from that environment if they are late or absent. We will make attendance and school promptness a priority for all students K-8 in our school.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the Attendance Team will continue to strengthen, collaborate, and communicate with the greater school community structures and strategies that will impact school-wide attendance, specifically chronically absent students, which will lead to a 10% decrease in chronic absences as measured by the Framework for Great Schools Report.

### Part 3 – Action Plan

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</b></li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
Our school attendance committee will be reignited to include our new pupil accounting secretary, guidance counselor, administration, parent coordinator, and attendance family worker that will meet bi-weekly to discuss student attendance issues and next steps to correct them.	Students who demonstrate chronic absenteeism and lateness	September to June	All members of the PS/MS 37 school attendance committee team
Our team will work with our new Budget Field Support Center Staff to track and monitor attendance at our school, and work with their attendance teachers to do student and parent outreach that increases attendance.	Students who demonstrate chronic absenteeism and lateness	September to June	The administration and attendance support staff
Our team will post monthly winners for perfect attendance and have celebrations each term for students who are neither absent or late.	Students with perfect attendance	September to June	The administration and attendance support staff
The team will identify students found at risk due to poor attendance and multiple lateness's, and devise an individual attendance improvement plan in conjunction with the team, the student and the parent. Students struggling with attendance and lateness will be matched with a staff member to oversee attendance improvement and check with families periodically to ensure attendance improves.	Students who demonstrate chronic absenteeism and lateness	September to June	School attendance committee team

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and 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 SONYC and COMPASS after school programs in our school, and we will use Title III funds to conduct the English as a Second Language (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.											
<b>Part 4b.</b> 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 SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant

X	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded	X	In Kind		Other
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**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By the end of the Fall term , January 31 chronic absenteeism and multiple lateness's will decrease by 10% compared to the same time frame of the previous year using key reports from ATS including RRSA and RDAL report

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

**Section 5C – Framework for Great Schools 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 Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and 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 Monday professional development time helps teachers collaborate, and participate in meaningful professional development. Our teachers meet 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 School Quality Review showed our teacher team work as a strength, but we want to make it even stronger. 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 have implemented and will continue to use. We need to strengthen the Looking At Student Work initiative, and spend more time working with the protocol to build a common language around looking at student work products.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016 PS/MS 37 we will strengthen the collaboration of teachers through the work of teacher teams to analyze student work using a specific protocol that will impact teacher instructional decisions and student outcomes. This will be measured with a score 5% above the citywide average on every metric of the Collaborative Teachers component of the 2016 Framework for Great Schools report.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <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 promote teacher-parent collaborations to improve student achievement.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Our professional development committee will meet monthly to discuss the professional development plan for the school, and how all teacher can work in teams to improve pedagogy to increase student achievement.</p>	<p>All PD committee members</p>	<p>Summer 15 to June 16</p>	<p>Administration</p>
<p>Common planning meetings and grade level meetings will be held weekly to plan lessons collaboratively, use an agreed upon protocol to examine student work, and revise curriculum units to improve instruction.</p>	<p>All Teachers</p>	<p>September to June</p>	<p>Administration</p>
<p>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 visit teachers that have demonstrated best practices to observe and replicate effective strategies that positively impact student achievement.</p>	<p>Teacher mentors, new teacher being mentored</p>	<p>September to June</p>	<p>Administration</p>
<p>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 for continuous school improvement</p>	<p>All teachers</p>	<p>September to June</p>	<p>Administration, Consultants and Coaches, Teacher Facilitators</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>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.</p>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
X	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded	X	In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By the end of January 2015 we will have agendas and sign in sheets for all teacher teams for at least 15 meetings that have taken place to build teacher teams, and spur collaboration. We will also have mentoring interaction reports that illustrate teachers collaborating and improving teacher practice. Administration will scrutinize the work at these meetings to make sure it has a direct impact on teacher practice and student achievement

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

**Section 5D – Framework for Great Schools 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 Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and 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 learning opportunities both as a participant, and as a facilitator. We finished our third year of using the Danielson framework to implement the ADVANCE system of teacher observation. Administration went to training over the Summer on school safety updates, and ADVANCE system changes. We are in our second year of providing quality professional learning on Monday afternoons to our teachers to enhance their professional practice. Our most recent Quality Review cited the area of effective school leadership as a strength. Our most recent school quality guide showed this area as meeting the target.

### **Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By the end of June 2016 school leaders will create and implement a professional development plan that builds teachers capacity to effectively use assessment in instruction, resulting in a 20% increase in teachers improving one performance level, reflected in component 3d Using Assessment in Instruction in the ADVANCE system.

