



**THE SAMUEL MILLS SPROLE SCHOOL  
PUBLIC SCHOOL 32**

**2010-2011  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL: 15K032**

**ADDRESS: 317 HOYT STREET, BROOKLYN, NY 11231**

**TELEPHONE: 718-330-9295**

**FAX: 718-797-4362**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 32      **SCHOOL NAME:** Samuel Mills Sprole

**SCHOOL ADDRESS:** 317 Hoyt Street, Brooklyn, NY 11231

**SCHOOL TELEPHONE:** 718-330-9295      **FAX:** 718-797-4362

**SCHOOL CONTACT PERSON:** Deborah Florio      **EMAIL ADDRESS:** Dflorio@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Rebecca Alford

**PRINCIPAL:** Deborah A. Florio

**UFT CHAPTER LEADER:** Rebecca Alford

**PARENTS' ASSOCIATION PRESIDENT:** Marlanel Dais

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)*      NA

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 15      **CHILDREN FIRST NETWORK (CFN):** 409

**NETWORK LEADER:** Neal Opromalla

**SUPERINTENDENT:** Anita Skop

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

*Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Deborah A. Florio	*Principal	
Rebecca Alford	*UFT/SLT Chairperson	
Marlanel Dais	*PA/PTA President or Designated Co-President	
Sharada Winston	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Geraldine Yodice	DC 37 Representative	
Erica Steinberg	Assistant Principal	
Francine Cuomo	UFT	
Larissa Bailiff - Goings	PTA Treasurer	
Angela Cimino	Parent	
Aliceyn Heasley	SLT Secretary/UFT	
Elizabeth Grisom	Parent	
Jacqueline Nieves	Parent	
Francisca Andino	Parent	

(Add rows, as needed, to ensure all SLT members are listed.)

\* Core (mandatory) SLT members.

## **SECTION III: SCHOOL PROFILE**

### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

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#### **School Vision and Mission:**

At Public School 32, we believe that through rigorous, standards-based instruction, every child will achieve academic excellence. We believe this to be true for English Language Learners, students with Individualized Education Plans, students who are low achieving and for students who are high achieving. This can only be accomplished through a real and productive partnership with the parents and guardians of the learning community and through affiliations with community-based organizations. We are committed, as well, to the implementation of on-going teacher training to support our efforts and beliefs.

#### **Contextual Information about the School's Community and its Unique/Important Characteristics:**

Public School 32 is a nurturing and vibrant learning community. Our focus on rigorous academic standards is driven by a deep sense of responsibility and a strong belief in the value of research and investigation. Students are expected to be active problem solvers and to act as leaders in a variety of situations.

Public School 32 is committed to diversity. Our classes are heterogeneously grouped and we have Collaborative Team Teaching on grades pre-kindergarten through grade five. We are also the first New York City Public School to house a non District 75 program for children with autism spectrum disorders: *The NYC ASD Program*. This program has been replicated in twelve other schools city-wide.

Public School 32 houses approximately 307 Pre Kindergarten through Grade Five children who reside in the *Carroll Gardens* and *Gowanus* communities of South Brooklyn. The school is the central part of the *Gowanus Community* to many of the children and their families. The school building is a well-kept post-war structure where pride in the students' accomplishments is evident in the prominently displayed student work and art.

Public School 32 at a glance:

<b>Grade Level</b>	<b>Number and Type Of Class</b>	<b>Actual Class Size</b>
Pre Kindergarten	1 Full-Day Universal Class	17
	1 Full-Day Super Start Plus Class	12
Kindergarten	1 Collaborative Team Teaching Class	19
	2 Micro Inclusion Collaborative Team Teaching Classes (ASD Program)	24
Grade One	1 Collaborative Team Teaching Class	21
	2 Micro Inclusion Collaborative Team Teaching Classes (ASD Program)	27
Grade 2	1 Collaborative Team Teaching Class which will be part of the Tweed Lead Teacher Program	16
	2 Micro Inclusion Collaborative Team Teaching Classes (ASD Program)	25
Grade 3	1 Collaborative Team Teaching Class	18
	1 Micro Inclusion Collaborative Team Teaching Class (ASD Program)	14
Grade 4	1 Collaborative Team Teaching Class	17
	2 Micro Inclusion Collaborative Team Teaching Class (ASD Program)	27
Grade 5	1 Collaborative Team Teaching Class	14
	2 Micro Inclusion Collaborative Team Teaching Class (ASD Program)	22
Non Graded	1 Lower Grade 12:1:1	5
	1 Upper Grade 12:1:1	12

Public School 32 has a free-standing ESL program that serves English Language Learners whose parents elected for their children not to be enrolled in bilingual programs. The school does not have bilingual classes. In September 2010, the school will have a full-time ESL teacher who will not only service those identified ELL students through the mandated pull out delivery of services model but who will also work with these children as well as with other identified at risk youngsters in their classrooms for push in Guided Reading and small group strategy instruction.

Current strategies for implementing the New Continuum include:

- There are eighteen Collaborative Team Teaching classes on grades pre kindergarten through grade five. Ten of these classes will be specialized "Micro Inclusion" classes that will contain eight typically developing children and four or five children who are on the autism spectrum.
- Children receive a range of services before they are referred for evaluation to the School Based Support Team. These services include: at-risk Resource Room, Counseling and Speech and in-school, after school and Saturday AIS services.
- The school services students with a variety of classifications in two self-contained classes. The first is a first, second and third grade 12:1:1 class for students who have language processing problems, learning disabilities and/or emotional deficits as described in their Individualized Education Plans. The second is a fourth and fifth grade 12:1:1 class for

students who are learning disabled and/or emotionally disturbed as described by their Individualized Education Plans. A comprehensive mainstreaming plan was developed to integrate the children from both classes into Collaborative Team Teaching classrooms for literacy and mathematics instruction or other subject areas wherever possible and appropriate.

- The school has a full-time Resource Room Teacher.
- The school has 4 Speech Teachers.
- The school has 5 Department of Education Occupational Therapists.
- The school has one full-time Physical Therapist.
- The school has one full-time Guidance Counselor who delivers at-risk services to students in the self contained and Collaborative Team Teaching classrooms and leads the Crisis Intervention Team.
- The school has 2 Social Workers who deliver mandated counseling services to students in the ASD program.
- The school has two full time Intervention teachers.
- The school has a full time IEP and AIS coordinator.
- The school has two full time academic coaches.
- The school has content focused grade leaders, K-5, who facilitate and plan monthly grade level meetings.

PS 32 celebrates a strong focus on the Arts and Enrichment. Programs at the school include:

- The school has a full-time Visual Arts teacher who works with all students (grades Pre Kindergarten - grade five),
- The school has a full-time Music teacher who works with all students (grades Pre Kindergarten - grade five).
- The school has a full-time Library/Media teacher. The P.S. 32 community has a School Library Media Center that was designed to create a warm and inviting space for kids to have access to books and media technology. The School Library Media Center will provide students with 21st century information fluency and literacy skills that can be carried with them throughout their lives as well as learning through inquiry and exploration studies. The library/Media Center will be made accessible to all students and their families as a place where learning and connecting to the world around them becomes a reality.
- The school has a partnership with Arts Connection who works with students in grades Pre Kindergarten through grade five through artist residencies. Because we have a strong visual arts and music program, these residencies include a focus on dance, theater and puppetry studies and are aligned to the school's Social Studies curriculum.
- The school has secured a dance grant this year with Rioult Dance Company. The Bolero Residency is a comprehensive creative arts dance experience that includes workshops for all grade 2 and 3 students. It also integrates the math curriculum, by applying mathematical concepts in creative movement experiences that are cooperatively crafted into an original dance piece.
- Enrichment, in the form of SEM (the Schoolwide Enrichment Model), occurs both during and after the school day. Students in grades two through five participate in a club program one period per

week during the students' lunch periods. Clubs are taught by PS 32 classroom teachers and include opportunities such as: science, physical movement, music, art, cooking, and chess. Additionally, the PS 32 Saturday program includes a one-hour sports enrichment program which includes team building activities as well as a one-hour music program for students in grades three-five. In the Spring, early childhood students will have an opportunity to attend the Saturday Enrichment program.

- SEM clusters also occur in each classroom, grades kindergarten - grade five. Classroom teachers work with students on investigative explorations selected by the students, themselves. Grade two- five staff facilitators, for example, offer the following cluster opportunities for students: Clay Creators (sculpture), Trash to Treasure (Recycling), Take the Challenge (Bridge and Skyscraper Building), Comic Book, Mythology, So You Want to Become a Superhero?, G&G Studios (Photography).

Finally, PS 32 recognizes the importance of parents as partners in the education of their children. The school offers the following opportunities to parents in addition to monthly general meetings of the Parent Teacher Association:

- Monthly Family Fun nights, many of which include an academic focus and are planned and facilitated by PS 32 teachers.
- Parent Study Groups facilitated by P.S. 32 Teaching Staff and Parent Coordinator.
- Student learning letters to parents, which outline each child's specific learning goals. These letters must be reviewed and signed by parents/guardians and we welcome parents' feedback on their children's goals.
- Monthly classroom reading and writing celebrations.
- Town Hall meetings with the Principal.
- Parent volunteers help in each of the enrichment clusters and library.
- Parent Workshops facilitated by the Parent Coordinator.
- Monthly ASD Parent workshops facilitated by the Social Workers.

