



PS 32

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 25/QUEENS/ 032

ADDRESS: 171-11 35TH AVENUE. FLUSHING, NY 11358

TELEPHONE: 718 463-3747

FAX: 718 358-1622

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: PS 32 **SCHOOL NAME:** State Street School

SCHOOL ADDRESS: 171-11 35th Avenue, flushing, NY 11358

SCHOOL TELEPHONE: 718 463-3747 **FAX:** 718 358-1622

SCHOOL CONTACT PERSON: Betsey Malesardi **EMAIL ADDRESS:** bmalesa@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Judy Crilley & Laura Baffo

PRINCIPAL: Debra Errico

UFT CHAPTER LEADER: Eric Metzger

PARENTS' ASSOCIATION PRESIDENT: Laura Baffo

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 25 **CHILDREN FIRST NETWORK (CFN)** 207

NETWORK LEADER: Peggy Miller

SUPERINTENDENT: Diane Kay

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 members 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/Administration/ChancellorsRegulations/default.htm>). *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
Debra Errico	*Principal or Designee	
Eric Metzger	*UFT Chapter Chairperson/ Teachers/Paraprofessionals	
Laura Baffo	*PA/PTA President or	
Laura Baffo	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Sue Menkes	Assistant Principal/Support Staff	
Jacqueline Sprance	Classroom teacher/Grades Pre-K - 1	
Elvira Bruno	Classroom teacher/Grades 4-5	
Judy Crilley	Cluster teacher/Grades 2-3	
Evelyn Mallo	Parent/Parents	
Gerry Chen	Parent/Parents	
Anthony Caponera	Parent/Parents	
Jessica Rodriguez	Parent/Parents	
Carol Mak	Parent/Parents	

(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.

PS 32 is a PreK-5 school, located in a middle class community in Flushing, New York. This school serves a population of approximately 800 students from culturally diverse backgrounds. P. S. 32's mission is to create a caring partnership of students, parents and staff working together productively to ensure that all children meet standards of excellence and become responsible members of their community.

The school received an A on the 2009-10 Progress Report and a "Well Developed" on both the 2006-2007 and the 2007-2008 Quality Reviews. As stated in the Quality Review, "The school offers its students a high quality education with a very caring environment where each student is known and valued."

The previous Principal initiated a Dual Language program catering to English and Korean speaking children. The instruction is in English and Korean, thus making all children in the program literate in both languages. The program began with only kindergarten in 2006 and now includes classes up to fourth grade class. The program will expand until next year, when it reaches 5th grade. It is the only Korean dual language program on the east coast of the United States. The school currently offers a NYCDOE Gifted and Talented Program for kindergarten- grade three students. This program will continue to expand for the next two years.

PS 32 is a Teachers College focus school for balanced literacy instruction school-wide. The Teachers College professional development model at PS 32 includes interest based lab sites, which are based on teacher chosen topics of interest rather than being based solely on grade. In addition, teachers attend the professional development offered by Teachers College. Information is then shared with colleagues during a weekly professional development time. This year, a main focus will be the Common Core State Standards. Words Their Way Phonics program is being used in all grades. In addition, kindergarten and first grade are implementing the Foundations Program. Everyday Mathematics is used in all grades and classroom teachers meet weekly to discuss strategies and plan lessons. The FOSS Science Program is used in grades K, 1 and 2. Harcourt Brace Science Program is used in grades 4 and 5.

Strategies learned as a result of the School Inquiry Team work were expanded in 2009-10 to include all faculty members. This "inquiry method" has now become part of the culture of the school to analyze student data to improve student achievement.

PS 32 understands that we teach the "whole child". The Student Council meets with a staff advisor to plan charitable events. Through the Peer Mediation Program, students in grades 4 and 5 learn skills to help students mediate conflict. The Student of the Month recognizes individual achievement in academic areas as well as social skills. Several grades receive vocal music instruction and grades 4 and 5 have the opportunity to participate in Chorus. Grades 4 and 5 participate in Band while grade 3 students are learning the recorder. All classes participate in a dance residency with Flushing Town Hall. Grade 4 took part in a theater residency with Queens Theater in the Park.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:				
District:		DBN #:		School BEDS Code #:

DEMOGRAPHICS									
Grades Served in 2008-09:	<input type="radio"/> Pre-K	<input type="radio"/> K	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 10	<input type="radio"/> 11	<input type="radio"/> 12	<input type="radio"/> Ungraded			
Enrollment:				Attendance: % of days students attended					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09		
Pre-K									
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2006-07	2007-08	2008-09		
Grade 3									
Grade 4									
Grade 5				Poverty Rate: % of Enrollment					
Grade 6				(As of October 31)	2006-07	2007-08	2008-09		
Grade 7									
Grade 8									
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2006-07	2007-08	2008-09		
Grade 11									
Grade 12									
Ungraded				Recent Immigrants: Total Number					
				(As of October 31)	2006-07	2007-08	2008-09		
Total									
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
Number in Self-Contained Classes									

DEMOGRAPHICS							
No. in Collaborative Team Teaching (CTT) Classes				Principal Suspensions			
Number all others				Superintendent Suspensions			
<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number			
(As of October 31)	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
				CTE Program Participants			
# in Trans. Bilingual Classes				Early College HS Participants			
# in Dual Lang. Programs							
# receiving ESL services only				Number of Staff: Includes all full-time staff			
# ELLs with IEPs				(As of October 31)	2006-07	2007-08	2008-09
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers			
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals			
(As of October 31)	2006-07	2007-08	2008-09	Number of Educational Paraprofessionals			
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	% fully licensed & permanently assigned to this school			
American Indian or Alaska Native				Percent more than two years teaching in this school			
Black or African American				Percent more than five years teaching anywhere			
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Isl.				Percent Masters Degree or higher			
White				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)			
Multi-racial							
Male							
Female							

2008-09 TITLE I STATUS				
<input type="radio"/> Title I Schoolwide Program (SWP)	<input type="radio"/> Title I Targeted Assistance		<input type="radio"/> Non-Title I	
Years the School Received Title I Part A Funding:	<input type="radio"/> 2006-07	<input type="radio"/> 2007-08	<input type="radio"/> 2008-09	<input type="radio"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: Yes <input type="radio"/> No <input type="radio"/>	If yes, area(s) of SURR identification:		
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):			
<input type="radio"/> In Good Standing	<input type="radio"/> Improvement – Year 1	<input type="radio"/> Improvement – Year 2	
<input type="radio"/> Corrective Action – Year 1	<input type="radio"/> Corrective Action – Year 2	<input type="radio"/> Restructured – Year ____	