### **Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <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 promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Cycles of learning will take place throughout the year with all our teachers, including teachers of special needs and English language learners to enhance practice with regard to using all form of assessment in instruction including summative, formative, peer and self assessments.</p>	<p>All ADVANCE rated teachers</p>	<p>September to June</p>	<p>The administration, coaches and consultants, and all teachers</p>
<p>The administration will continue to be trained in the ADVANCE system to improve the calibration between all the administrators so assessment can be observed and scored accurately for all teachers.</p>	<p>The Administration</p>	<p>September to June</p>	<p>Teacher Development and Evaluation Coach, The Administration</p>
<p>Our initiative to use a specific school wide protocol for looking at student work will be continued and improved for the benefit of our teachers to build instructional coherence.</p>	<p>The teachers</p>	<p>September to June</p>	<p>The administration, coaches and consultants, and all teachers</p>
<p>Our middle school teachers will come together in early September to create and implement a middle school grading policy that enables students to have clear expectations as to what they need to succeed in middle school.</p>	<p>Middle School Teachers</p>	<p>September</p>	<p>The administration, coaches and consultants, and all teachers</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Teacher per session funds will be used to strengthen the measures of teacher practice, and assess the measures of student learning to complete the ADVANCE process.</p>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded	X	In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Observations done by the end of January 2016 will show an increase of 10% in teacher scores with result to Danielson component 3d, Using Assessment in Instruction, as measured by reports available in the ADVANCE report system.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

**Section 5E – Framework for Great Schools 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 Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

At PS/MS 37 we want to ensure that parents 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, art, and cooking to use our school as a community hub 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, and the results of the Strong Family - Community Ties section of the Framework for Great Schools Report.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016 we will have an increase of 20% in parent attendance at special events, assemblies and celebrations that will strengthen the school community ties as measured by attendance and sign in sheets at all events.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <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 promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Eight to 10 special parent events will take place to increase parent involvement and activity in our school</p>	<p>Principal, Parent Coordinator, Parents</p>	<p>September to June</p>	<p>The principal, and the parent coordinator</p>
<p>Character education programs such as Bucketfillers, and Reach to Teach will be implemented to educate students on how showing kindness and respect can limit student conflict.</p>	<p>Parents, Staff, PC,GC</p>	<p>September to June</p>	<p>The principal, the guidance counselor and the parent coordinator</p>
<p>Teachers will use the designated parent time on Tuesdays to meet with parents, build relationships, and strengthen the home school partnership.</p>	<p>Teachers and Parents</p>	<p>September to June</p>	<p>Teachers, parents, and administration</p>
<p>Title I will hold workshops for parents on Art, nutrition and other topics requested by parents in the Title I parents survey</p>	<p>Administration, Parents</p>	<p>September to June</p>	<p>Administration, Title I committee</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Resources and cost needed to implement this plan include funding for the parent coordinator, the 1% Title I set aside for parent involvement for assemblies, trips, and supplies needed for special events.</p>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
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By the end of January 2016 we will have had 4 family students events to build community, character education, and the love of Literacy as evidenced by agendas and parent/staff sign in sheets, that will result in a 20% increase in parent participation.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## 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 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>	ELA State Test Scores, Running Records, Performance assessments, Diagnostic Tests	Myon, I Ready, Foundations, Wilson, Voyager, My Sidewalks, Toe by Toe Reading	Small group, one-to-one	During the school day, After school, Saturday, Vacation Break
<b>Mathematics</b>	Math State Test Scores, Performance Assessments, Diagnostic Tests	ST Math, I ready, Ready Math	Small group, one-to-one	During the school day, After school, Saturday, Vacation Break
<b>Science</b>	Science Performance Assessments	Guided Science Instruction, Lesson Remediation	Small group, one-to-one	During the school day, After school, Saturday, Vacation Break
<b>Social Studies</b>	Social Studies Performance Assessments	Guided SS Instruction, Lesson Remediation	Small group, one-to-one	During the school day, After school, Saturday, Vacation Break
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Case By Case Basis for students with at risk behavior documented by the OORS system	Guidance intervention, Group and 1 on 1 counseling	Small group, one-to-one	During the school day

## 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 section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

### Part 1: Title I Status

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

### Part 2: All Title I Schools

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

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
We recruit from local universities, and have an extensive student teacher program at our school. We provide new teacher mentoring and support. We have a 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 activities and strategies for high quality professional development for teachers, principals, 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 in house coaches, and consultants on best practices in the subjects they teach coach all teachers.