## **SECTION III – Cont’d**

### **Part B. School Demographics and Accountability Snapshot (SDAS)**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

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**CEP Section III: School Profile**  
**Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)**

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
<b>School Name:</b>		P.S. 032 Samuels Mills Sprole							
<b>District:</b>		15	<b>DBN:</b>	15K032	<b>School BEDS Code:</b>		331500010032		
DEMOGRAPHICS									
<b>Grades Served:</b>		Pre-K	√	3	√	7		11	
		K	√	4	√	8		12	
		1	√	5	√	9		Ungraded	√
		2	√	6		10			
<b>Enrollment</b>					<b>Attendance - % of days students attended:</b>				
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10
Pre-K		35	35	31			91.7	93.4	TBD
Kindergarten		34	54	42					
Grade 1		51	35	49					
Grade 2		44	47	33					
Grade 3		38	43	53					
Grade 4		46	43	43					
Grade 5		37	50	46					
Grade 6		0	0	0					
Grade 7		0	0	0					
Grade 8		0	0	0					
Grade 9		0	0	0					
Grade 10		0	0	0					
Grade 11		0	0	0					
Grade 12		0	0	0					
Ungraded		6	0	10					
Total		291	307	307					
<b>Student Stability - % of Enrollment:</b>									
<i>(As of June 30)</i>		2007-08	2008-09	2009-10					
		93.8	93.4	TBD					
<b>Poverty Rate - % of Enrollment:</b>									
<i>(As of October 31)</i>		2007-08	2008-09	2009-10					
		75.9	72.9	78.3					
<b>Students in Temporary Housing - Total Number:</b>									
<i>(As of June 30)</i>		2007-08	2008-09	2009-10					
		6	9	TBD					
<b>Recent Immigrants - Total Number:</b>									
<i>(As of October 31)</i>		2007-08	2008-09	2009-10					
		1	0	1					
<b>Special Education Enrollment:</b>					<b>Suspensions (OSYD Reporting) - Total Number:</b>				
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10
# in Self-Contained Classes		22	21	19	Principal Suspensions		0	0	TBD
# in Collaborative Team Teaching (CTT) Classes		81	94	92	Superintendent Suspensions		1	0	TBD
Number all others		16	21	17					
<i>These students are included in the enrollment information above.</i>					<b>Special High School Programs - Total Number:</b>				
<i>(As of October 31)</i>		2007-08	2008-09	2009-10					
CTE Program Participants		0	0	0					
Early College HS Program Participants		0	0	0					
<b>English Language Learners (ELL) Enrollment:</b>					<b>Number of Staff - Includes all full-time staff:</b>				
<i>(BESIS Survey)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Number of Teachers		59	57	TBD
# in Transitional Bilingual Classes		0	0	0					
# in Dual Lang. Programs		0	0	0					
# receiving ESL services only		24	30	37					

**CEP Section III: School Profile**

**Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)**

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	10	2	21	Number of Administrators and Other Professionals	13	15	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	8	8	TBD
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
				% more than 2 years teaching in this school	61.0	71.9	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				% more than 5 years teaching anywhere	35.6	45.6	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	80.0	84.0	TBD
American Indian or Alaska Native	0.3	1.0	0.7	% core classes taught by "highly qualified" teachers (NCLB/SED	86.4	90.9	TBD
Black or African American	36.8	36.2	30.9				
Hispanic or Latino	44.0	43.3	45.3				
Asian or Native Hawaiian/Other Pacific Isl.	3.1	3.3	4.6				
White	15.8	16.0	17.9				
<b>Male</b>	56.7	60.6	62.9				
<b>Female</b>	43.3	39.4	37.1				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:	2006-07	2007-08	2008-09	2009-10			
	√	√	√	√			
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
<b>SURR School (Yes/No)</b>	If yes, area(s) of SURR identification:						
<b>Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:</b>							
	<b>Phase</b>			<b>Category</b>			
	In Good Standing (IGS)	√	Basic	Focused	Comprehensive		
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
<b>Individual Subject/Area AYP Outcomes:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:	√			ELA:			
Math:	√			Math:			
Science:	√			Graduation Rate:			
<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							
	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			
<b>Student Groups</b>	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
<b>All Students</b>	√	√	√				
<b>Ethnicity</b>							
American Indian or Alaska Native	-	-	-				
Black or African American	√	√	-				
Hispanic or Latino	√	√	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial							
Students with Disabilities	√	√	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√	-				
<b>Student groups making AYP in each subject</b>	<b>5</b>	<b>5</b>	<b>1</b>				
<b>CHILDREN FIRST ACCOUNTABILITY SUMMARY</b>							
<b>Progress Report Results – 2008-09</b>				<b>Quality Review Results – 2008-09</b>			
<b>Overall Letter Grade:</b>	A			<b>Overall Evaluation:</b>	NR		
<b>Overall Score:</b>	94.9			<b>Quality Statement Scores:</b>			
<b>Category Scores:</b>				Quality Statement 1: Gather Data			
School Environment: <i>(Comprises 15% of the Overall Score)</i>	11.8			Quality Statement 2: Plan and Set Goals			
School Performance: <i>(Comprises 25% of the Overall Score)</i>	19.9			Quality Statement 3: Align Instructional Strategy to Goals			
Student Progress: <i>(Comprises 60% of the Overall Score)</i>	57.9			Quality Statement 4: Align Capacity Building to Goals			
Additional Credit:	5.3			Quality Statement 5: Monitor and Revise			
<b>KEY: AYP STATUS</b>				<b>KEY: QUALITY REVIEW SCORE</b>			
√ = Made AYP				Δ = Underdeveloped			
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
– = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
<b>KEY: PROGRESS REPORT DATA</b>				◊ = Outstanding			
NR = Data Not Reported				NR = No Review Required			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							
** <a href="http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf">http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</a>							

## SECTION IV: NEEDS ASSESSMENT

**Directions:** Conduct a comprehensive review of your school’s educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school’s Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school’s use of resources: last year’s school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school’s strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school’s continuous improvement?

Data Source	Performance Trends and Accomplishments	Significant Aids/Barriers
<p>Quality Review (Overall score of "Well-Developed")</p>	<p>The principal provides positive, collaborative and forward-looking leadership so that there is a very clear vision for the future development of the school.</p> <p>The school has high expectations for the students and encourages all children to experience success in their academic and personal development.</p> <p>The school has an exceptionally good understanding of the performance and progress of all groups of students in the school.</p> <p>Teachers keep very detailed assessment records for their classes that highlight the precise learning needs of their individual students.</p> <p>Students who require additional support with their work are very well supported by the academic intervention services.</p> <p>Children with autism integrate very well into the school and make good progress.</p> <p>The high quality of teaching encourages students to be fully engaged and motivated in the lessons.</p> <p>Collaborative teaching and the effective use</p>	<p>The recommendations made in the QR report were as follows: Extend further the extra-curricular and enrichment activities for all students in the school.</p> <p>Continue to develop further opportunities for more parents and caregivers to become more fully involved in the learning of their children.</p> <p>Ensure that the new strategic plan for the continued improvement of the school has agreed priorities that are included in the subject action plans.</p> <p><i>There are no significant aids or barrier at PS 32 which will prevent the school from acting upon the QR recommendations.</i></p>

	<p>of assessment information ensures that excellent differentiated instruction meets the specific needs of students.</p> <p>There is a comprehensive program of professional development for all teachers and support staff in the school.</p> <p>A rigorous process of school evaluation and analysis of assessment information drives strategic planning and school improvements.</p>	
<p>Progress Report (Overall Score of "A")</p>	<p>The % of students scoring in Levels 3+4 decreased from 62.5% to 33.6% in ELA.</p> <p>The % of students scoring in Levels 3+4 decreased from 89.7% to 61.4% in Math.</p> <p>The % of students who made 1 year of progress in ELA decreased from 80.8% to 71.0%.</p> <p>The % of students who made 1 year of progress in Math increased from 67.6% to 69.5%.</p> <p>Overall student attendance increased from 93.4% to 93.2%.</p>	<p>Many of our students enter public school at age 6 (six) having had no formalized education prior to first grade. This school year, 10 out of our 53 first graders, or, 18.8%, were new admits to public school. These learners arrived not knowing how to write their names, not understanding letter sound relationships and with limited number sense. It is our collective dream that Kindergarten becomes compulsory in NY or that Day Care Kindergarten programs are held to the same standards as New York City public schools.</p> <p>Because 66.4% of all testing grade students are performing in Levels 1 and 2 in ELA, we need to identify, study and implement best practices that we can incorporate into our curriculum that will move these students to levels of proficiency: Levels 3 and 4.</p> <p>Because 39.6% of all testing grade students are performing in Levels 1 and 2 in Math, we need to identify, study and implement best practices that we can incorporate into our curriculum that will move these students to levels of proficiency: Levels 3 and 4.</p>
<p>Formal and Informal Observations</p>	<p>The TC nonfiction units do not provide extensive emphasis on content studies particular in the area of Social Studies.</p>	<p>While the school is a Teachers College School for Reading and Writing, this content does not include Social Studies. As a result, the school implemented Social Studies Alive in 2007/2008 and will continue to refine teachers' understanding and implementation of this curriculum which is aligned to NYS Social Studies content standards.</p>

**SECTION V: ANNUAL SCHOOL GOALS**

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** (1) In Section VI of this template, you will need to complete an “action plan” for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal’s Performance Review (PPR) goals should be aligned to the school’s annual goals described in this section.

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1. To improve the quality of instruction for all students with an emphasis on rigor and engagement through the development of differentiated instructional strategies that meet the needs of both high performing as well as high attaining students.
  - √ After conducting our needs assessment the SLT determined that 100% of all classroom teachers will meet with small groups of low performing students in Reading, Writing and Mathematics for small group, differentiated instruction 4-5 times per week during the content blocks resulting in 75% of all K-5 students attaining grade level standards in Reading, Writing and Mathematics as measured by: TC Assessment Pro, the Writing rubrics and EDM unit assessments.
  - √ 100% of all classroom teachers will meet with small groups of high attaining students in Reading, Writing and Mathematics for small group, differentiated instruction 2-3 times per week during the content blocks resulting in an increase in student progress by 5% in ELA and 5% in Mathematics for all Level 3 and 4 fourth and fifth grade students as measured by the NYC Progress Report.
  
2. The collaborative inquiry process will be used as a lever to improve student outcomes through: data collection and analysis and investigating research based methods of planning, teaching and assessing leading to school wide instructional coherence.
  - √ After conducting our needs assessment the SLT determined that 100% of all classroom teachers will participate in Collaborative Inquiry.
  - √ After conducting our needs assessment the SLT determined that 90% of all out-of-classroom teachers will participate in Collaborative Inquiry.
  - √ After conducting our needs assessment the SLT determined that 20% of the school's Inquiry Teams will focus on aligning the Common Core Standards with the school's curriculum in the area of Reading.
  
3. As a Year 1 Special Education Reform school, we will develop and begin to incorporate a deep rooted and action oriented plan for social and emotional responsibility as evidenced teaching and learning opportunities for all students.

- √ After conducting our needs assessment the SLT determined that 100% of the teaching staff will participate in on-going professional development opportunities focused on social and emotional development.
4. To deepen our work in the content areas and continue the implementation of enrichment clusters.
- √ After conducting our needs assessment the SLT determined that Kindergarten and Grade 1 teachers will launch IIM three periods per week for their inquiry-based Social Studies teaching. These classrooms will be used as lab sites for IIM Professional Development in an effort to grow IIM across all grade levels.
  - √ After conducting our needs assessment the SLT determined that 100% of K-2 classroom teachers will plan and teach two inquiry units in Science resulting in students producing standards-based Science projects.
  - √ After conducting our needs assessment the SLT determined that 100% of all teachers, grades K-5, will teach Social Studies three periods per week.
  - √ After conducting our needs assessment the SLT determined that 100% of all teachers, grades K-5 will plan and facilitate one cycle of enrichment clusters.