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Individual Subject/Area Ratings	Elementary/Middle Level		Secondary Level	
	ELA:		ELA:	
	Math:		Math:	
	Science:		Grad. Rate:	

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

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students						
Ethnicity						
American Indian or Alaska Native						
Black or African American						
Hispanic or Latino						
Asian or Native Hawaiian/Other Pacific Islander						
White						
Multiracial						
Other Groups						
Students with Disabilities						
Limited English Proficient						
Economically Disadvantaged						
Student groups making AYP in each subject						

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade		Overall Evaluation:	
Overall Score		Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 30% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 55% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	
Additional Credit		Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

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 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 the schools 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?
-

The SLT, Cabinet and Professional Development Team studied all the information available regarding student performance and trends. Based on the 2010 NYS ELA and 2010 NYS Mathematics Test, we noticed that, although our students' individual scale scores indicated a gain (i.e.- 650 to 655), the number of students performing at or above proficiency, Level 3 & 4, declined. We recognized that this was due in part to the state changing the cut scores required to receive a Level 3, making it that much more rigorous to achieve (i.e.- 2008-2009, a scale score of 650 was a Level 3 proficiency rating for 3rd, 4th and 5th grades. In 2009-2010 a scale score of 659 on the 3rd Grade ELA was a Level 2 proficiency rating). Additionally, we did consider who these students were that were affected by such changes to the metric. In disaggregating the data and looking closer at those individual students who were affected by the change in these cut scores it was found that these students were our "slippables and pushables", students that fell on the cusp of scoring a level 2 or 3 and these are the students that require additional support. In noticing this, we placed these students in classes where support service is provided on a daily basis from either the Resource Room Teachers or the ESL teachers. Although the identified students may not directly be receiving the assistance of these service providers, by them working with small groups in their classrooms the student to teacher ratio is reduced.

These committees also discussed the new Common Core State Standards that have been adopted by New York State and will be reflected in the state assessments in 2014. We decided that we will begin implementing these standards so that our children will not only be prepared for the assessments in 2014, but these more rigorous standards will better prepare our students for the assessments in the next few years as well. Teachers will attend professional development on these standards offered by Teachers College and our Children First Network. Teachers meet by grade weekly to align the curriculum to these new standards.

A benefit of the inquiry work done by all staff members was that teachers learned how "action research" is used to improve student performance throughout the school and how that work can help to bring about school wide reform. Last year's Inquiry Teams discussed the need to have a system in place to make it easier to analyze all the data that is accumulated. This year a school wide system was initiated. As part of an SBO (School Based Option), teachers are now afforded the opportunity to meet every Wednesday afternoon to do inquiry based work. Teachers are looking carefully at student work, thinking about what might be impeding the learning to move these children to the next level and then implementing change strategies. The school leadership recognizes the importance of this inquiry work and every effort is made to provide staff members with the additional time and professional development as needed.

The committees also discussed the accomplishments of the last couple of years. PS 32 strongly believes that there needs to be clear expectations for children and that these expectations must be shared with parents and children as well. Staff members continue to meet with and across grades to define specific program and unit goals in reading, writing, mathematics, science and social studies. These goals are then posted prominently in the school and in each classroom, and are sent home to parents monthly. In addition, teachers help children define their own individual goals and these individual goals are also shared with parents. We also credit our children's success to our intensive Academic Intervention Services both in the classroom (Tier 1) and out of the classroom (Tier 2), which we are always monitoring and revising as part of the Response to Intervention Model. This year we have invited classroom teachers to take part in the AST team meetings, so that they might share their Tier 1 interventions with the team, and so that the team might give targeted feedback and suggestions for next steps. This has been helpful in the Pre-referral process and is preparing the staff for the Phase II Special Education Initiative (to begin September 2011). Our strong professional development program, and the staff's understanding of how to analyze the broad collection of data in order to differentiate instruction is also a wonderful asset to our school.

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 2009-10 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 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 presumably be aligned to the school's annual goals described in this section.

Goal 1: To ensure that 90% of our identified students in Grades K-5 receive targeted intervention to support their specific learning needs and move from below grade level proficiency to on level proficiency.

Goal 2: By June 2011, the percentage of children meeting grade appropriate benchmarks in writing in grades 3 to 5 will increase from 65% in September 2010 to 68% in June 2011 using the TC Narrative Continuum for Writing.

Goal 3: By June 2011, the percentage of children in grades K to 5 reading at or above their grade appropriate reading benchmarks will increase from 40% in September 2010 to 45% in June 2011 using the TC/Fountas and Pinnell reading levels

Goal 4: By June 2011, 45% of the 45 children who are beginner ELLs will move one level of proficiency on the NYSESLAT.

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 2009-10 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 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): _____ **Response to Intervention**

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To enhance intervention services in alignment with the Response to Intervention (RTI) model. To ensure that 90% of our identified students in Grades K-5 receive targeted intervention to support their specific learning needs and move from below grade level proficiency to on level proficiency.</p>
<p>Action Plan 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"> • Principal and Assistant Principal will meet with the Intervention staff to identify those students in need of intervention services. • Principal has designated an “at risk” class on each grade and an intervention specialist in ELA/Math has been assigned to support these classes. • Principal meets with the AIS/PPT Committee monthly to set goals and devise systems and structures to carry out the necessary intervention services. • Teachers use student assessment results to monitor student progress, inform instruction and provide intervention based on student need. • Based on assessment outcomes a “prescription of intervention” is designed to meet the individual needs of at risk students. • On a six to eight week rotation the AIS/PPT committee in collaboration with the Principal and Assistant Principal will review data on the targeted students to ensure that goals are being met and to monitor and revise interventions when necessary. • ARIS will continue to be used to identify all students with an IEP and to monitor and track the performance of these students. • Intervention/support teachers will continue to maintain portfolios and data binders with both individual and class data to inform teaching and identify patterns and trends. Both formal and informal sources of data are included. • During inquiry work, all teams will review student work to inform intervention needs. • Teachers will continue to differentiate instruction and provide small group instruction based on targeted need (Tier I Intervention) • AIS and SETTS teachers will provide push-in intervention services to students in the targeted intervention classes. Guided Reading will allow for Tier I intervention in the classroom during Reader’s Workshop. • Network 207 is providing support in designing our Response to Intervention for ELL students.