### 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 measures of student learning (MOSL) committee 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, 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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	497,361.00	X	Section 5A-5E part 3
Title II, Part A	Federal	99,923.00	X	Section 5A-5E part 3
Title III, Part A	Federal	11,780.00	X	Section 5A-5E part 3
Title III, Immigrant	Federal	0	X	Section 5A-5E part 3
Tax Levy (FSF)	Local	3,951,804.00	X	Section 5A-5E part 3

**<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 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 an 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.

- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

**Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**  
***(Required for All Title I Schools)***

**Directions:** All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) 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.

**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. The Multiple Intelligences School, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between 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. **[School name]** 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. The school will maintain this information.

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, School Quality 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**

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

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

Provide high quality curriculum and instruction consistent with Common Core 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 with 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 to 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.

**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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

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: <u>Multiple Intelligences School</u>	DBN: <u>10X037</u>
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: <u>60</u>
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: <u>3</u>
# of certified ESL/Bilingual teachers: <u>3</u>
# of content area teachers: <u>      </u>

## 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: 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

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 form 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 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>	_____	_____

**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.
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>	_____	_____

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**

**2015-16 AND 2016-17 SCHOOL YEAR**

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

District <b>00</b>	Borough <b>Bronx</b>	School Number <b>037</b>
School Name <b>The Multiple Intelligences School</b>		

### B. Language Allocation Policy Team Composition

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

Principal <b>Kenneth Petriccione</b>	Assistant Principal <b>John Wagner</b>
Coach <b>Charlene Freedman</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>Yolanda Negrón</b>	School Counselor <b>Jasmine Jusino</b>
Teacher/Subject Area <b>type here</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Lisa Coca</b>
Related-Service Provider <b>type here</b>	Borough Field Support Center Staff Member <b>Socorro Diaz</b>
Superintendent <b>Melodie Mashel</b>	Other (Name and Title) <b>AP: Effie Najarian</b>

### C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	<b>2</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>1</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	<b>1</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>1</b>
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	<b>0</b>	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	<b>0</b>	Number of special education teachers with bilingual extensions	<b>1</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>626</b>	Total number of ELLs	<b>110</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	K <input checked="" type="checkbox"/>	1 <input checked="" type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input checked="" type="checkbox"/>
	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

### This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	110	<b>Newcomers</b> (ELLs receiving service 0-3 years)	88	<b>ELL Students with Disabilities</b>	15
<b>SIFE</b>	13	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	21	<b>Long-Term</b> (ELLs receiving service 7 or more years)	1

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	88	11	10	21	2	5	1	0	0	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 4

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs\*)  
K-8**

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

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

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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### Freestanding English as a New 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	8	16	10	16	15	9	12	12	5					0
Chinese														0
Russian								1	1					0
Bengali														0
Urdu	1													0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1		1			1	1						0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

#### OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)	1	5	2	6	4	1	4	2	2					0
<b>Emerging</b> (Low Intermediate)	4	2	3	3	4	1	2	0	2					0
<b>Transitioning</b> (High Intermediate)	3	3	0	1	3	0	1	3	1					0
<b>Expanding</b> (Advanced)	1	5	4	6	4	2	5	9	1					0
<b>Commanding</b> (Proficient)	0	2	1	1	0	5	1	0	0					0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

#### FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA  
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total					0	0	0	0	0					0

#### FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	2	1	1		5	1							0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	12	0	0	0	0
5	4	4	0	0	0
6	9	1	0	0	0
7	4	8	0	0	0
8	4	0	0	0	0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4	11	0	2	2	0	0	0	0	0
5	5	0	2	0	1	0	0	0	0
6	9	1	1	0	2	0	0	0	0
7	1	0	8	0	1	0	2	0	0
8	3	0	1	0	0	0	0	0	0
NYSAA									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? 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. 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 is not only on decoding skills, but comprehension skills and strategies. We use the data from ECLAS, Rigby and DRA scores to help inform our guided reading programs and instruction. These assessments allow us to properly group the students for literacy and identify specific skills and strategies that the students need. They also inform us of which students may be in need of Reading Recovery for the early grades, and AIS for the middle grades.
- What is revealed by the data patterns across performance levels (on the NYSITELL 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 are not proficient in communicative and literacy skills in English as well as their native language. We have had a steady increase in the Reading/Writing modality and that is due to the whole schools focus on reading and writing for the past six years in whole class and individual or small group instruction. Intervention has been more specific and focused. Based on the 2014 NYSESLAT, data shows that the majority of third and fourth graders scored within the advanced level. In Listening/Speaking, many of our students fell within the Advanced and Proficient ranges. The increase in proficiency highly correlated with the grade level. In Reading/Writing, in grades 2-5 more students were in the Advanced level, while in the lower grades the students performed in the Beginning/Intermediate levels.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
The staff analyzes the NYSESLAT using the AMAO to identify areas students need additional support in. Data reveals that our elementary level students performed better than middle school students on the NYSESLAT.
- For each program, answer the following:
  - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?
    - a. This is not applicable. Our ELL students take all tests in English.
- b. School leadership and teachers are using results of the ELL periodic assessment to modify the curriculum. Instructional programs of the students are determined based on the data including ELA scores, NYSESLAT scores, and math scores. Academic intervention services are offered to students based on this data. The data drawn from these assessments help provide the staff with detailed information about our students' strengths and weaknesses in English Language Development. These tests also serve as a resource to help all teachers when working with ELLs in small groups. These assessments help the staff plan and create lessons with appropriate amounts of differentiation and scaffolding.
- c. According to the analysis of the periodic assessment, our ELL students are underperforming in the areas of literacy. As a whole school the mathematic levels are slightly above the literacy levels. Data shows they are reading significantly below grade level standards. To address this issue, all teachers are focusing on applying literacy strategies across all content areas. Home language is used to communicate with families on their child's progress.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.]
- All ELL students who score level 1 in the ELA and Math state exams are initially placed in an 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 offered 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. The data from the assessments is used to guide RTI instruction. From the data, specific skills and strategies needed are identified for each student.
6. How do you make sure that a student's new language development is considered in instructional decisions?
- ESL teachers meets with 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 clssroom 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 target language?
  - b. What is the level of language proficiency in the target language for EPs?
  - c. How are EPs performing on State and other assessments?
- Not Applicable
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
- 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 results have shown that our ELLs and Former ELLs scored 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.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.
- During enrollment, the enrollment team (2 secretaries (1 bilingual-Spanish)), 1 parent coordinator (bilingual-Spanish), 2 ENL teachers (1 bilingual-Spanish) are available to assist parents in completing the enrollment process. Upon initial enrollment, after completing the HLIS, our ENL teacher, Ms. Negron will conduct an informal interview with both the parent and the child in English. If the native language is Spanish the interview will be conducted in Spanish. The ENL teacher is qualified to administer the initial informal assessment due to her experience and/or training dealing with ELLs and parents of ELLs. Once potential ELLs are identified, the NYSITELL is administered (if necessary), within 5 days if possible, but no later than 10 days. 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. If necessary, the Spanish LAB is administered to Spanish speaking students who do not pass the NYSITELL. This test is administered in order to determine language dominance. If based on the HLIS the student is eligible for the NYSITELL, we then inform the parents that the student will be administered the NYSITELL within the five day administration window, and we explain the purpose of the test to the parents. Parents are scheduled for parent orientation where they are able to watch the video and choose one of the three programs offered by the state. After the ELL identification process is complete, the entitlement letter will be sent to the parents within five days.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

We use assessments to identify SIFE students by looking at student work, including a baseline writing piece. A questionnaire that is formulated by our school, which includes questions about the student's prior education is also given. In addition, the student's reading skills are assessed by meeting with the student and listening to them read a grade level book. Conclusions and observations are then made. If the student is struggling with the reading and the writing and are two grade levels behind, and the questionnaire also states that they have had an interrupted education, they are then identified as SIFE within 30 days.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

The identification for newly enrolled students with IEP's is the same as the regular process for all students, with the only difference being that we have a Language Proficiency Team, which consists of an assistant principal, the parent coordinator, ENL Teacher, the parent, and the school guidance counselor. Ira Polansky is the director of Special Education. Lisa Coca, our parent coordinator translates for parents in Spanish. The Language Proficiency team looks at the information and decides the educational plan for the child within 10 days.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Our school ensures that entitlement and non-entitlement parents are notified within the five days of the NYSITELL being scanned by sending home a letter with the student. A copy is also filed in a compliance binder.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Parents are informed that they are entitled to appeal ELL status for their child within 45 days of enrollment by adding this information for them to the entitlement letter. Copies of the letters are kept in a binder. Our school's two ENL teachers are responsible for this process (Ms. Negron and Ms. Capalbo).