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):**

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To improve the quality of instruction for all students with an emphasis on rigor and engagement through the development of differentiated instructional strategies that meet the needs of both high performing as well as high attaining students.</p> <ul style="list-style-type: none"><li>• 100% of all classroom teachers will meet with small groups of low performing students in Reading, Writing and Mathematics for small group, differentiated instruction 4-5 times per week during the content blocks resulting in 70% of all K-5 students attaining grade level standards in Reading, Writing and Mathematics as measured by: TC Assessment Pro, the Writing rubrics and EDM unit assessments.</li><li>• 100% of all classroom teachers will meet with small groups of high attaining students in Reading, Writing and Mathematics for small group, differentiated instruction 2-3 times per week during the content blocks resulting in an increase in student progress by 5-8% in ELA and 5-8% in Mathematics for all tested students as measured by the NYC Progress Report.</li><li>• 100% of all classroom teachers will meet with small groups of high attaining students in Reading, Writing and Mathematics for small group, differentiated instruction 2-3 times per week during the content blocks resulting in an increase in student performance by 10% in ELA and Mathematics for all tested students as measured by the NYS tests.</li></ul>
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**Action Plan**

*Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines*

- Formal and informal observations by both the Principal and Assistant Principal.
- Analysis of small group(s) conference notes during weekly grade meetings.
- Push in support provided by the Literacy and Math Coaches to identified tenured teachers and all teachers new to the school.
- AIS is focused and appropriate for identified at-risk learners and Push in support by AIS staff.
- Lead Teachers' classroom will be a lab site for inter-visitation opportunities (Content Focused Coaching Model).
- Professional text study groups with multiple foci: Writing, Differentiation and Enrichment.
- Teachers on all grade levels will conduct regular analysis of student work and other formative assessment results during weekly grade meetings.
- Teachers work with students regularly to set short term as well as long-term goals in all core subjects.
- On-going assessment and conferencing data is used to align instructional practices with what our children need in order to grow as readers, writers **and mathematicians**. Teachers use consistent data collection methods. These include but are not limited to: running records, conferring notes, talk transcripts, checklists, rubrics, reading notebooks, proof of jotting through post-its, etc.
- Results of the 2010-2011 NYS ELA Assessment.
- Results of the 2010-2011 Progress Report.
- Goals in ELA and Math will be benchmarked and adjusted accordingly through the analysis of TC & EDM assessments, Predictive and classroom-collected data. (Level 1 & 2 students will also be assessed with DRA 2).
- Classroom teachers will work with school's Library and Media Specialist to schedule opportunities for students to use media resources in the school's library to deepen and extend their learning.
- Results of the 2010-2011 NYS Math Assessment.

**Aligning Resources: Implications for Budget, Staffing/Training, and Schedule**  
*Include human and fiscal resources, with specific reference to scheduled FY'11 PS*

\$86.127 of Contract for Excellence money was used to fund .19% ELA and 75% Math Coach to provide classroom visits, grade meetings, study groups, modeling and individual teacher meetings to align the schools action plan to the school needs through

*and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.*

differentiation.

\$35,000 of TL ASD funds will support three year long study groups for all teachers (Pre - K grade 5 to attend. Cycle 1 - Our work through professional development this year will include identifying individual learning patterns, strengthening students' abilities and accommodating and/or the remediation of students' deficits. We will continue and deepen our work by addressing student's varied needs and skill levels by providing engaging, purposeful work that will move them towards independence, connect them to the world around them, making meaning for a purpose. Some of the many wonderful books being studied this year are Literacy Work Stations, By Debbie Diller, Beyond Leveled Books, By Karen Szymusiak, Teaching Reading in Small Groups, By Jennifer Serravallo, Nurturing Knowledge, by Susan B. Neuman and Enhancing RTI: How to Ensure Success with Effective Classroom Instruction and Intervention, by Douglas Fisher. We also will continue studying gender performance, social development and individual learning patterns for our work with differentiated instruction (MCTT classrooms K-5). These study groups meet 1 hour per week. Starting in February, cycle 2 will begin and grade levels will switch.

\$25,000 of TL ASD funds will support a Saturday Academy Program which meets for 10 week cycles. Cycle 1 & 2 will accommodate students in grades 3-5 and cycle 3 will accommodate student in K-2.

**Indicators of Interim Progress and/or Accomplishment**

*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*

- Formal and informal observations
- Review of teacher professional goals
- Regular review of teacher planning materials as well as assessment binders and/or other assessment planning tools
- Regular review of student action plans as well as regular review of teacher and AIS provider's assessment binders and/or other assessment planning tools
- Teacher and coaches participation at grade meetings (mandated and not mandated)
- Teacher and coaches participation at study groups and committee meetings
- Monthly collection of students' reading levels
- TC Assessment cycles (September, February and May)
- Administration and review of the Predictives
- Administration and review of the ITA's

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>The collaborative inquiry process will be used as a lever to improve student outcomes through: data collection and analysis and investigating research based methods of planning, teaching and assessing leading to school wide instructional coherence.</p> <ul style="list-style-type: none"> <li>• 100% of all classroom teachers will participate in Collaborative Inquiry.</li> <li>• 90% of all out-of-classroom teachers will participate in Collaborative Inquiry.</li> <li>• 20% of the school's Inquiry Teams will focus on aligning the Common Core Standards with the school's curriculum in the area of Reading.</li> </ul>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines</p>	<ul style="list-style-type: none"> <li>• Core Team members will be assigned to facilitate grade level Inquiry Teams during bi-monthly Inquiry meetings.</li> <li>• Core Team members will meet with Data Specialist, Principal and/or Assistant Principal bi-monthly o discuss work of grade level Inquiry work.</li> <li>• Four <math>\frac{1}{2}</math> days of Professional Development (approved by Central) will be used, in part, as Data Analysis opportunities by all teachers, school-wide in order to make instructional as well as Inquiry-related pedagogical decisions.</li> <li>• Core Team members will be assigned to facilitate grade level Inquiry Teams during bi-monthly Inquiry meetings.</li> <li>• Core Team members will meet with Data Specialist, Principal and/or Assistant Principal bi-monthly o discuss work of grade level Inquiry work.</li> <li>• Four <math>\frac{1}{2}</math> days of Professional Development (approved by Central) will be used, in part, as Data Analysis Data Specialist will work with teachers to access and analyze data.</li> <li>• We will continue to deepen our thinking and continue to build on the success we have had over the past two years in developing vocabulary and focus on developing strategies for students to use vocabulary. We will extend this work by moving students to use vocabulary across content areas (math &amp; social studies) as well as using vocabulary to learn and express their thinking. Every effort will be made to share and implement best practices systemic for our learners.</li> <li>• Shared Reading/Writing will be used by teachers of all grade levels to increase whole class experiences interacting with both narrative and expository text.</li> </ul>

	<ul style="list-style-type: none"> <li>• Opportunities by all teachers, school-wide in order to make instructional as well as Inquiry-related pedagogical decisions.</li> <li>• The PS 32 Common Core Implementation Team will meet bi-monthly to align the school's current curriculum maps with the Common Core Standards for Reading, Writing, Social Studies, Science and Mathematics.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>\$86.127 of Contract for Excellence money was used to fund .19% ELA and 75% Math Coach to provide classroom visits, grade meetings, study groups, modeling and individual teacher meetings to align the schools action plan to the school needs through differentiation.</p> <p>\$35,000 of TL ASD funds will support three year long study groups for all teachers (Pre - K grade 5 to attend. Our work through professional development this year will include identifying individual learning patterns, strengthening students' abilities and accommodating and/or the remediation of students' deficits. We will continue and deepen our work by addressing student's varied needs and skill levels by providing engaging, purposeful work that will move them towards independence, connect them to the world around them, making meaning for a purpose. Some of the many wonderful books being studied this year are Literacy Work Stations, By Debbie Diller, Beyond Leveled Books, By Karen Szymusiak, Teaching Reading in Small Groups, By Jennifer Serravallo, Nurturing Knowledge, by Susan B. Neuman and Enhancing RTI: How to Ensure Success with Effective Classroom Instruction and Intervention, by Douglas Fisher. We also will continue studying gender performance, social development and individual learning patterns for our work with differentiated instruction (MCTT classrooms K-5). These study groups meet 1 hour per week. Starting in February, cycle 2 will begin and grade levels will switch.</p> <p>\$25,000 of TL ASD funds will support a Saturday Academy Program which meets for 10 week cycles. Cycle 1 &amp; 2 will accommodate students in grades 3-5 and cycle 3 will accommodate student in K-2.</p> <p>\$24,000 of Title I SWP funds will be used to fund Teacher's College Staff Developers to work with Kindergarten through Grade 5 Teachers. Data specialist \$ and inquiry \$ not posted in galaxy as of yet.</p>

<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Formal and informal observation</li> <li>• Regular review of teacher assessment binders and/or other assessment planning tools</li> <li>• Teacher and Coaches participation at grade meetings (mandated and not mandated).</li> <li>• Teacher and Coaches participation at study groups and committee meetings.</li> <li>• Regular review of student action plans</li> <li>• Binders and/or other assessment planning tools</li> <li>• Monthly collection of students' reading levels</li> <li>• TC Assessment cycles (September, February and May)</li> <li>• Administration and review of the Predictives</li> <li>• Administration and review of the ITA's</li> </ul>
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<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>As a Year 1 Special Education Reform school, we will develop and begin to incorporate a deep rooted and action oriented plan for social and emotional responsibility as evidenced teaching and learning opportunities for all students.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines</i></p>	<p>100% of the teaching staff will participate in on-going professional development opportunities focused on social and emotional development.</p> <ul style="list-style-type: none"> <li>• ASD case conferencing will take place weekly led by teachers and supported by the Assistant Principal.</li> <li>• All other case conferencing will take place twice monthly led by teachers and supported by the school's PBIS and IEP Coordinator.</li> <li>• The school will work with the CEIS, SESIS from CFN 409 to train additional teachers in Foundations, Wilson and RTI.</li> <li>• The newly formed PS 32 "CARE Team" will work with the Assistant Principal and PBIS/IEP Coordinator to refine and refocus the school's bi-monthly intervention meetings.</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>86.127 of Contract for Excellence money was used to fund .19% ELA and 75% Math Coach to provide classroom visits, grade meetings, study groups, modeling and individual teacher meetings to align the schools action plan to the school needs through differentiation.</p> <p>\$35,000 of TL ASD funds will support three year long study groups for all teachers (Pre - K grade 5 to attend. Cycle 1 - We will continue and deepen our work by addressing student's varied needs and skill levels by providing engaging, purposeful work that will move them towards independence, connect them to the world around them, making meaning for a purpose. Some of the many wonderful books being studied this year are Literacy Work Stations, By Debbie Diller, Beyond Leveled Books, By Karen Szymusiak, Teaching Reading in Small Groups, By Jennifer Serravallo, Nurturing Knowledge, by Susan B. Neuman and Enhancing RTI: How to Ensure Success with Effective Classroom Instruction and Intervention, by Douglas Fisher. We also will continue studying gender performance, social development and individual learning patterns for our work with differentiated instruction (MCTT classrooms K-5). These study groups meet 1 hour per week. Starting in February, cycle 2 will begin and grade levels will switch.</p> <p>\$25,000 of TL ASD funds will support a Saturday Academy Program which meets for 10 week cycles. Cycle 1 &amp; 2 will accommodate students in grades 3-5 and cycle 3 will accommodate student in K-2.</p> <p>\$24,000 of Title I SWP funds will be used to fund Teacher's College Staff Developers to work with Kindergarten through Grade 5 Teachers.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Formal and informal observations.</li> <li>• PBIS Celebrations.</li> <li>• Results of students' and teachers' reflections after PBIS Surveys.</li> <li>• Study group surveys and feedback.</li> </ul>