	<ul style="list-style-type: none"> • Parent workshops are arranged by Parent Coordinator and PTA to support parents with at home intervention. • Learning Leaders are trained to provide intervention services to targeted students. • Collaborative planning time and our Wednesday afternoon SBO for Inquiry Team work on all grades has been scheduled to allow for review of data and student work. AIS/PPT team meetings are scheduled monthly to review data and align intervention services
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Title I Professional Development Funds • Data Specialist Funds • Children First Funds • Inquiry Team Funds • Teachers College Professional Development
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Agendas, minutes and sign-in sheets of attendance for all AIS/PPT meetings. • Inquiry worksheets for all Wednesday inquiry team work. • Data collected from ARIS and Acuity to show student progress following intervention services. • Intervention Strategies Documentation Form • Informal observation of Intervention Service providers by administration on a consistent basis. • Correspondence (notes, e-mails, etc.) regarding the identification of targeted population. • Intervention Specialists keep current data on the students that they provide Tier II intervention services for. • Student work is reviewed and evaluated against standard based benchmarks in reading and mathematics.

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 2009-10 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 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): Writing (Narrative)

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To create more rigorous instruction in writing in-line with the new Common Core State Standards to improve student outcomes in narrative writing. By June 2011, the percentage of children meeting grade appropriate benchmarks in writing in grades 3 to 5 will increase from 65% in September 2010 to 68% in June 2011 using the TC Narrative Continuum for Writing</p>
<p>Action Plan 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"> • Principal and Assistant Principal, along with any teacher who has received training in CCS Writing will turn-key the information so that the staff has the opportunity to review and familiarize themselves with the new standards of Narrative Writing. • Professional Development time is allotted for reviewing the CCSS and the TC Continuum for Writing • A CCSS liaison has been identified by Network 207 to support the initiative and bridge the connection between the network and the school. • Scheduling has been designed so that teachers have time to meet as a grade level and as an inquiry team to monitor, revise and edit student work to meet the rigor of CCSS in writing. • Teachers review student work against writing exemplars identified by CCSS, in accordance with the TC writing Continuum • Adjustments made to Units of Study to address the more rigorous CCSS standards and State Assessments. • Staff will collaborate during Grade Level Conferences/Common Planning Time to familiarize themselves with the continuum of instruction as delineated in the CCSS • Teachers will collect and review student work in accordance with their TC Units of Study to generate tasks which are aligned with the CCSS • Vertical grade level teachers (Gr. 3-5) meet during on a regular basis to review and plan instruction in writing. • Literacy team meets monthly to review curriculum and ensure alignment to the CCSS. • Onsite and Offsite Professional will be provided around the CCSS (TC, Network 207)

	<ul style="list-style-type: none"> • Parent workshops will be held to inform parents of the CCSS and the Narrative Writing Continuum (SLT, PTA meeting) • An action plan and timeline will be developed for the three year roll-out of CCSS initiative.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Title I Professional Development Funds • Data Specialist Funds • Children First Funds • Inquiry Team Funds • Teachers College Professional Development
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Report Card grades in writing are reviewed against the TC Narrative Writing Continuum • Students' written work displayed on bulletin boards will begin to show evidence of the new CCSS • Curriculum planning will begin to align with Common Core State Standards(Adjustments of Units of Study) • Sign in Sheets, Agendas and Minutes from all grade level and vertical collaborative planning meetings which is a turn-key of information from offsite professional development on CCSS

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 2009-10 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 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): Literacy (Reading)

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve literacy instruction with a focus on improving student outcomes in reading. By June 2011, the percentage of children in grades K to 5 reading at or above their grade appropriate reading benchmarks will increase from 40% in September 2010 to 45% in June 2011 using the TC/Fountas and Pinnell reading levels</p>
<p>Action Plan 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"> • Principal blocks time daily to observe teaching and learning during Reader’s Workshop • Principal and Assistant Principal reviews quantitative and qualitative data and meets with the literacy staff developers on a bimonthly basis to identify support needed by individual teachers and grades • Share findings with AIS/PPT team and School Leadership Team • Inquiry team SBO for Wednesday Afternoon supports collaboration and sharing of best practices focused on looking at student work • Collect, record, analyze and document independent reading levels and strategy checklists on a monthly basis for each student, class and grade. • Tri-annually review portfolios to review student work, progress and next steps • Use running records and conference notes to develop next steps in Reader’s and Writer’s Workshop. • Use data to provide appropriate intervention to students in ELA. Review Predictive Item Skills Analysis to plan instruction closer to the assessment dates. • Ongoing offsite and onsite TCRWP Professional Development • Teachers on all grades use TCRWP to instruct in Balanced Literacy. • Independent Book Baggies are used to build stamina and support teachers in providing critical feedback to students during individual conferences.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Title I Professional Development Funds • Children First Funds • Teachers College Professional Development
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • The maintenance of literacy checklists that include strategies addressed throughout each unit of Study. • Further development and refinement of units of study which includes strategies for reading/writing texts during shared and guided reading as well as writing genres • Classroom libraries with accessible leveled guided and independent reading materials • Grade specific common planning time embedded into the school program • Principal reviews quantitative and qualitative data and meets with coach and Assistant Principal on a bimonthly basis to identify support needed by individual teachers and grades as evidenced by sign-in sheets and agendas • Inquiry team meeting worksheets • Documentation of participation in personal professional development opportunities as evidenced by agendas • 2010-2011 Progress Report results TC/Fountas-Pinnell reading levels will show growth in student reading levels on TC Assessment Pro

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 2009-10 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 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): ELL (English Language Learners)

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the listening, speaking, reading and writing skills of our mandated, beginner ELL children. By June 2011, 45% of the 45 children who are beginner ELLs will move one level of proficiency on the NYSESLAT.</p>
<p>Action Plan 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"> • Principal and Assistant Principal meet with ESL staff on a monthly basis to review beginner student information • Principal and Assistant Principal reviews quantitative and qualitative data in ESL sub group • ESL liaison shares information during AIS/PPT meetings Network 207 Support: both onsite and offsite professional learning experiences • Tri-annually review portfolios to review student work, progress and next steps • Review teacher charts and room environment checklists to ensure a print rich environment with visual cues for ELL students • Use running records and conference notes to develop next steps in reading, writing, listening and speaking. • Use data to provide appropriate intervention to students in ESL/Dual Language classes. • Review Predictive Item Skills Analysis for ELL sub group to plan instruction closer to the assessment dates. • Ongoing offsite and onsite TCRWP Professional Development for ELLs • Ongoing offsite and onsite Network 207 Professional Development Support for ELLs
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Title III Funds • Children First Funds • Teachers College Professional Development