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

Our school provides parents with resources that enable them to make informed decisions about their children's education. 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. Collaboration is in place with our school's parent coordinator as well. If fifteen parents opt for the DL/ or TBE, our parent coordinator who is bilingual will inform the parents that the program will be available in our school. An overwhelming number of our ELL parents (approximately 90%) have continued to opt for Freestanding ESL. A fewer amount of parents have indicated a preference for a Transitional Bilingual Program. It has been explained to them that 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. Translation devices have been purchased using Title III funds in order to facilitate communication.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

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 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. The ENL teachers (Ms. Negron, Ms. Capalbo) present the video to the parents and distribute the information. The parent surveys are completed and collected. As programs become available the school informs parents through PTA meetings, newsletters and school leadership team meetings. Meetings, phone calls and letters that go out to parents are

always translated to assure that all parents receive information.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. The ENL teachers (Ms. Negron, Ms. Capalbo) distribute parent surveys during orientation. Parents complete the parent survey and the program selection forms at the orientation, therefore none of the forms are incomplete. Ms. Negron translates for parents in Spanish. The surveys are collected and stored in an ENL binder that is stored in Ms. Negron's classroom.
9. Describe how your school ensures that placement parent notification letters are distributed. The letters are hand-delivered by the ENL teacher to each child individually. Letters are translated in Spanish for parents. In addition phone calls are made to ensure that parents are aware of the parent orientation.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). All documents are retained in one binder. The binder consists of notification letters, agendas of parent orientation meetings, parent meetings, Title III Plans, as well as other important ELL-related documents. The binder is stored in one of the ENL teacher's classroom (Ms. Negron). In addition to the binder, each child's cumulative record contains the HLIS and entitlement letters.
11. 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 and ELL, the entitlement letter along with the ELL brochure is sent home to the parents in their native language. Along with the letter and brochure, the parents are informed in writing of 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 teachers. 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.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Based on the NYSITEL scores, the letters are hand-delivered by the ENL teacher (Ms. Negron, Ms. Capalbo) to each child individually. Letters are translated in Spanish for parents. Copies of the letters are kept on file.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

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. 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. We have had a successful Freestanding ESL program and this has been in alignment with the parents' request. Very few of our parents opt for either a Bilingual Program or a Dual Language Program. Hence, since we have not had an overwhelming amount of parents opting for the other two programs, we have made no plans to create either a general education TBE class or in creating a Dual Language Program. However, school will determine who has bilingual services on their IEPs and provide those services.

## Part V: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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. Freestanding ENL program.

We group our students in several ways. Depending on the required mandated time students are grouped by grade, proficiency level and mandated minutes required for service. For our stand alone model, students are grouped by homogeneous proficiency level. For our integrated model the ENL teachers push into the classroom to service ENL students.

- b. TBE program. *If applicable.*

Paste response to questions here:

- c. DL program. *If applicable.*

Paste response to questions here:

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

- a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Our school uses the NYSESLAT data and the new regulations to provide the mandated minutes according to New York State. All the ESL groups are seen during their allotted times as per CR-Part 154.2 in 90 minute periods. Students are grouped according to their proficiency level and leveled materials are used with instruction. Entering level students are serviced within two groups, one that includes mixed proficiency levels, and one that is mixed grade levels, but same proficiency level to ensure that they are serviced for the amount of minutes required. Emerging level students will be serviced during four 45 minute periods by grade level and two 90 minute periods. Transitioning and expanding students are serviced during four 45 minute periods. Commanding level students will be serviced during two 45 minute periods. The classroom teacher delivers ELA using differentiated instruction to provide ELLs with the appropriate support (such as RTI).

Students' varying needs are met not only by the ENL teacher, but also by the classroom teachers. All of our classroom teachers have received training in differentiation of instruction as well as in RTI to address students who are functioning below level. To assist newcomers in Mathematics, for example, all efforts are made to supply materials in the students' native language (Spanish). Newcomers are also placed in the Title III ESL after school program. Many of our long-term ELLs also receive either Resource Room or other AIS services in addition to ESL to assist them in their language development. All intervention services are provided in English.

3. Describe how core content is delivered in each program model. 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.

Students receiving ESL through the pull-out model are in general education or special education classes throughout the day; therefore, all content area is provided in English with differentiation by the general education or special education teacher. We use non-fiction materials which are aligned with the CCLS. Ready Gen (Grades K-2) provides a scaffolded strategies handbook for every grade, that includes supports for ELLs. Expeditionary Learning (Grades 3 - 5) provides close reading of several non-fiction units. Scholastic Code X (6-8), every unit include building support for ELLs. Teachers 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 teachers guides and student editions with built in vocabulary support in every unit. Additionally, each lesson includes suggestions 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 students are also given a peer tutor who speaks their native language to assist them during area instruction-this is especially true in grades 6-8. The general education teachers are provided with supplemental materials from the ESL teacher to assist in teaching and supporting the ELLs in their classroom.