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific,</i></p>	<p>To deepen our work in the content areas and continue the implementation of</p>
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<p><i>Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>enrichment clusters.</p> <ul style="list-style-type: none"> <li>• Kindergarten and Grade 1 teachers will launch IIM three periods per week for their inquiry-based Social Studies teaching. These classrooms will be used as lab sites for IIM Professional Development in an effort to grow IIM across all grade levels.</li> <li>• 100% of K-2 classroom teachers will plan and teach two inquiry units in Science resulting in students producing standards-based Science projects.</li> <li>• 100% of all teachers, grades K-5, will teach Social Studies three periods per week.</li> <li>• 100% of all teachers, grades K-5 will plan and facilitate one cycle of enrichment clusters.</li> </ul>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines</i></p>	<ul style="list-style-type: none"> <li>• Formal and informal observations conducted by the Principal and Assistant Principal.</li> <li>• Teachers will meet in grade level teams monthly with the school's Content and Literacy Coach to plan and discuss their IIM work with their students. This time will be used for the analysis of student work, as well.</li> <li>• Formal and informal observations conducted by the Principal and Assistant Principal.</li> <li>• Teachers of grades K-2 will collaborate with the school's Science Cluster teacher to plan their units of student using the new Scope and Sequence and the Common Core Standards.</li> <li>• Formal and informal observations conducted by the Principal and Assistant Principal.</li> <li>• Teachers of grades K-5 will collaborate with the school's Content and Literacy Coach to plan their units of student using the new Scope and Sequence and the Common Core Standards.</li> <li>• Monthly trips will be planned by all grade levels to support and deepen the Social Studies content through purposeful experiences.</li> <li>• Arts Connection will enrich selected Social Studies Units, K-5 through twenty-day artist residency programs.</li> <li>• Formal and informal observations conducted by the Principal and Assistant</li> </ul>

	<p>Principal.</p> <ul style="list-style-type: none"> <li>• Enrichment Clusters will culminate in grade-level Enrichment Fairs open to the entire school community including parents.</li> <li>• A Saturday Program will be implemented to provide 1 hour enrichment opportunities for (cycle one) Grades 1 &amp; 2 students.</li> <li>• The same opportunity will be offered to grades 3-5 students in January (cycle two).</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>\$35,000 of TL ASD funds will support three year long study groups for all teachers (Pre - K grade 5 to attend. Cycle 1 -We will continue and deepen our work by addressing student's varied needs and skill levels by providing engaging, purposeful work that will move them towards independence, connect them to the world around them, making meaning for a purpose. Some of the many wonderful books being studied this year are Literacy Work Stations, By Debbie Diller, Beyond Leveled Books, By Karen Szymusiak, Teaching Reading in Small Groups, By Jennifer Serravallo, Nurturing Knowledge, by Susan B. Neuman and Enhancing RTI: How to Ensure Success with Effective Classroom Instruction and Intervention, by Douglas Fisher. We also will continue studying gender performance, social development and individual learning patterns for our work with differentiated instruction (MCTT classrooms K-5). These study groups meet 1 hour per week. Starting in February, cycle 2 will begin and grade levels will switch.</p> <p>\$25,000 of TL ASD funds will support a Saturday Academy Program which meets for 10 week cycles. Cycle 1 &amp; 2 will accommodate students in grades 1-5.</p> <p>\$21,000 of TL ASD funds will support AIS/Enrichment Afterschool students meet twice a week for a total of two hours.</p>

**Indicators of Interim Progress and/or Accomplishment**

*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*

- Formal and informal observations.
- An increase in student motivation and engagement in all content areas.
- Results of students' and teachers' reflections after an Enrichment cluster program.
- Student participation in the Saturday Enrichment programs.
- An increase in the percent of students attaining proficiency level in ELA based on the 2009/2010 scores.
- An increase in Saturday school attendance.

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS**

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA (AIS, Saturday Academy, Afterschool)	Math (AIS, Saturday Academy, Afterschool)	AIS (Push in services during school day)	Science (Push in services during school day)	Social Studies (Push in services during school day)	At-Risk Services by Guidance Counselor	At-Risk Services by Social Workers	Saturday Enrichment
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K			15	X	X			
1	28	28	19	X	X	1	3	13
2	27	27	9	X	X	1	1	11
3	15	15	6	X	X	1	4	16
4	23	23	18	90	90	1	2	18
5	21	21	18	45	80	1	2	20

**Note:** Grades 3,4,5 enrichment numbers are anticipated for Spring, '11.

**Identified groups of students who have been targeted for AIS, and the established criteria for identification:**

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<p>School day AIS pull out groups specifically targeting the following groups:</p> <p>Low and High Level 1 students in grades 4 and 5 (3 periods per week), Low Level 2 students in grades 4 and 5 (3 periods per week), High Level 2 students in grades 4 and 5 (3 periods per week) and all Level 3 students (2 periods per week). Materials to be used include: My Sidewalks, an Intensive Reading Intervention Program, Wilson, and Skill by Skill published by Rally Education.</p> <p>School day AIS pull out groups of recommended Grade 3 students based on DRA 2, formative assessments, Predictives and TC results. They will be serviced 2 periods per week. Materials to be used include: My Sidewalks, an Intensive Reading Intervention Program, Wilson, and Skill by Skill published by Rally Education</p> <p>School day AIS pull out groups of recommended Grade K, 1 and 2 students based on DRA 2, formative assessments and TC results. All groups will be serviced three periods per week. Materials to be used include: Foundations and My Sidewalks, an Intensive Reading Intervention Program.</p> <p>After school cycle one ELA groups (Grades 3- 5) will be seen two periods per week from 3:30-4:30 for a total of two additional instructional hours. Groups will be selected based on disaggregated analysis of ELA test and TC Assessments. Curriculum will be focused to represent specific, targeted student needs.</p> <p>The same opportunity will be offered to grades 1 and 2 in the spring (cycle 2).</p>
<b>Mathematics:</b>	<p>School day AIS pull out groups specifically targeting the following groups:</p> <p>Low and High Level 1 students in grades 4 and 5 (3 periods per week), Low Level 2 students in grades 4 and 5 (3 periods per week), High Level 2 students in grades 4 and 5 (3 periods per week) and all Level 3 students (2 periods per week). Materials to be used include: Everyday Mathematics AIS materials, Kaplan and multi-step problem solving materials through investigations.</p>

	<p>School day AIS pull out groups of recommended Grade 3 students based on Everyday Math formative assessments and ITA's targeting developing and beginning skills. They will be serviced three periods per week. Materials to be used include: Everyday Math AIS materials and multi-step problem solving materials.</p> <p>School day AIS pull out groups of recommended Grade K, 1 and 2 students based on Everyday Math formative assessments and first administered periodic assessment. All groups will be serviced three periods per week. Materials to be used include: Everyday Math AIS materials.</p> <p>After school groups cycle two Math (Grades 3,4 and 5) will be seen two periods per week from 3:30-4:30 for a total of two additional instructional hours. Groups will be selected based on disaggregated analysis of NYS Math test and Teacher Assessments for these students. Curriculum will be focused to represent specific, targeted student needs.</p> <p>The same opportunity will be offered to grade 1 and 2 in the spring (cycle 2).</p>
<p><b>Science:</b></p>	<p>During the school day, the Science teacher targets all students in grades K-5 with an additional period to grade 4 classes. She provides additional classroom support through the FOSS Kits. She also provides hands-on learning experiences to enhance the science curriculum. Test Preparation is also given in small group settings for students needing additional assistance. AIS is also given to support Grade 5 students who did not meet the State Standard in Science.</p>
<p><b>Social Studies:</b></p>	<p>AIS services in <b>Social Studies</b> target Grade 4 and 5 students. Classroom teachers integrate content area curricula into their literacy block to provide additional instruction and support. Students receive test preparation including review of content and writing skills.</p>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<p><b>Guidance Counselor provides 1:1 and group sessions with targeted students for one thirty-minute period per week.</b></p>
<p><b>At-risk Services Provided by the Social Worker:</b></p>	<p><b>Social Workers provide at risk push in and pull out services to students (1:1 &amp; group sessions) for one thirty-minute period per week.</b></p>



grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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After looking at the ELA, Math and NYSESLAT data, we have designed the following extended day programs for our ESL students:

P.S. 32 will offer our ESL students an after school program. The purpose of this program is to help our ESL students to gain more content area vocabulary skills and comprehension skills. This will help the ESL students success on all the content area exams, like: ELA, Math, Science, Social Studies (fifth grade), and NYSESLAT. The teachers in this after school classes are ESL and common branch teachers. The program will run from October to January for 12 sessions, 2 hours each session. There will be 3 teachers, 2 common branch and 1 ESL teacher, who will push into these classes, focusing on ELA and Math to prepare these students for the ELA and Math state assessments. The ESL teacher will then service the students from February to May for 12 sessions, 2 hours each session to prepare the students for the NYSESLAT assessment.

P.S. 32 also offers our ESL students a Saturday Instructional/Enrichment Program. The purpose of this program is to offer additional support in a smaller teacher/student ratio with an emphasis on language acquisition with intensive reading and writing instruction in English. The first cycle for students in grades 1 and 2 will be held October through January for 10 sessions, 3 hours each session. The second cycle for students in grades 3 through 5 will be held February through May for 10 sessions, 3 hours each session.