Indicators of Interim Progress and/or Accomplishment

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

- The maintenance of literacy checklists that include strategies addressed throughout each unit of Study, which specify ESL students
- Charts with a variety of visual cues are viewed in classrooms
- Grade specific common planning time embedded into the school program allows ESL teachers to share best practices with classroom teachers
- Documentation of participation in personal professional development opportunities as evidenced by agendas
- 2010-2011 NYSESLAT results
TC/Fountas-Pinnell reading levels will show growth in ESL student reading levels on TC Assessment Pro

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

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 – 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	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	15	15	N/A	N/A	2	0	2	0
1	35	35	N/A	N/A	5	0	1	0
2	46	46	N/A	N/A	5	0	2	0
3	49	49	N/A	N/A	10	0	0	0
4	38	38	27	38	10	0	0	0
5	45	45	27	40	15	0	2	0
6								
7								
8								
9								
10								
11								
12								

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)	Description: Provide a brief description of each 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.).
ELA:	<p>Wilson – small group instruction - during the day Great Leaps – small group instruction – during the day Earobics – small group instruction – during the day Foundations – small group instruction – during the day Headsprouts – small group instruction – during the day Extended Day Period- classroom teachers to provide individual & small group instruction Co teaching – literacy coaches reduce student/teacher ratio when they work in the classroom Test Prep – small group instruction – after school At risk speech – small group instruction – during the day At risk resource room – small group instruction - during the day Learning Leaders – small group & individual instruction – during the day Reduced class size in grade K-3 Summer school – during the summer Family & Youth Services Coordinator provides services to children who are experiencing affective domain issues that are impacting on their ability to achieve academically. Services are provided for individual & small groups during the day. RCCP/Peer Mediation – individual & small group instruction – during the day</p>
Mathematics:	<p>Extended Day Period- classroom teachers to provide individual & small group instruction Test Prep – small group instruction – after school At risk speech – small group instruction – during the day At risk resource room – small group instruction - during the day Learning Leaders – small group & individual instruction – during the day Reduced class size in grade K-3 Summer school – during the summer Family & Youth Services Coordinator provides services to children who are experiencing affective domain issues that are impacting on their ability to achieve academically. Services are provided for individual & small groups during the day. RCCP/Peer Mediation – individual & small group instruction – during the day</p>
Science:	<p>Extended Day Period- classroom teachers to provide individual & small group instruction At risk speech – small group instruction – during the day At risk resource room – small group instruction - during the day Learning Leaders – small group & individual instruction – during the day</p>

	<p>Summer school – during the summer Family & Youth Services Coordinator provides services to children who are experiencing affective domain issues that are impacting on their ability to achieve academically. Services are provided for individual & small groups during the day. RCCP/Peer Mediation – individual & small group instruction– during the day</p>
Social Studies:	<p>Extended Day Period- classroom teachers to provide individual & small group instruction At risk speech – small group instruction – during the day At risk resource room – small group instruction - during the day Learning Leaders – small group & individual instruction – during the day Reduced class size in grade K-3 Summer school – during the summer Family & Youth Services Coordinator provides services to children who are experiencing affective domain issues that are impacting on their ability to achieve academically. Services are provided for individual & small groups during the day. RCCP/Peer Mediation – individual & small group instruction – during the day</p>
At-risk Services Provided by the Guidance Counselor:	<p>At risk guidance provides services to children who are experiencing affective domain issues that are impacting on their ability to achieve academically. Services are provided for individual & small groups during the day.</p>
At-risk Services Provided by the School Psychologist:	<p>At risk services are provided by the school psychologist to children who are experiencing affective domain issues that are impacting on their ability to achieve academically. Services are provided for individual & small groups during the day.</p>
At-risk Services Provided by the Social Worker:	<p>At risk services are provided by the social worker to children who are experiencing affective domain issues that are impacting on their ability to achieve academically. Services are provided for individual & small groups during the day</p>
At-risk Health-related Services:	<p>Not applicable</p>

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) LAP to this CEP.

The PS 32 Language Allocation Policy Team has developed a plan for 2010-2011. The PS 32 Language Allocation Policy Team consists of the principal, assistant principal, teachers, coaches, parents and the guidance counselor.

There is one full time teacher, one part time ESL teachers and four bilingual Korean teachers. All are fully certified. There are 728 students enrolled in PS 32, including pre kindergarten students. 113 of them are ELL students, which is 15.52% of the school population grades K -5. All the ESL classes are freestanding. There is one kindergarten Dual Language Korean class, one grade 1 Dual Language class, one grade 2 Dual Language class, and one grade 3 Dual Language class. All the other ELL students receive instruction via the push-in model, the pull-out model, or a combination of the two. 100 ELL students have received services for three years or less. 13 have been here for four to six years. None have received services longer than six years.

27 ELL students speak Spanish, 44 speak Chinese, 1 speaks Pashto, 2 speak Urdu, 35 speak Korean, 3 speak Dari, and 1 speaks Punjabi. 46 are Beginners, 20 are Intermediate, and 47 are Advanced. In kindergarten, 27 students are at the beginning level and 13 students are at the advanced level. In grade 1, 10 students are at the beginning level, 7 students are at the intermediate level, and 5 students are at the advanced level. In grade 2, 4 students are at the beginning level and 7 students are at the advanced level. In grade 3, 2 students are at the beginning level, 9 students are at the intermediate level, and 9 students are at the advanced level. In grade 4, 2 students are at the beginning level, 4 students are at the intermediate level, and 6 students are at the advanced level. In grade 5, 1 student is at the beginning level and 7 students are at the advanced level.

Parents or guardians of every child enrolled in PS 32 are required to complete a Home Language Identification Survey. An informal parent interview is conducted by a licensed pedagogue to ensure the accuracy of the survey and to determine the level of education of the child in his/her home country. If the HLSI indicates that the child’s home language is other than English, the child is administered an English proficiency test called the Language Assessment Battery-Revised. This test is administered by a licensed ESL teacher. The ESL teacher ensures that entitlement letters are distributed and that Parent Survey and Program Selection forms are returned. If the letter is not returned by the date indicated on the form, a second form is sent home and the parents are contacted by phone in their native language. These letters explain all three program choices and invite parents to an orientation meeting. Parents who indicate a choice not in place in our school (ESL or Korean Dual Language) are contacted to discuss the availability of programs of their choice in other district schools. Parents are contacted in their native language. The parents attend an orientation meeting given by the ESL teachers. At this orientation, parents view a video in English and in their native languages. Translators are provided to assist parents in completing the Program Selection Form and to answer any questions.