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

Students who are first time admits are evaluated in their native language with the NYSITEL in Spanish. Since we do not have a bilingual program the ELE is not used. The students who are in the Special Education classes are New York State Alternately Assessed. Instruction is provided in English. The students are trained in using a 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?

Our students are constantly assessed in the four modalities. We use "Language Power". Once a unit is covered students are assessed in the four modalities. The assessment occurs at least once a month. Students are evaluated in all four modalities also with a baseline, midline and endline writing piece 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 (Entering and Emerging Level), B (Transitioning and Expanding level), and (Commanding 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 each of the following ELL subgroups?

- a. SIFE
  - b. Newcomer
  - c. Developing
  - d. Long Term
  - e. Former ELLs up to two years after exiting ELL status
- a. Instruction is differentiated for SIFE students by providing visuals, diagrams, graphic organizers, and allowing extra time to complete activities.
  - b. Instruction is differentiated for newcomers by providing visuals, diagrams, graphic organizers, and allowing extra time to complete activities.
  - c. Instruction is differentiated for Developing level students by providing them with graphic organizers, instructions that are step-by-step to follow.
  - d. Instruction is differentiated for Long Term ELLs by providing more complex and higher order thinking questions and activities.
  - e. Instruction is differentiated for former ELLs by providing more complex and higher order thinking questions and activities.
7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.
- Our school ensures that re-identified ELLs or non-ELL student's academic progress has not been adversely affected by reassessing them with various assessments that include DRA's, writing assessments, and also assessments in the four modalities (speaking, reading, writing, listening). Based on the assessment results they are grouped accordingly.
8. 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?
- Instructional strategies that teachers of ELLs use in their classrooms include making lessons visual, making connections to prior knowledge, modifying vocabulary instruction, and providing them with personal word walls. The grade-level materials we use is "Language Power", which provides access to academic content areas and accelerate English language development. Technology is also used to support ELL students. Teachers use smart-boards during lessons to support with visuals, as well as making lessons interactive for ELL students. ELL students also use computers to go on to programs to support their progress in reading and mathematics.
9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
- Our 15 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 serviced as mandated by their IEP recommendations. All instruction and scheduling is done within the 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. ENL teachers participate in grade meetings and SBST meetings to assure that IEP goals are met. These meetings occur as often as needed.

Chart

**Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



\*Note “other approved services” does not apply to New York City at this time.