P.S. 32 will purchase with Title III funds supplementary books to work with students on speaking, listening, reading, and writing skills and through this prepare the students for the NYSESLAT Assessment in May. Supplementary library books, supplementary leveled books, supplementary math materials and instructional materials and supplies will also be bought with Title III funds to support this program.

**Professional Development Program** – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

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**Professional development is provided through weekly Study Groups throughout the year to help the ESL teacher and all teachers to serve English Language Learners and general education students better. One of the professional development books is titled, “Literacy Work Stations, Making Centers Work”. The goal of this study group is to organize ELL teaching in a way that allows ELL students to be paired with more fluent English Speakers at the work stations to help them develop their English language skills and thrive alongside their English dominant peers. Our Title III teacher will attend Professional Development activities offered by our ESO. These activities are at no cost to Title III.**

**Section III. Title III Budget**

School: 15K032

BEDS Code: 331500010032

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session	10,177.56	After School Program. Grades K-5 ELA/Math Session 1 ( K-2): 3 teachers x 2 hours x 24 sessions x \$49.89 (current teacher per session rate with fringe) = 3,592.08 Session 2 (3-5): 3 teachers x 2 hours x 24 sessions x \$49.89 (current teacher per session rate with fringe)= 3,592.08 Saturday Enrichment : Session 1 (3-5): 1 teacher X 3 hours X 10 sessions x 49.89 = 1,496.70 Session 2 (K-2): 1 teacher X 3 hours X 10 sessions x 49.89 = 1,496.70
<b>Purchased services.</b>		
<b>Supplemental Books (Object Code 337)</b>	4,822.44	<b>Vendor: Steps to Literacy - Early Concept Books, Vocabulary Picture Books, Books on Tape.</b>
<b>Educational Software</b>		
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>	15,000	

### APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

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

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

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

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

**Upon a new student's enrollment at P.S. 32 a copy of the Parent/Guardian Student Ethnic Identification form is given to the ESL teacher. Our ESL teacher notifies the classroom teacher and principal if the family needs written translation and oral interpretation. Staff is made aware of personnel who may be called upon as translators for both written translation and oral interpretation.**

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

**We found that a limited number of parents need translation services across all the grades; we find that the languages needing translation at this point are Spanish, Arabic and Mandarin. Parents noticed an increase in translated materials provided by the school and PTA. However, parents still felt that many letters produced at the classroom and school level were NOT available in translated versions but know that if they make contact with the Parent Coordinator or other school personnel, oral translation was immediately provided.**

**Parents are pleased with the available translators during Parent/Teacher Conferences. They are satisfied with their oral translation needs when they called the school or came in the office with a question.**

#### **Part B: Strategies and Activities**

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

School staff, along with parent volunteers, will work to write all home correspondence information in Spanish, Arabic and Mandarin and distribute these with the English versions of same piece at the same time via student backpacks. Per session will be available to school staff for this work. At times, translators call homes to notify parents in advance that letters will be going home regarding an upcoming school trip, meeting or school event.

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

**This is a very well established practice at PS 32 and not an issue communicated by parents. School staff is on call at all times for oral translation.**

**For after school functions, which include parent workshops, Family Fun Nights, and Parent/Teacher Conferences, Paraprofessionals are paid per session to assist the teaching and administrative staff with translation services.**

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.
  - **The Principal maintains a summary of the translation and interpretation needs for each classroom at P.S. 32.**
  - **All critical centrally produced communications is downloaded and copied in the primary language spoken by our student's parent or guardian and distributed to the parents in each classroom.**
  - **All student specific critical documents are provided to parents in their primary language.**

**Parents are made aware at the time of their child's enrollment that interpretation services are available**

## APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

*All Title I schools must complete this appendix.*

### Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

### Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	234,068	46,688	280,756
2. Enter the anticipated 1% set-aside for Parent Involvement:	2,341	467	2,808
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	11,703	*	
4. Enter the anticipated 10% set-aside for Professional Development:	23,406	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:   100%  \_\_\_\_\_
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

### Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

**Explanation – School Parental Involvement Policy:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

**Public School 32  
The Samuel Mills Sprole School  
Parent Involvement Policy  
2010/2011**

1. P.S. 32 will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112 - Local Educational Agency Plans of the ESEA:

The Principal, Parent Coordinator and PTA President will schedule meeting times. They will then provide outreach to the community through flyers and monthly PTA meetings to form a committee to develop the involvement plan. The committee will work together to develop the plan.

2. P.S. 32 will take the following actions to involve parents in the process of school review and improvement under Section 116 - Academic Assessment and Local Educational Agency and School Improvement of ESEA:

Our active Leadership team will devote part of each monthly meeting for assessment and reflection. An additional monthly parent workshop will provide a forum for parents to voice their individual concerns. The Parent Coordinator will maintain an open-door policy and welcome parents who would like to express concerns or share ideas.

3. P.S. 32 will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the other programs:

Using such programs as Universal Pre-K, we will encourage parent involvement in classrooms from the start. Our Title 1 Parent Involvement Funds will be used to fund Monthly Parent Workshops on nutrition, literacy, math and parent field trips that can be transferred to the home in support of the curriculum. These funds will also be used to support Family Fun nights in Science, Math, ELA, and Physical Fitness. The main purpose is to teach parents how they can integrate the curriculum into everyday family living in a fun and exciting way. Parents along with our Parent Coordinator will attend Teachers College workshop and turnkey this information to other parents during a parent workshop. Parents will be invited to grade specific town hall meetings in Principal and Assistant Principal.

4. P.S. 32 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation of its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
  - The evaluation will be conducted by the School Leadership Team and the Executive Board of the PTA. They will assess attendance at meetings, workshops, Parent Teacher conferences and other school involvement functions.
  - Members of the Leadership Team in conjunction with the Parent Coordinator will be responsible for evaluating the current programs and reaching out to the community to increase parent involvement.
  
5. P.S. 32 will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership between the school involved parents and the community to improve student academic achievement through the following activities specifically described below:
  - The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph -
    - i. The State's academic content standards;
    - ii. The State's student academic achievement standards;
    - iii. The State and local academic assessments including alternate assessments;
    - iv. The requirements of Title I, Part A;
    - v. How to monitor their child's progress; and
    - vi. How to work with educators.
  
  - We will continue to build parent knowledge and empower them with tools to assist their students by conducting monthly Parent Workshops. These workshops are held during the day and at night and will be translated for our Spanish, Arabic and Mandarin speaking population.
  
  - P.S. 32 will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, math problem solving, and using technology, as appropriate, to foster parental involvement. Parent Coordinator and parents will attend workshops offered through Teachers College and turnkey information to parents during
  
  - We will continue to encourage parents to attend monthly workshops. We will continue to invite parents into classrooms for celebrations and assistance. We will continue to provide parents with information at monthly PTA meetings.

6. P.S. 32 will, with the assistance of our Empowerment Network and parents, educate its teachers, pupil services personnel, administrator(s) and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by:

Parent outreach and involvement remains a priority at PS 32. We will provide teachers with bi-monthly professional development, which will address content, pedagogy and how to engage parents as partners. September grade teas and October Curriculum sessions will inform parents of grade curriculum and expectations. Monthly newsletters will keep parents informed concerning the specific needs of their child's class and how they can assist. Newsletters will also keep parents up to date on the curriculum. Parent Liaisons and class parents will provide a conduit for communication between home and school.

- a. P.S. 32 will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public pre-school and other programs and conduct and/or encourage participation in activities, such as Parent Resource Centers, that support parents in more fully participating in the education of their children by:

With the assistance of our Parent Coordinator and Family Worker, parents will be encouraged to attend publishing parties, book clubs or be trained to volunteer. Learning Leaders and LINC helps train parents to work in classrooms.

- b. P.S. 32 will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

Monthly calendars, flyers and newsletters prepared by our Parent Coordinator are distributed to the entire community and translated to meet the needs of our Spanish, Arabic and Mandarin speaking parents.

#### **Adoption**

This School Parental Involvement Policy and the School Parent Compact has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by committee meeting with PTA president, principal and parent coordinator.

This policy will be adopted by P.S. 32 on June 15, 2010 and will be in effect for the period of Sept 2010-June 2011. The school will distribute this policy to all parents of participating Title I Part A children on or before September 25, 2010.

Principal's Signature: Deborah A. Florio electronically signed

**Deborah A. Florio**

Date: June 15, 2010

**Explanation – School-Parent Compact:** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

**School Parent Compact  
September 2010 through June 2011**

**School Responsibilities**

*Public School 32* will:

- ⇒ provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as follows:

*Through the implementation of the New York City mandated curriculum for all grades, Kindergarten through grade five and through the implementation of a school-wide behavior plan, PBIS (Positive Behavior Intervention and Supports [program]).*

- ⇒ hold parent-teacher conferences (at least annually in elementary schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

*Parent Teacher Conferences will be held in November and in March.  
Additional conferences will be scheduled as needed throughout the school year.*

- ⇒ provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

*Learning letters are sent home twice a year. This letter explicitly states their child's goals in each subject area. Reports To Parents will be distributed during formal, scheduled parent teacher conferences in November and in March. Kindergarten parents will receive an additional report in January. Again, these reports will be given to and discussed with parents during a formal, scheduled conference. Computers are made available for parents to access their child's profile and academic information through ARIS Parent Link.*

- ⇒ provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

*Parents may meet with teachers before school from 8:00-8:30, during the lunch period from 12:30-1:30 and during one prep period per week designated by each grade. Parents must inform teachers of the need for a conference in writing or by leaving a message with the secretary in the main office. The teacher will then schedule the conference.*

⇒ provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:

*Parents may volunteer in the school only after having been trained and certified through Learning Leaders. This program will be coordinated by the Parent Coordinator, Angela Bowie*

### **Parent Responsibilities**

We as parents will support our children's learning in the following ways:

⇒ supporting my child's learning by making education a priority in our home by:

- making sure my child is on time and prepared everyday for school;
- monitoring attendance;
- talking with my child about his/her activities every day;
- scheduling daily homework time;
- providing an environment conducive for study;
- making sure that home is completed;
- monitoring the amount of television my children watch;

⇒ volunteering in my child's classroom;

⇒ participating, as appropriate, in decisions relating to my children's education;

⇒ participating in school activities on a regular basis;

⇒ staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding as appropriate;

⇒ reading together with my child every day;

⇒ providing my child with a library card;

⇒ communicating positive values and character traits, such as respect, hard work and responsibility;

⇒ respecting the cultural differences of others;

⇒ helping my child accept consequences for negative behavior;

⇒ being aware of and following the rules and regulations of the school and district;

⇒ supporting the school's discipline policy;

⇒ express high expectation and offer praise and encouragement for achievement.)

## Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

### Section I: Schoolwide Program (SWP) Required Components

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

**The Achievement Team will:**

- a. Review 2009/2010 NYS testing data including: ATS reports, NYSTART reports, DRA II reports
- b. Review formative assessment data throughout the school year
- c. Review periodic assessment data throughout the school year
- d. Review student work at the end of each unit
- e. Use all data to form AIS groups for before and after school programs
- f. Use all data to align curriculum to students' needs
- g. Use data to form small group strategy groups in classrooms
- h. Turn key data information to SLT members at monthly meetings
- i. Turnkey data information to staff at monthly faculty conferences

2. School wide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
  - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
  - o Help provide an enriched and accelerated curriculum.
  - o Meet the educational needs of historically underserved populations.
  - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
  - o Are consistent with and are designed to implement State and local improvement, if any.

#### ELA

School day AIS pull out groups specifically targeting the following groups: Low and High Level 1 students in grades 4 and 5 (5 periods per week), Low Level 2 students in grades 4 and 5 (3 periods per week), High Level 2 students in grades 4 and 5 (3 periods per week) and all Level 3 students (2 periods per week). Materials to be used include: My Sidewalks, an Intensive Reading Intervention Program, Wilson, and

**Skill by Skill published by Rally Education.**

**School day AIS pull out groups of recommended Grade 3 students based on ECLAS, formative assessments and EPAL results. They will be serviced 2 periods per week. Materials to be used include: My Sidewalks, an Intensive Reading Intervention Program, Wilson, and Skill by Skill published by Rally Education.**

**School day AIS pull out groups of recommended Grade K, 1 and 2 students based on ECLAS, formative assessments and EPAL (grade 2) results. All groups will be serviced two periods per week. Materials to be used include: My Sidewalks, an Intensive Reading Intervention Program, Wilson, and Skill by Skill published by Rally Education.**

**After school groups (Grades 1-5) will be seen two periods per week from 3:30-4:30 for a total of two additional instructional hours. Groups will be selected based on disaggregated analysis of ELA test for students in grades 4 and 5. Curriculum will be focused to represent specific, targeted student needs. Students in grades 1-3 will be selected based on initial periodic assessment data. Curriculum will be focused to represent specific, targeted student needs.**

#### **Math**

**School day AIS pull out groups specifically targeting the following groups: Low and High Level 1 students in grades 4 and 5 (5 periods per week), Low Level 2 students in grades 4 and 5 (3 periods per week), High Level 2 students in grades 4 and 5 (3 periods per week) and all Level 3 students (2 periods per week). Materials to be used include: Everyday Mathematics AIS materials and multi-step problem solving materials.**

**School day AIS pull out groups of recommended Grade 3 students based on Everyday Math formative assessments targeting developing and beginning skills. They will be serviced 2 periods per week. Materials to be used include: Everyday Math AIS materials and multi-step problem solving materials.**

**School day AIS pull out groups of recommended Grade K, 1 and 2 students based on Everyday Math formative assessments and first administered periodic assessment. All groups will be serviced two periods per week. Materials to be used include: Everyday Math AIS materials.**

**After school groups (Grades 1-5) will be seen two periods per week from 3:30-4:30 for a total of two additional instructional hours. Groups will be selected based on disaggregated analysis of NYS Math test for students in grades 4 and 5. Curriculum will be focused to represent specific, targeted student needs. Students in grades 1-3 will be selected based on initial Everyday Math assessment data and initial periodic assessment data. Curriculum will be focused to represent specific, targeted student needs.**

3. Instruction by highly qualified staff.

**P.S. 32 is staffed by highly qualified teachers, all of whom are working in license. P.S. 32 ensures that this is possible through affiliations with NYU, Columbia University, and Bank Street.**

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards. **Public School 32 is a TC school and receives professional development by highly trained TC staff developers one of whom works with teachers of kindergarten - grade two and the other works with teachers of third - fifth grades. Teachers participate at calendar days of professional development at TC. Teachers represent the school at TC Leadership groups and turn-key information to colleagues on and across grade levels.**

**Public School 32 is a New York City ASD Nest program site. All teachers working in that program receive specialized instruction by Hunter College and regular, monthly professional development opportunities by NYU consultants.**

**Public School 32 is a professional learning culture school. Teachers receive per session for participation at carefully planned and facilitated study groups facilitated by the Coaches or Administrators. All teachers on every grade level have common preparation periods every day in order to plan units of instruction. All teachers at Public School 32 have one hour for lunch in exchange for one lunch period a week spent in professional development or planning sessions with one of the Coaches.**

**Teachers of IT meet with AP and IEP Teacher bi-monthly to case conference children and to discuss issues of pedagogy. Teachers of AIS meet with AIS coordinator and Administration to case conference and to discuss issues of pedagogy**

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

**This is not an issue at P.S. 32.**

6. Strategies to increase parental involvement through means such as family literacy services.

**P.S. 32 is affiliated in LINC, Good Shepherd Services and with the Carroll Gardens Women's Organization, all of whom provide family literacy workshops and support and coordinate efforts with the school's Parent Coordinator and Pre-K Social Worker. Title 1 ARRA funds, were used to purchase books to support parent workshops on literacy which will be led by our ELA Coach.**

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

**LINC works with families of turning four children in the Gowanus community. P.S. 32 has two Pre-Kindergarten programs: Full Day Universal and Super Start Plus. Children from these programs articulate successfully to Kindergarten**

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

**As a TC school, we will use TC assessments in addition to McGraw Hill to periodically assess our children. Teachers on every grade level work together to create and implement formative assessments aligned with the curriculum.**

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

**See AIS services outlined above.**

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

***Title 1, Part A funds have been used to provide for our students living in temporary housing. These students participate in AIS programs while in school, afterschool, and Saturday Academy. Guidance is responsible for outreach to these families as well as attendance monitoring and outreach to all families.***

**PS 32 has both a Universal and a Super Start Plus Pre K program.**

## **Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)**

### ***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 upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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**Reminder:** 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	x			234,068	x	
Title I, Part A (ARRA)	Federal	x			46,688	x	
Title II, Part A	Federal	X			10,405	x	
Title III, Part A	Federal	X			15,000	x	
<b>Part D: TITLE I TARGETED ASSISTANCE SCHOOLS</b>	Federal						
Title IV	Federal						
IDEA	Federal				183,689	x	
<b>Directions:</b> Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under Title I, Part D: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.							

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

**Note:** The **intent and purposes** of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

- a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
  
4. Coordinate with and support the regular educational program;
  
5. Provide instruction by highly qualified teachers;
  
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
  
7. Provide strategies to increase parental involvement; and
  
8. Coordinate and integrate Federal, State and local services and programs.

## **APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING**

*This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.*

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

### **Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

### **Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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School Under Registration Review (SURR)

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**Part A: SURR Review Team Recommendations** – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>

## APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A: FOR TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

**At this time P.S. 32 has one child in Temporary Housing.**

2. Please describe the services you are planning to provide to the STH population.

**Once a student is identified as STH, our guidance counselor makes contact with parent to discuss needs and concerns for the children. If necessary, students receive at-risk counseling and receive academic intervention services. Good Shepherd Afterschool Services are recommended and family counseling through Good Shepherd. Classroom Teachers are made aware so that family can be assisted with school supplies and monies for school trips.**

### **Part B: FOR NON-TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES**

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 032 Samuels Mills Spole					
<b>District:</b>	15	<b>DBN:</b>	15K032	<b>School</b>		331500010032

**DEMOGRAPHICS**

Grades Served:	Pre-K	v	3	v	7	11	
	K	v	4	v	8	12	
	1	v	5	v	9	Ungraded	v
	2	v	6		10		

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	35	31	29		91.7	93.4	93.2
Kindergarten	54	42	39				
Grade 1	35	49	47	<b>Student Stability - % of Enrollment:</b>			
Grade 2	47	33	40	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	43	53	35		93.8	93.3	95.6
Grade 4	43	43	52				
Grade 5	50	46	40	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		75.9	78.3	77.9
Grade 8	0	0	0				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		6	9	9
Grade 12	0	0	0				
Ungraded	0	10	7	<b>Recent Immigrants - Total Number:</b>			
Total	307	307	289	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					1	0	1

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	21	19	17	Principal Suspensions	0	0	0
# in Collaborative Team Teaching (CTT) Classes	94	92	74	Superintendent Suspensions	1	0	0
Number all others	21	17	25				

*These students are included in the enrollment information above.*

<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	59	57	61
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	13	15	8
# receiving ESL services only	30	37	TBD				
# ELLs with IEPs	2	21	TBD	Number of Educational Paraprofessionals	8	8	16

*These students are included in the General and Special Education enrollment information above.*

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	96.5
				% more than 2 years teaching in this school	61.0	71.9	82.0
				% more than 5 years teaching anywhere	35.6	45.6	55.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	80.0	84.0	88.5
American Indian or Alaska Native	1.0	0.7	1.0	% core classes taught by "highly qualified" teachers	86.4	90.9	85.7
Black or African American	36.2	30.9	27.3				
Hispanic or Latino	43.3	45.3	44.6				
Asian or Native Hawaiian/Other Pacific	3.3	4.6	3.1				
White	16.0	17.9	23.2				
<b>Male</b>	60.6	62.9	62.3				
<b>Female</b>	39.4	37.1	37.7				

#### 2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
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#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

#### Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

#### This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
<b>All Students</b>	v	v	v				
<b>Ethnicity</b>							

American Indian or Alaska Native	-	-	-				
Black or African American	v	v	-				
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial							
Students with Disabilities	v	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v	-				
<b>Student groups making</b>	<b>5</b>	<b>5</b>	<b>1</b>				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	A	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	62.6	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	9.2	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	8.9	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	38.2						
<i>(Comprises 60% of the</i>							
Additional Credit:	6.3						

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
*Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>CFN 409</b>	District <b>15</b>	School Number <b>032</b>	School Name <b>Samuel Mills Sprole</b>
Principal <b>Deborah A. Florio</b>		Assistant Principal <b>Erica Steinberg</b>	
Coach <b>Wanda Troy</b>		Coach <b>Frances Schuff</b>	
Teacher/Subject Area <b>Andrew Raphael/ESL</b>		Guidance Counselor <b>Neil Weintraub</b>	
Teacher/Subject Area <b>Francine Cuomo/AIS/Inquiry</b>		Parent	
Teacher/Subject Area <b>Erica Tutone/AIS/IEP/PBIS</b>		Parent Coordinator <b>Angela Bowie</b>	
Related Service Provider		Other <b>type here</b>	
Network Leader		Other <b>type here</b>	

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>1</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>261</b>	Total Number of ELLs	<b>37</b>	ELLs as Share of Total Student Population (%)	<b>14.18%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

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

All parents of new public school enrollees in New York City are required to complete a Home Language Identification Survey (HLIS). This survey helps the school system identify students who may have limited English language proficiency. The guardians and enrollee are interviewed by one of the following personnel: Administrator, Guidance Counselor, or ESL teacher. The aforementioned personnel have experience in this area and receive follow up workshop training. Once potential ELLs are identified, they are administered the revised Language Assessment Battery (LAB-R) test within ten days of enrollment.