After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in program choices that parents have been requesting has been consistent. Approximately 80% of parents of ELL students in our school have selected Freestanding ESL program as their first or only choice. 15% have requested a dual language program and 5% have selected a bilingual program.

Our school has a freestanding ESL program which is aligned with what most parents have been requesting. Our Dual Language Program is in place for newly enrolled kindergarten students. In the 2010-2011 school year, it will serve students in kindergarten, grade 1, grade 2, grade 3 and grade 4. The instruction will be in Korean and English on alternating days, so that children receive half of their instruction in English and half of their instruction in Korean. Two to three *mornings*

each week, the native language is used for literacy development in Korean. Emergent literacy is taught in both English and Korean at the same time. All ELL students in the Dual Language Program receive the mandated minutes of ESL and Native Language Arts instruction. The Dual Language model used at PS 32 is a self contained model in which English Proficient and LEP students are integrated all day. Content area subjects taught by the Dual Language classroom teachers are taught in both Korean and English. Other content area subjects are taught by English speaking out of classroom teachers. These subjects include science, computer, physical education, art, vocal music and instructional music. The Dual Language teachers are fully state certified and proficient in both languages.

In kindergarten, students scoring at the B level were deficient in all modalities. Intermediate students were more proficient in Listening and Speaking than in Reading. In grades 1 and 2, Beginners were deficient in all four modalities. Intermediates were much less proficient in Reading and Writing than were Advanced students. In grades 3-5, scores indicated that while Beginners had difficulty in all modalities, Intermediate and Advanced students tended to display the greatest weakness in Writing. Instructional decisions are driven by the data patterns across the four modalities. While instruction for all students incorporates all four modalities, for Intermediate and Advanced students, additional instructional time is devoted to Reading and Writing.

The results of the NYS Mathematics, Social Studies, and Science Tests of the ELL students were examined and the scores of students who took the exams in English and those who took a translated version of the test were analyzed. On the grade 3 Mathematics test, 10 students took the English version of the test: 9 students scored a level 3 and 1 student scored a level 4. Six grade 3 students took translated versions of the Mathematics test. 5 students scored a level 3 and 1 student scored a level 4. On the grade 4 Mathematics test, 6 ELL students took the English version of the test. All 6 students scored level 3. Seven grade 4 students took translated versions of the Mathematics test. 5 students scored level 3 and 2 students scored a level 4. On the grade 5 mathematics test, 7 ELL students took the English version of the test: all 7 scored a level 3. Three students took translated versions of the test: 1 student scored level 2 and 2 students scored level 3. On the grade 4 Science test, 6 students took the English version of the test: 2 students scored a level 2 and 4 children scored a level 4. Seven students took translated versions of the Science test: 2 scored a level 2 and 5 scored a level 4. On the grade 5 Social Studies test, 7 children took the English version of the test: all 7 scored a level 3. Three children took translated versions of the Social Studies test: 1 scored a level 1 and 2 scored a level 2. The school does not administer ECLAS.

ELL Periodic Assessments are analyzed on an ongoing basis by school leadership and teachers in order to drive instruction. As a result of this analysis, more emphasis is placed on improving performance in writing and listening because the data indicate that these areas are problematic for ELLs across grades and proficiencies. Students in the dual language program are assessed in English and in Korean.

Teachers use the results of standardized tests to determine ELLs strengths and weaknesses so that instruction can be modified to accommodate individual needs. ELLs receive targeted content area instruction in mathematics, science, and social studies to increase achievement in these areas.

To further support ELLs in the content areas, the native language is used in several ways. ELLs use electronic translators and bilingual dictionaries. Word by word glossaries are provided for mathematics and science. Language buddies assist when necessary. ELLs at the newcomer stage are encouraged to use the native language during reading and writing workshop.

A plan is in place for SIFE students. These students require additional assistance to meet state standards in ELA, mathematics, science, and social studies. They are provided with targeted instruction in listening, speaking, reading and writing. Classroom teachers and ESL teachers tailor instruction based on the SIFE's individual assessed needs. SIFEs receive targeted instruction in the content areas. Intensive guidance services are provided to assist SIFEs who experience affective-domain issues that impact on their ability to achieve academically.

A plan is in place for newcomers. Parents of newcomers are consulted to determine the extent of education in the home language and the students' previous exposure to English. Where appropriate, students participate in a pull-out Vestibule program taught by an ESL teacher that facilitates their acquisition of basic English language skills. Classroom teachers of newcomers are provided with training and materials that best serve the needs of these students. This training includes methods of adapting core curricula for use with newcomers. Peer Language Buddies and Learning Leaders are assigned to further assist newcomers.

ELLs will be helped by participating in the Extended Day Program. ELL students who are in the United States less than one year and/or have scored at the Beginner level of the LAB-R or the NYSESLAT are served by the ESL teachers. They will work on listening, speaking, reading, and writing, as well as the content areas. Classroom teachers will provide targeted small group instruction for ELL students who are identified to be at-risk.

Academic intervention services are provided to meet the needs of long term ELLs who require additional assistance to acquire academic language necessary to meet the state standards in English Language arts, mathematics, science, and social studies. Intensive guidance and support services are provided to assist long term ELLs who are experiencing affective domain issues that impact on their ability to achieve academically. Long term ELLs participate in an at-risk resource room program, at-risk guidance, and/or at-risk speech and language. Our Youth and Family Service Coordinator provides substance abuse and intervention services. An extended day ESL literacy program and an after school test prep program provide additional support to these ELLs. Our ESL teachers, speech and language teacher, resource room teachers, and literacy coaches push into classrooms with targeted ELLs to reduce student teacher ratios and provide teachers with strategies to differentiate instruction.

A plan is in place for ELLs identified as having special needs. Resource room teachers, classroom teachers, and ESL teachers collaborate to plan instruction. Instruction for these students is modified according to individual assessed needs. These modifications include individualized and/or small group instruction, preteaching vocabulary, preferential seating, use of multimedia, reteaching and redirection, and truncated assignments.

A plan is in place for continuing transitional support for students reaching proficiency on the NYSESLAT. ESL teachers confer with classroom teachers to help these students improve. Instruction is planned using individual and small group instruction based on assessed needs. Our speech teachers, resource room teachers, and literacy coaches push into classrooms to reduce student-teacher ratios and to provide teachers with strategies appropriate for these students.