Chart

**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

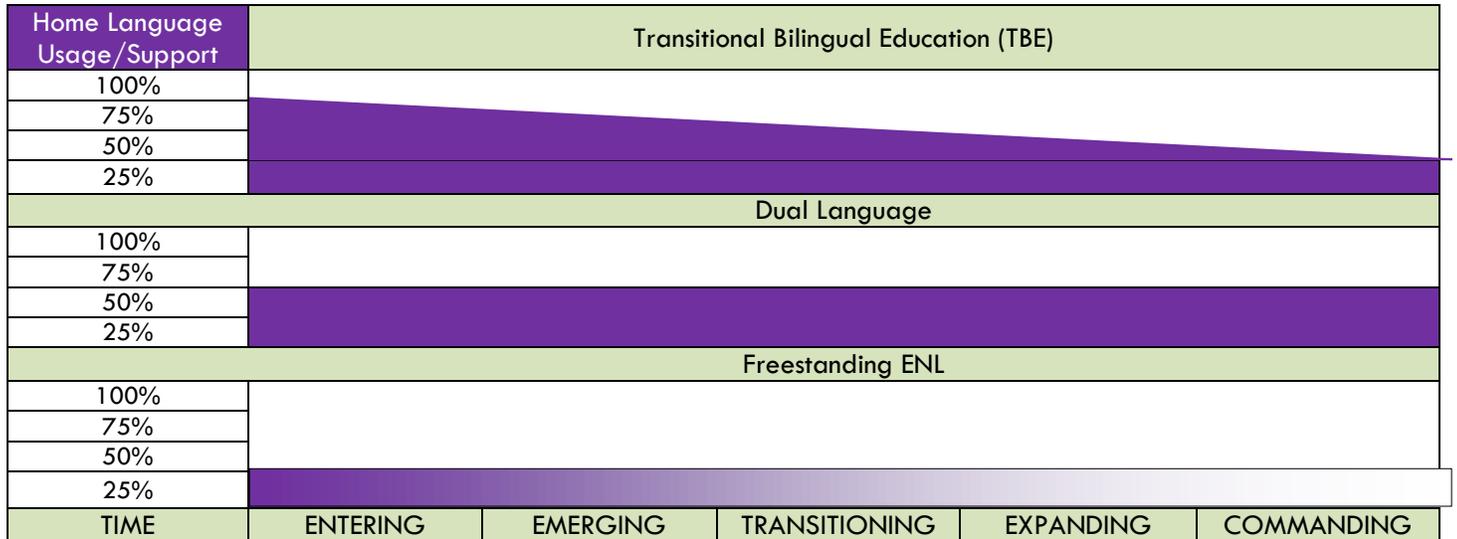


\*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

### Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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 ELL 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 within the content areas (i.e., Social Studies, Science, and Math). 3-5 ELLs are serviced by an English and a bilingual AIS teacher, resource teachers, and math providers (enrichment). The Wilson program used provides reading strategies, letter sound, fluency building and comprehension. Guided Reading is provided using fiction and non-fiction texts (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. In addition, they use Scolastic Code X which focuses on the Common Core Curriculum which is non-fiction content based (Science, Social Studies, and Math). It focuses on writing, comprehension, text support, authors point of view, etc. Reading is taught through these core subjects.
11. 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 show progress by moving from either beginning level to intermediate or intermediate to advanced. Content and language development has been a priority in our ENL program since it is aligned with the common core curriculum. Our ENL textbooks are non-fiction-based to target language development in the four ENL modalities (reading, speaking, listening, and writing). The assessments used are end the of unit assessments for our "Language Power" program, which is non-fiction based with connections to all content areas. Each group's data is reviewed monthly to see students progress.

All teachers are aware that they are teachers of ELL students. In the beginning of the school year the ENL teachers provide every classroom teacher with a list of their ELL students along with their assessment data (NYSITELL and NYSESLAT scores). In addition ENL teachers meet monthly with classroom teachers to discuss the ELL students progress. ENL teachers also provide classroom teachers with resources to support their ELLs in the classroom.
12. What new programs or improvements will be considered for the upcoming school year?

Our school is planning to integrate a new technology program that satisfies the ELL students needs in all four modalities.
13. What programs/services for ELLs will be discontinued and why?

We have no plans to discontinue any ELL program.
14. 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 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.
15. What instructional materials, including technology, are used to support ELLs? Include core 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, suggest websites for interactive listening, speaking, reading and writing activities.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?

In our ESL program we provide native language support by the ESL teacher in all the content areas except ELA to the newcomers or beginning level students whenever is needed. The support is given through the use of native language dictionaries, translated materials for content instruction, native language library and other resource materials. In addition, we have a Bilingual-Spanish teacher this year who is providing "Spanish" as an elective to grades 5th through 8th as a push-in model.
17. Explain how the school ensures all required services/resources support and 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-apropriate materials. If a student is overage, the classroom teacher will ensure that instruction is modified to meet the student's academic needs and/or educational goals.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

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.

19. What language electives are offered to ELLs?

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

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

Our professional development plan for all ELL personnel at our school will be provided in our school and also at ELL professional development workshops that are held by the district office and other networks affiliated with the ELL population. 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. Teachers and all staff are aware of all the data available to them where they can see how their ELL students are performing in comparison to their English proficient students and also 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.

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

Teachers of ELLs receive professional development and guidance, as it pertains to ELLs, from both the Assistant Principal and ESL teacher. In addition, teachers 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. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Since we are a K-8 school transition from elementary to middle school tends to be very smooth for our ELL students. The same ENL teachers service 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. All middle school/high school application process (articulation) workshops are offered in Spanish and English for a smooth transition. These workshops are held by our school's guidance counselor.

4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [\*ELL Policy and Reference Guide, Professional Development\*](#) section.

Our school meets the professional development requirements as per CR Part 154.2 for all teachers. The ENL teachers (Ms. Negron, Ms. Capalbo) meet monthly with classroom teachers to discuss strategies and methods that can be incorporated into lessons during classroom instructions for ELL students. In order for our ENL teachers to provide professional development for classroom teachers they attend outside professional development workshops for ELLs.

### C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Our school provides annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessments, and language development needs in all content areas by scheduling individual meetings that are convenient for parents. Our school's parent coordinator, Lisa Coca, is available for parents who need translation in Spanish, and provide other accommodations for parents who are non-Spanish speaking.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [\*ELL Policy Reference Guide, Parent Selection and Program Placement\*](#) section.