The LAB-R results determine whether students are entitled to bilingual/ESL programs and services. Entitlement letters are sent home via the student's backpack. Throughout the year, but especially in the fall, meetings for parents of newly identified ELL students are conducted to explain the educational rights and responsibilities of the ELL students. The parents are invited through our parent coordinator outreach program. Letters and phone calls are made based upon the home language survey. Parents arrive to a festive setting in the Parent Coordinator's room where they can meet other parents and possibly form an informal support system. The multi-lingual videos developed by the Department of Education are viewed and translators are available.

At this point, questions and concerns are addressed and the various programs are reviewed. Parents are encouraged to complete the survey and selection forms at the time of the meeting. Arrangements are made to accommodate any parents who are unable to attend the informational meeting. The appointment is based on the parent's choice of program after the parent meeting. The student's placement in the various programs is motivated by the parent's selection. Based on parent selection, we offer an ESL program. If any other program was chosen, the parents are given the information needed to follow through with their choice. Our school follows the NYC Department of Education criteria and procedures when identifying ELL students. The students' LAB-R results are compared to the LAB-R range of scores. These results identify the initial language allocations for each of the students: a 360 minute 180 minutes per week program. All through the school year, any newly admitted student is screened for LAB-R or NYSESLAT eligibility and any additional testing accommodations.

During the parent's choice of program meetings over the past three years, our ELL students' parents have indicated that they want their child placed in our ESL program. As of now, our ESL program aligns with our parents' requests. In regards to our ELL students with IEPs, the student's placement is agreed upon at the time the parent signs the IEP.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional</b>	0	0	0	0	0	0								0

<b>Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)															
<b>Dual Language</b> (50%:50%)	0	0	0	0	0	0									0
<b>Freestanding ESL</b>															
<b>Self-Contained</b>															0
<b>Push-In</b>	1	1	1	1	2	2									8
<b>Total</b>	1	1	1	1	2	2	0	0	0	0	0	0	0	0	8

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
<b>All ELLs</b>	37	<b>Newcomers (ELLs receiving service 0-3 years)</b>	22	<b>Special Education</b>	16
<b>SIFE</b>	0	<b>ELLs receiving service 4-6 years</b>	8	<b>Long-Term (completed 6 years)</b>	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
<b>TBE</b>										0
<b>Dual Language</b>										0
<b>ESL</b>	22	0	8	8	0	7	0	0	0	30
<b>Total</b>	22	0	8	8	0	7	0	0	0	30

Number of ELLs in a TBE program who are in alternate placement: 0

**C. Home Language Breakdown and ELL Programs**

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														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																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	7	3	3	12	3								30
Chinese		1												1
Russian														0
Bengali					1									1
Urdu														0
Arabic			2	2										4
Haitian					1									1
French														0
Korean														0
Punjabi														0

## Freestanding English as a Second Language

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>2</b>	<b>8</b>	<b>5</b>	<b>5</b>	<b>14</b>	<b>3</b>	<b>0</b>	<b>37</b>						

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

Public School 32 has 21 classes from Pre-K through Grade 5: 7 Collaborative Team Teaching/Inclusion Classes; 11 ASD Micro Inclusion Classes; 1 General Education Classes; 2 self-contained 12:1:1. All instruction is provided in English. The school has some bilingual staff members who translate and or support some of our ELL students in the classrooms. We also encourage the students to help each other when possible. The organizational models used to deliver instruction are Push-In and Pull-Out. The ELL students are groups homogeneously by proficiently level according to their NYSESLET levels. As a free standing ESL program, students are provided with mandatory number of units of support for ELLS. Beginner and Intermediate students are seen 360 minutes or 7 periods a week and Advanced students are seen 180 minutes or 4 periods a week. These periods are both Push-In and Pull-Out. Our ELL students are integrated into all classroom. They are provided with a progressive education and use recommended curriculum materials aligned to NYS standards using the curricular from the Columbia University Teachers College Reading & Writing Project (Balanced Literacy model), Everyday Mathematics, and current Scope and Sequence in Social Studies and Science. The foundation of the Balanced Literacy model is to support differentiated instruction in the classes. Everyday Mathematics has an ELL component to its series. We use Harcourt Science Program and the inquiry-based FOSS (Full Option Science System) science curriculum. Both programs provide for numerous hands-on activities and language development. Additionally, our school has linked with the community based Good Shepherd's Program that offers all of our students after school homework help, enriching activities in various subjects and mediums, city wide trips, and sessions during long vacations (ex, winter break, summer, etc.) Students in grades 3 to 5 also have test prep curriculum in the needed subjects. Students are regularly assessed both informally and formally. Instruction is driven based on the results. Within the ESL program, literacy is taught through the content areas of Math, Science, and Social Studies. Topics are previewed using various venues: investigations, media, literature, the arts, etc. Literacy is taught, explored and encouraged through these topics.

In order to differentiate instruction for our ELL subgroups all the required services support and resources correspond to the ELL students' appropriate ages and grade level. Case conferencing takes place bi-weekly with the ESL teacher, IEP teacher, classroom teachers, and all service providers to review, assess and differentiate student learning. Our Ells that are newcomers receive an informal student orientation, they are given a class buddy that will assist during the day, they are encouraged to participate in our Saturday and Afterschool Programs, and informal assessments are provided to identify ELL students possible Academic Intervention programs. Ell students with disabilities receive

services based on their IEP mandates. There is collaboration amongst Speech Pathologists, teachers and supporting staff including IEP teacher to identify strengths and coordinate strategies. We supplement instructional materials by differentiating instruction for ELL learners from the Everyday Mathematics Program. These materials are found in the unit organizer and the Differentiation Handbook. Additionally, we provide Spanish-speaking Ells with Everyday Mathematics materials in their native language. Further interventions include programs such as Words Their Way for Ells, which provides additional scaffolding to meet their language needs. Vocabulary work incorporates the ESL bridge from Text Talk. Our long term ELLs and SIFE students receive Academic Intervention Services (AIS) two or three periods a week during the school day in Math and Literacy. Additionally, we offer before and after-school AIS support 2 days a week for 1 hour sessions each. We also offer a 3 hour Saturday Academy Enrichment program per week. ELLs that have reached proficiency on the NYSESLAT continue to have testing modifications if needed for up to two years. They are also encouraged to attend our After school and Saturday School Programs.

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

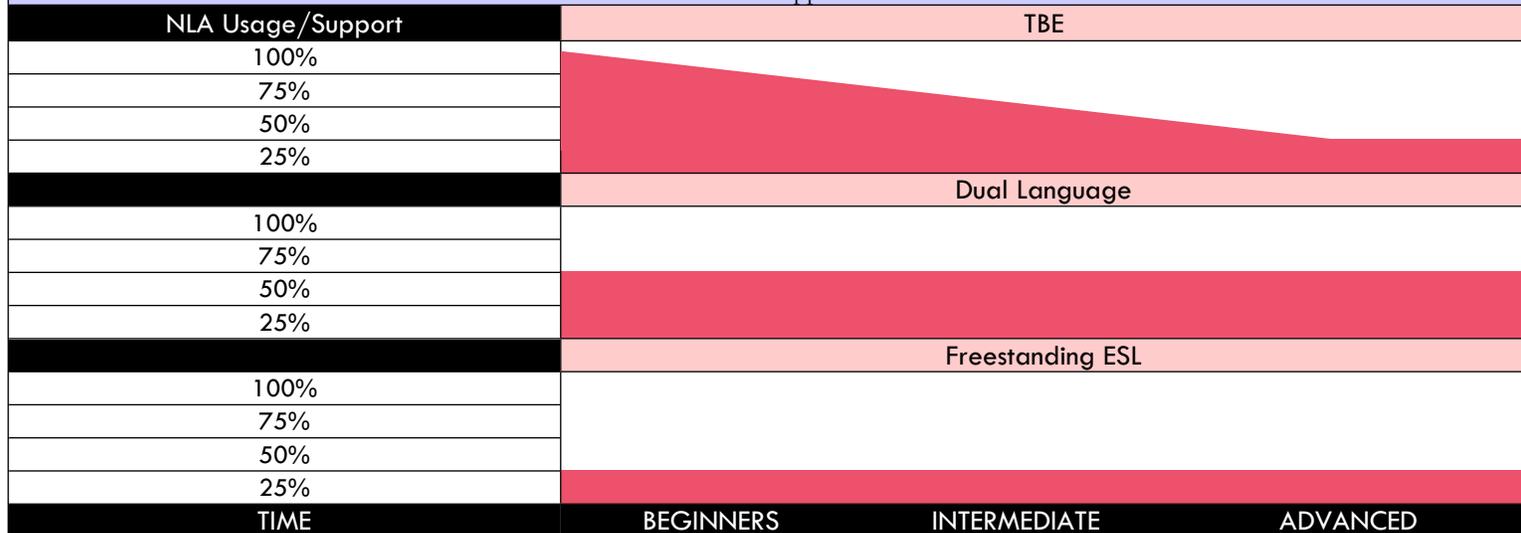
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

**Native Language Arts and Native Language Support**

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



## B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

ELL students deemed at-risk receive Academic Intervention Services (AIS) two or three periods a week during the school day in Math and Literacy. Additionally, we offer before and after-school AIS support 2 days a week for 1 hour sessions each. We also offer a 3 hour Saturday Academy Enrichment program per week. ELLs reaching proficiency on the NYSESLAT will be offered continuing transitional support for up to two years and continue to receive testing modifications as appropriate. We supplement instructional materials by differentiating instruction for English Language Learners from the Everyday Mathematics Program. These materials are found in the unit organizer and the Differentiation Handbook. Additionally, we provided Spanish-Speaking ELLS with Everyday Mathematics materials in their native language. Further interventions included programs such as Words Their Way for ELLs, which provides additional scaffolding to meet their language needs. Vocabulary work incorporated the ESL bridge from Text Talk. ELLs are afforded individual tutoring during the school week. The Literacy and Math Coach collaborate with the ESL, classroom, and AIS teachers to develop individual plans for the students. Technology is utilized by incorporating SmartBoard programs for interactive lessons in reading, math, and writing. Students are trained in and encouraged to use Alphasmarts and computers. ELLs receive individual conferencing that encourage them to read and write more.