At PS 32 one of the models we use is a free standing English as a Second Language Program instructional model to provide all instruction in English using ESL methodologies. A combination of the push-in and pull-out models is used. In the push-in program, an ESL teacher works with ELLs during content instruction in collaboration with the regular classroom teachers to provide language acquisition and vocabulary support while retaining content instruction time. In the pull-out program, ELLs who spent the majority of their day in all English content instruction are brought together from various classes for English acquisition focused on instruction. ESL teachers plan carefully with classroom teachers to ensure curricular alignment. Students receive the NYS mandated ESL/ELA allotted instruction time based on student proficiency level. Supervisors review teachers' programs and schedules to ensure the number of minutes in accordance with CR Part 154 mandates.

There are approximately 113 English Language Learners at PS 32 as determined by the Spring 2009 NYSESLAT and the Fall 2009 LABR. There are Dual language Korean classes in kindergarten, grade 1, grade 2 and grade 3 who are taught by certified Korean Bilingual teachers. Some of the children are proficient in English and some are proficient in Korean. Lessons are conducted in Korean and English on alternating days. Two full time State certified ESL teachers serve ELL students who have been placed in mainstream classes. These students receive targeted instruction in listening, speaking, reading, and writing, based on NYS standards and aligned with the comprehensive core curriculum in mathematics, literacy science, and social studies. They are grouped for pull-out or push-in instruction according to grade and/or level of English proficiency. Supervisors review teachers' programs and schedules to ensure the appropriate number of

minutes in accordance with CR Part 154 mandated units of service. There are four groups served by each ESL teacher. ESL teachers work with classroom teachers to ensure congruence as well as provide ongoing professional development of effective ESL strategies. Classroom teachers provide an English language intensive environment by labeling classrooms, providing a variety of leveled books and picture support, etc. ESL and classroom teachers also provide differentiated instruction to ELLs and additional instruction in all curriculum areas. Formal (Acuity predicative and diagnostic assessments and ELL periodic assessments) and informal assessments (conference notes, running records, spelling inventory, writing continuum,, teacher observation) take place on an ongoing basis.

PS 32 utilizes a balanced literacy program in all grades. Words Their Way and Month by Month Phonics is used to teach phonics and word work in grades 2, 3, 4 and 5. Foundations is used to teach phonics and word work in grades K and 1. ELLs participate in the 120 minute literacy block in grades K-3 and the 90 minute literacy block in grades 4-5. The Wilson Program is used for ELLs who need additional intervention. There is a 60 minute mathematics block in grades K-2 and a 75 minute mathematics block in grades 3-5. Grades K-5 implement Everyday Math. Technology is incorporated into the instructional program. ELLs use computers in the classroom, in the school Computer Lab, and in the ESL classroom.

The instruction for all the curriculum areas are adapted to meet the needs of the ELLs by pre-teaching content area vocabulary and concepts, incorporating thematic instruction, the use of hands-on activities including manipulatives, maps, globes, science equipment, etc., and accessing prior knowledge.

A variety of instructional materials is used to support the learning of ELL in the core curriculum. Leveled libraries in all classrooms ensure that children are reading on their appropriate individual reading level. These include authentic literature, including nonfiction literature in the content areas. Manipulatives are used to demonstrate and clarify mathematical concepts. Hands on activities take place during science. Social studies instruction for ELLs makes use of visual and graphic aids. Classroom materials are modified and adapted to fit the needs of individual students. Newcomers use a variety of materials to help with basic language skills. Computers are used to enhance content area instruction as well as to provide access to instructional websites on the Internet.

All entitled ELLs in the free standing ESL program are served by certified ESL teachers. The kindergarten ELLs are served using the pull-out model. ELLs in grades 1-5 are served in the push-in model. All entitled ELLs in the Dual Language classes are served by certified bilingual teachers..

Non-ESL teachers, including classroom teachers, other teaching personnel and paraprofessionals, are provided with extensive professional development opportunities. ESL teachers articulate principles of effective instruction for ELLs. Our literacy coaches and Teachers College staff developers provide professional development on balanced literacy, including the reading/writing workshop model. Our professional development includes lab sites on each grade where our staff developers model lessons and demonstrate strategies to differentiate instruction and provide academic interventions for ELLs. In addition, ESL and classroom teachers attend calendar days at Teachers College which emphasize balanced literacy techniques for use with ELL students. These teachers then provide ongoing professional development at monthly grade conferences and faculty conferences. During these periods, non-ESL teachers are also taught techniques for modifying instruction in the content areas for ELLs. The ESL teachers also provide professional development on strategies to modify instruction in Everyday Math. Bilingual and ESL teachers receive additional professional development from an ESL network support specialist. Supervisors review professional development schedules to ensure the receipt of 7.5 hours (or 10 hours for special education teachers and special education paraprofessionals) of strategies in teaching ELLs as per Jose P.

The Parent Coordinator provides outreach for parents of ELLs and serves as a resource for parents and parent organizations. She maintains materials in different languages that can assist parents in understanding all school services and programs, including ESL services and programs. In addition, a plan is in place to address communication with non-English speaking parents through translations and interpretation. Written and oral translations are provided in the most dominant languages of Korean, Spanish, and Chinese of documents such as PTA notices, open school invitations, and activity announcements. Translators attend parent workshops, special events and parent-teacher conferences. Additional languages are translated when necessary and possible.

An orientation session and a workshop for parents of ELLs take place each year in early October. Topics at the orientation include the state standards, assessments, school expectations, and general requirements for the ESL programs. At the workshop, ESL teachers discuss how parents of ELLs can become more effective partners in their children's education. The ESL teachers explain strategies that the parents can use to help their children with homework, vocabulary development, literacy, math, social studies and science, and how to effectively communicate with their children's teachers. The Principal, Assistant Principal, Parent Coordinator and a representative from the P.T.A. participate in this meeting. Translators are provided.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2009-2010) LAP narrative to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Directions: In anticipation of the allocation of Title III funding for your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.

Section I: Student and School Information

Grade Level(s) K-5 **Number of Students to be Served:** 114 **LEP** 50 **Non-LEP**
Number of Teachers 3 **Other Staff (Specify)** _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school’s language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; 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.