Our ENL teachers keep a binder with record of individual meetings, phone calls, and letters.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Our parent coordinator is bilingual (Spanish/English). She provides activities that are hands on for our ELL parents. In addition they are invited to events and workshops at our school.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Our school invites parents of ELLs to the NYSABE orientation which provides them with information and programs that are available to their child by the state.
5. How do you evaluate the needs of the parents? Our school conducts surveys, and during our mandated parent orientation meetings and conferences parents express their opinions and concerns.
6. How do your parental involvement activities address the needs of the parents? The parent coordinator sends a survey twice a year which asks 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 translates documents, school letters, and parent meetings for our non-English speaking parents. In addition, she provides resources that our parents can use.

### D. Additional Information

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

N/A

School Name: <u>Multiple Intelligences</u>		School DBN: <u>10x037</u>	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Kenneth Petriccione	Principal		10/30/15
John Wagner	Assistant Principal		10/30/15
Lisa Coca	Parent Coordinator		10/30/15
Ms. Negron	ENL/Bilingual Teacher		10/30/15
	Parent		10/30/15
	Teacher/Subject Area		10/30/15
	Teacher/Subject Area		10/30/15
Charlene Freedman	Coach		10/30/15
	Coach		10/30/15
Jasmine Jusino	School Counselor		10/30/15
Melodie Mashel	Superintendent		10/30/15
Socorro Diaz	Borough Field Support Center Staff Member _____		10/30/15
Effie Najarian	Other <u>AP</u>		10/30/15
Eleni Capalbo	Other <u>ENL Teacher</u>		10/30/15
	Other _____		10/30/15

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **10x037**

School Name: **The Multiple Intelligences School**

Superintendent:

### Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training ([www.learnedoe.org/tiu/lac](http://www.learnedoe.org/tiu/lac)) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

### Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

During registration, every required document is translated in all languages so that families are clear with the required expectations of the Department of Education. According to the summary of ELLs students enrollment, 99 parents are Spanish speaking, one Japanese, one Urdu, three Hausa, and two Russian. In order to effectively communicate with our parents, our parent coordinator attends all trainings offered by the Translation and Interpretation Unit. All school communication is translated by the Parent Coordinator, the school secretary, and the ESL teacher from English to Spanish. Also, Language Interpretation Devices were purchased to use with incidence languages such as Urdu, Hausa, Russian and Japanese. We use Google translate to provide written information for our low incident languages. For our oral interpretation needs either the Parent Coordinator, the school secretary, or the ESL teacher provide this service (Spanish). We also have some staff members who speak Urdu and Bengali.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

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. In addition to Spanish, parents' preferred languages include Hausa, Japanese, Urdu, and Russian.

## Part B: Creating a Communications Calendar

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1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

To assure that our parents are provided with a meaningful opportunity to participate in and have access to programs and services critical to their children's education we have implemented the following. During registration, every required document is translated in all languages so that families are clear with the required expectations of the Department of Education. All documents such as: handbooks, monthly calendar, monthly newsletters, after-school programs, parent-teacher conferences, overview of the curriculum expectations, leadership letters, and New York State testing dates.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

In September, we conduct evening back to school meetings. We review all the required expectations, curriculum overview and distribute all necessary documents to help keep the parents informed of all regulations. Everything is always translated by our secretary, ENL teacher, and Parent Coordinator. In addition, we have weekly parent meetings so that teachers can communicate with all parents. Once again translations are always available. We also have parent teacher meetings four times a year (September, November, February, April). Our Bilingual Guidance Counselor does on-going parent outreach and documents everything on I-Log. Administration is always flexible with meetings with parents on a daily basis.

## Part C: Providing Language Assistance Services

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1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Written translation services are provided by the school secretary, Parent Coordinator, and the ENL teacher.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Oral interpretation services are provided by the Parent Coordinator, the school secretary and the ENL teacher (when available). Language Interpretation Devices are also available to assist with interpretation needs. For the languages that are not available to be translated in our school, we use over-the-phone interpreters.

#### **Part D: Training Staff on Policies and Procedures**

---

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

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

#### **Part E: Providing Notice of Language Assistance Services**

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Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

##### Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

School personnel is given a summary of the Chancellor's Regulation A-663 to assure that all parents are given the right to express their opinions and concerns in their native/home language.

#### **Part F: Monitoring and Quality Control**

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Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Parent surveys are conducted annually. Teachers also meet with parents where parents express their concerns and opinions about their experience at our school.