Improvement for the upcoming school year include the addition of a Spanish speaking ESL certified teacher as 95% of our ELL population speak Spanish. The majority of our program is predominantly push-in as opposed to pull-out. All ELLs are afforded equal access to all school programs. This is accomplished through our push-in model where students are able to move with their class to art, music, science and physical education. For the upcoming school year, we will plan to introduce, "The Breakfast & Book Club" to give our ELL students another opportunity to engage in language rich read alouds and book discussions.

ELL students are invited to participate in all school programs. Enrichment is encouraged in the form of SEM (the School wide Enrichment Model). In the Spring Grade K to 5 will engage in an enrichment cluster on Friday afternoons. Students choose which class they wish to attend. Some of the programs that have been offered in the past were Bird Watching, Sign Language, Dance, Bread Making, Fashion Design etc. The school has a full-time Visual Arts teacher who works with all students (grades Pre Kindergarten – grade five)The school has a full-time Music teacher who works with all students (grades Pre Kindergarten – grade five).The school has a partnership with Arts Connection who works with students in grades Pre Kindergarten through grade five through artist residencies. Because we have a strong visual arts and music program, these residencies include a focus on dance and theater studies and are aligned to the school's Social Studies curriculum.

### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

Not Applicable.

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

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Professional development for all ELL personnel at the school include weekly Study Groups throughout the year to help the ESL teacher, classroom teachers (common branch and Special Education), subject area teachers and paraprofessionals serve English Language Learners and general education students better. One of the professional development books that we are using is titled, "Literacy Work Stations, Making Centers Work". The goal of this study group is to organize ELL teaching in a way that allows ELL students to be paired with more fluent English speakers at the work stations to help them develop their English language skills and thrive alongside their English dominant peers.

All new teachers and teachers new to our school attend a Core Basics class which addresses all of our instructional programs and philosophy. All 2<sup>nd</sup> and 3<sup>rd</sup> year teachers are offered a Beyond Basics course which delves more deeply into instructional practices and supports of ELL students and students with need of differentiate instruction. Coaches conduct grade level meetings to discuss and plan units of study in reading, writing, math, and social studies.

Our ESL teacher attends workshops offered by Teachers College, BETCA, and our school network, with a focus on English Language Learner instruction. He will turnkey this information along with our Literacy Coach to the all school personnel working with ELLs ( teachers, paraprofessionals, guidance counselors, psychologists, occupational/physical/speech therapists, secretary, and parent coordinator as per Jose P at two School-wide Professional Development Half Days held in January and March. Topics may include Language Acquisition, Scaffolding Instruction in Literacy, Math & all content areas, and Balanced Literacy: Consideration for ELLs.

ESL teacher, Literacy Coach and the Data Specialist will turnkey NYSESLAT, LAB-R, and ELL Periodic Assessment information and results to all classroom teachers during grade level meetings throughout the year. Portions of these meetings will be to use the analysis to design effective instruction for ELLs.

In order to make the transition to middle school easier for ELL students, our Guidance Counselor meets with our Fifth Grade teachers and ESL Teacher to discuss the middle school choice process. The Guidance counselor will schedule classroom visits in all 5<sup>th</sup> Grade classrooms and have a Question & Answer about middle school. ELL parents, as well as all parents, have the opportunity to schedule a meeting with the Guidance Counselor to learn more about the middle school process and ask individualized questions about their child. Interpretation is provided at all meetings.

### E. Parental Involvement

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

Each year P.S. 32 hosts a Curriculum Parent morning and various family fun nights which focus on math, literacy, physical education, and cultural awareness. Parents are invited to attend workshops designed to provide ways they can support their child at home. This is done through hands on activities and educational games in literacy and math. During curriculum night parents are provided information on core subject areas and a description on the teaching methods used as well as an overview on how we map the curriculum for the year and use assessment in each area to drive instruction. ELL families are given information on how instruction is differentiated and small groups are

formed to provide for individualized attention. The ESL teacher also provides parents additional information which explains how he supports classroom instruction to meet standards. In October we celebrate Hispanic Heritage Month. Families share their traditions with the entire school community. Teachers and paraprofessionals act as translators during these events. The ESL Teacher will provide parent workshops in November, March, and May. During these meetings, he will review the Curricula foci with parents and provide them with tools on how to work with their children at home to foster oral language development and update them on their child's progress. The Parent Coordinator works with Cornell University Cooperative Extension, Good Shepherd Services, CAMBA, NYC Department of Health, and the 5<sup>th</sup> Avenue Committee to provide workshops for our families including parents of ELLs. Topics include Asthma, HIV, Life Insurance, Lead Prevention, Nutrition, and Homework Help. Translation is provided at all workshops. Assessment of our oral and written interpretation is done through observation, parent surveys, suggestions and through discussions at the SLT and PTA meetings. Additionally, at the beginning of the school year a questionnaire is sent home to all parents to determine their translation and interpretation needs. The parent coordinator reaches out to all parents including ELLs through a telephone call or greets them at arrival or dismissal to offer assistance and to informally assess their needs. Based on those results, the parent coordinator and school personnel develop activities to address areas of need and interest.

## Part V: Assessment Analysis

### A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	1	5	1	1	1	1								10
Intermediate(I)	0	1	1	3	5									10
Advanced (A)	1	2	1	1	5	2								12
Total	2	8	3	5	11	3	0	0	0	0	0	0	0	32

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	0	0	0	0
4	7	5	2	0	14
5	1	2	0	0	3

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0		0		0		0		0
4	1		7		5		1		14
5	0		0		2		1		3
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1				2				3
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

**Native Language Tests**

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

**B. After reviewing and analyzing the assessment data, answer the following**

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?

narrative writing. They developed a continuum for assessing K-8 writing, and began describing the developmental pathways along which young writers tend to travel. TCRW found that the process itself, and the resulting draft of a document, has been enormously helpful to teachers we work with in bringing more precision to the teaching of narrative writing. It offers not only benchmarks for student work, but a vision and a vocabulary for what the very next steps from those benchmarks might be, making differentiation of instruction much more realizable.

#### Spelling Assessments

Understanding a student's spelling development involves more than noting whether a child has spelled a word correctly or incorrectly. An accurate picture comes rather from taking an inventory of the patterns of spelling that a student has control of and the ones with which the student struggles. In *Words Their Way*, Donald Bear offers three quick and simple tools for identifying these spelling patterns.

#### Benchmarks for Student Progress

There is no single pathway along which all students will progress. However, if we expect that children will begin Kindergarten as emergent readers who are working toward Level A books and that they will finish 8th grade reading Level Z books, we can imagine how they might develop during their reading journey. It is helpful to have benchmarks to guide our instruction and to determine when a student's progress is too slow for us to reasonably expect that child will finish 8th grade as a level Z reader. These benchmarks act as indicators for when a child requires additional intervention, which allows the educator to respond immediately to that child's needs. The TCRWP offers benchmarks for Independent Reading Level Progress, Oral Reading Progress and Primary Reading Progress (Concepts of Print, High Frequency Words, Letter ID, and Letter/Sound Identification).

#### Assessing Reading Using their Independent Reading Book

The In-Book Assessment provides teachers with a method for assessing a students' reading level using their independent reading book.

#### Assessing Comprehension Proficiency

In addition to assessing reading levels, teachers are often looking for tools to help with assessing the proficiency at which students are using their reading skills. These types of assessments can become the basis of both curriculum planning and planning individual conferences.

#### Monitoring Reading Volume and Stamina

The students in grades 2-5 maintains a daily record of the books he or she reads in school and at home. These logs are not places for responses to reading, nor do students write book summaries in them. They are simply records of time spent reading and volume of reading accomplished. After a few weeks, the students study their own reading logs in order to articulate their reading habits. The logs provide an irreplaceable window into students' reading lives.

#### TC Assessment Break Down

##### Number of students by grade in the Independent Reading Level

	EE	A	B	C	D	E	F	G	H	I
K	1	-	-	-	-	-	-	-	-	-
1	2	2	2	-	1	-	1	-	-	-
2	-	1	2	-	-	-	-	-	-	-

#### TC Benchmarks

##### Number of students by grade in the Benchmark Level

	1	2	3
K	-	-	-
1	6	1	1
2	3	-	-

As we examine the NSESLAT results across the grades in proficiency levels. The following patterns are observed. For the Listening and Speaking there is a steady increase. It is also observed that there is a consistent discrepancy between Listening and Speaking and Reading & Writing scores. In Listening and Speaking all 3<sup>rd</sup> grade students scored proficient; 7 out of 11 4th grade scored proficient and 2 out of 3 5th grade students achieved proficiency. Of the remaining 8 students 7 students have IEPs and special needs which impact on their level of achievement and the remaining student has received less than 2 years of ESL instruction.

As we examine the NSESLAT results across the grades in proficiency levels. None of the students achieved proficiency on the Reading and Writing portion of the test. In 3<sup>rd</sup> grade, 3 out of 4 scored intermediate and 1 of the students scored advanced; 4th grade, 1 out of 11 scored beginner, 5 scored intermediary and 5 scored advanced. Of the six students who did not score in the advanced category, all had IEPs and special needs which impact on their level of achievement. Of the three 5th graders, two scored advanced and the student who did not has received less than 2 years of ESL instruction.

As assessment data drives instruction, so will this data guide instructional decisions. Some of the instructional focuses are:

- Targeting content vocabulary by previewing and explicitly teaching vocabulary using multimodality techniques;
- Explicitly teaching vocabulary skills;
- Using Everyday Math differentiation for the ELL students;
- Increase student's exposure to nonfiction material;

- Build students' foundational knowledge through content/theme studies;
- Encourage the processing and application of knowledge through conversation and writing; encourage the use of strengths to process new content information;
- Encourage new comers to process information with their peers who speak the same language prior to applying the information to the class work;
- Encourage the students' use of and build their strengths to process the new content

With the help of our Data Specialist working with the administration and teachers, we are analyzing the ELL Periodic Assessment as a predictor of the NYSESLAT scores. The use of the website tools allows us to "drill down" into the specific strengths and weaknesses of each student. This information will assist us in aligning students for small group instruction and identifying the focus of those lessons.

Our school conducts on going formal and informal assessments of our students. Collaboration amongst the support staff and classroom teachers during case conferencing meetings allows us to review the progress of each ELL student. Adjustments in the student's educational plans and goals are made accordingly.

### Additional Information

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

## Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		

	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		