A licensed ESL F-status teacher will provide instruction in listening, speaking, reading and writing for ELL students. Students will participate in English language activities designed to increase, improve and strengthen their oral, written and expressive language skills and enhance their

knowledge of content area subjects including social studies, mathematics, language arts, and science. The ESL teacher will work with small groups of targeted children who will be taking NYS Assessments in Mathematics, English Language Arts, or Science, many for the first time. The ESL teacher will work with small groups of targeted children who will be taking the NYS Assessments in Mathematics, English Language Arts, or Science, many for the first time. We will utilize a push in model. The ESL teacher will work push into 3rd, 4th and 5th grade classes (3-301, 3-302, 4-309, 5-314) five periods one day a week (Wednesdays). This program is totally supplementary. An afterschool enrichment program for ELL's and transitional students will work on listening, speaking, reading, and writing skills in addition to preparing children for state tests in science, social studies, ELA, and mathematics. This program, taught by a licensed ESL teacher when possible, will be offered to students in grades 2-5 and will take place on Thursday and Friday afternoon from 2:20 pm to 4:20 pm. The activities in both of these programs will be designed to develop Tier 2 vocabulary (academic language).

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.

Teaching experts, (Literacy coaches, ESL specialists, IEP teacher, SETTS teachers, science cluster and social studies liaison) will provide classroom teachers with professional development on using differentiation of instruction to address the needs of ELLS. Teachers will examine curricula and classroom teaching strategies to improve student learning. In addition, Title III teachers will participate in professional development to enable ELL students to develop Tier 2 vocabulary (academic language). This professional development will be based on the research of Dr. Lily Wong Fillmore including such topics as: deconstruct/reconstruct strategies, juicy sentences, vocabulary word play. This professional development will be provided by ESL specialists

Form TIII – A (1)(b)

School: PS 32 BEDS Code: 342500010032

**Title III LEP Program
School Building Budget Summary**

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> - Per session - Per diem 	\$16,636	F status: 17 days at \$308 per day = \$5,236 Teachers per session: 6 classes 4 hours per week for 8 weeks at \$50 per hour with fringe $6 \times 4 \times 8 \times \$50 = \$9,600$ Administration per session 4 hours per week for 8 weeks+ 4 hours preparation = \$1,800
Purchased services <ul style="list-style-type: none"> - High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed. 	\$604	Journals, notebooks, testing materials = 100.70 per class
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$17,240	

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

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.

An assessment was conducted by reviewing Home Language Surveys, ATS Reports, ARIS, Progress Report, information from teachers, counselors, secretaries, Parent Coordinator, and past requests from parents.

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.

It was determined that the most dominant languages in our school are Korean, Spanish and Chinese. Written translations will be provided in these languages for documents such as PTA meeting notices, open school invitations, parent workshops, special events, and activity announcement. Oral translations will be provided in Korean, Spanish and Chinese for activities such as PTA meetings, parent-teacher conferences, parent workshops, parent meetings, telephone communications, and other school events. Additional languages will be translated when necessary and possible. These findings were shared with the school community at School Leadership Team meetings and through flyers sent home with all children

Part B: Strategies and Activities

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

Written translations will be provided in Korean, Spanish and Chinese for documents such as PTA meetings, open school invitations, parent workshops, special events, and activity announcements. Additional languages will be translated when necessary and possible. These services will be provided by school staff, including teachers, counselors, psychologist, social worker, counselors, and school aides

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

Oral translations will be provided in Korean, Spanish and Chinese for documents such as PTA meetings, open school invitations, parent workshops, special events, and activity announcements. Additional languages will be translated when necessary and possible. These services will be provided by school staff, including teachers, counselors, psychologist, social worker, counselors, and school aides

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

PS 32 will provide both written and oral translation and interpretation services when possible to parents who require language assistance in order to communicate effectively with the school. When we are unable to provide such services, parents will be informed of how they can receive translations services

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

	<i>Title I</i>	<i>Title I ARRA</i>	<i>Total</i>
1. Enter the anticipated Title I Allocation for 2010-11:		\$378,698	\$378,698
2. Enter the anticipated 1% set-aside for Parent Involvement:			
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$3,787	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:			
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		0	
6. Enter the anticipated 10% set-aside for Professional Development:			
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$37,869	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
9. If the percentage of high quality teachers during 2009-2010 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.
Not applicable

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 Parent 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 Department and Office for Family Engagement and Advocacy and is available in the nine major languages in the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use a 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 and disseminated in the major languages spoken by the majority of parents in the school.

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 and disseminated in the major languages spoken by the majority of parents in the school.

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.*
Refer to page 9 – Comprehensive Needs Assessment

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.

Refer to pages 10 – 20 – Annual School Goals & Action Plan and pages 25-29 – Program Delivery for ELLs

3. Instruction by highly qualified staff.

100% of the staff is highly qualified. As reported in the March 2009 School Demographics and Accountability Snapshot, 100% of the staff is fully licensed and permanently assigned to the school, 97% have a masters degree or higher, and 100% of the core classes are taught by highly qualified teachers

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.

Professional development at PS 32 is facilitated by the administrators, coaches, Teachers College Staff Developers and CFN #207. The Principal attends CFN network professional development and a Teachers College Principals' Study Group. The Assistant Principal attends AP ICFN professional development and a Teachers College Assistant Principal Study Group. PS 32 is a Teachers College Focus School. Staff developers from Teachers College facilitate study groups and lab sites at the school. Teachers and coaches attend Calendar Days at Teachers College. Information is shared with colleagues during weekly common preps. The Data Specialist and coaches support teachers by providing professional development on how to access and interpret data to differentiate instruction. Classroom teachers and the ESL teacher participated in a lesson analysis study group to differentiate instruction for ELL students. As an Alternative to Observation process, all eligible teachers work as part of an Inquiry Team, selecting a targeted group of students based on data, choosing a learning target and sub skill for this group, and assessing and revising the learning target as necessary. This process and the strategies learned were shared with the entire staff.

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

Not applicable

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

Parent involvement is an important component to PS 32's success. We actively seek parent participation of school committees such as the School Leadership Team and the PTA. Parents are invited to school on a continuous basis for curriculum night, classroom writing

celebrations, kindergarten and ESL parent orientations, PTA and Title I meetings and academic workshop such as Preparing Your Child for State Assessments and ESL Instruction for Adults. Translators are provided at these events. Parents are kept informed of school events through fliers, PS 32 web site, school newsletter (PS 32 Happenings), and monthly letters defining curriculum goals and individual goals. The Parent Coordinator hosts the PTA Café the first Wednesday of each month which addresses issues suggested by the parents.

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.

In June, parents of pre-kindergarten children are invited to a Kindergarten Orientation. The children participate in activities with the kindergarten teachers in the classrooms, while the parents are introduced to staff members and the PTA Executive Board. Parents are informed about services offered at the school such as ESL, SETTS, speech, counseling, OT, PT, etc. Kindergarten standards and curriculum are explained. Handouts are provided with further information and resources for parents. In September, parents attend an orientation with the classroom teacher to learn what they should expect in kindergarten and how they can best help their child succeed.

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.

The Data Specialist and coaches provide information on the use of assessment tools, such as TC Pro, diagnostic assessments and predicative assessments. Teachers learn how to access this information and interpret the data to differentiate instruction. As an Alternative to Observation process, all eligible teachers work as part of an Inquiry Team, selecting a targeted group of students based on data, writing SMART goals, and using data to access and revise these goals.

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.

Students who are at risk of not meeting academic standards are identified and receive Tier I academic intervention services from their classroom teacher through small group instruction, individualized instruction and the Extended Day Program. Our Academic Support Team (AST) meets bimonthly to discuss children who are receiving Tier I interventions but require additional support. With input from the Tier 1 provider, a Tier 2 academic strategy is planned. Tier 2 interventions may be provided by a SETTS teacher, speech teacher, guidance counselor, psychologist, or social worker. This plan includes specific goals for the child and a specific time frame, usually 6 to 8 weeks. After this time the AST reevaluates whether the child is no longer considered "at risk", requires additional Tier 2 interventions or requires a referral to the Pupil Support Team.

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.

Many of our staff has been trained in the Resolving Conflict Creatively Program. Our Youth & Family Counsel addresses drug and violence prevention. We participate in the Don't Laugh at Me Program, which is an anti-bullying program and a Peer Mediation Program. Students in grades 4 & 5 participate in a nutrition program. Our School Based Support Team and our counselors provide support to children and their families and, when appropriate, refer them to several community based organizations.

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.

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” ¹ Consolidated in the Schoolwide Program <i>(☑)</i>			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check <i>(☑)</i> in the left column below to verify that the school has met the intent and purposes ² 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 <i>(☑)</i>	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal	x			\$ 374,911	x	
Title II, Part A	Federal	x			\$ 39,097	x	
Title III, Part A	Federal	x			18,780	x	
Title IV	Federal						

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.

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.

IDEA	Federal					x	
Tax Levy	Local	x			\$ 3,263,099	x	

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance 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. 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:
 - 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

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement

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.
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.

Part B: For Title I Schools Identified for Improvement

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.

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.

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

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>

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.)
There are no children at PS 32 in temporary housing.
2. Please describe the services you are planning to provide to the STH population.
The school provides and requests the completion of the residency questionnaire to all newly enrolled students and students who change their address during the school year. The information is entered into ATS. The residency questionnaire is accompanied by the McKinney-Vento Act Guide for Parents and Youth. The school displays in a prominent location posters that set forth the basic rights of homeless children and provide information about the Students in temporary Housing (STH) Liaison. All staff member who become aware of any student who is or may be homeless and who needs assistance, contacts the STH Liaison. Information sheets that set forth the basic rights of homeless students are available in the main office, the guidance counselor's office, and the parent coordinator's office.

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 the borough Integrated Service Center (ISC) or Children First Network.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

This appendix will not be required for 2010-11.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 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 2009-10)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 032 State Street					
District:	25	DBN:	25Q032	School		342500010032

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		

Enrollment				Attendance - % of days students attended:			
<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	36	36	36		96.0	96.7	96.8
Kindergarten	113	145	150				
Grade 1	113	129	144	Student Stability - % of Enrollment:			
Grade 2	93	121	137	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	92	99	119		93.2	94.8	94.5
Grade 4	95	96	122	Poverty Rate - % of Enrollment:			
Grade 5	88	102	99	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 6	0	0	0		50.4	68.9	68.9
Grade 7	0	0	0	Students in Temporary Housing - Total Number:			
Grade 8	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 9	0	0	0		1	1	0
Grade 10	0	0	0	Recent Immigrants - Total Number:			
Grade 11	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Grade 12	0	0	0		20	18	18
Ungraded	0	1	1				
Total	630	729	808				

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<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	22	29	36	Principal Suspensions	2	1	0
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	1	0	0
Number all others	50	45	40				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<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	13	0	TBD	Number of Teachers	37	39	44
# in Dual Lang. Programs	13	15	TBD	Number of Administrators and Other Professionals	8	7	6
# receiving ESL services only	83	87	TBD				
# ELLs with IEPs	6	25	TBD	Number of Educational Paraprofessionals	1	1	5

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	97.3	100.0	100.0
				% more than 2 years teaching in this school	91.9	79.5	81.8
				% more than 5 years teaching anywhere	91.9	76.9	77.3
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	100.0	97.0	97.7
American Indian or Alaska Native	0.2	0.0	0.1	% core classes taught by "highly qualified" teachers	100.0	100.0	100.0
Black or African American	1.6	1.2	1.0				
Hispanic or Latino	19.8	18.8	18.7				
Asian or Native Hawaiian/Other Pacific	61.4	61.2	62.7				
White	16.2	16.2	16.6				
Male	54.8	51.7	52.4				
Female	45.2	48.3	47.6				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

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:

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

American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	v	v					
White	v	v	-				
Multiracial	-	-					
Students with Disabilities	v	v	-				
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
Student groups making	7	7	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:				NR	
Overall Score:	69.1	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	12.4	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	10.9	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	36						
<i>(Comprises 60% of the</i>							
Additional Credit:	9.8						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
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

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

School Parental Involvement Policy 2010-2011

Our school strongly believes that teaching is a shared responsibility divided between the parents and the school, with the parents being a child's first and most important teacher. Decades of research tell us that parent involvement makes a big difference in students' academic success, self-esteem and general perspective on education, life and the world around them.

Our administrators, teachers, and staff are committed to working as partners with all families to enable our students to reach their fullest potential. It is only by valuing a productive home-school partnership and committing to a focused plan that we can best enable our school to achieve its commitment to students and their families. Our school encourages families to be teachers to their children at home, supporters of our school, and advocates for all children, and informed decision makers in school policies and practices.

Our school will facilitate and maintain a mutually respectful and trusting relationship with families by committing to:

1. Encourage strong parental involvement:

- Welcome new families by providing school tours, parent orientations and periodic Coffee and Conversations with the Principal.
- Involve parents in planning, reviewing and improving Title 1 funded programs, including the implementation of the school's Title I Parent Involvement Policy and Home-School Compact.
- Support school-level committees that include the School Leadership Team, Parent Teacher Association, and Title I Parent Advisory Council. This includes providing technical support and professional development for the members on these committees.
- Schedule meetings, conferences and workshops at times convenient to parents, whenever possible.
- Maintain a Parent Coordinator to serve as a liaison between families and the school.
- Provide oral and written translations in major languages.
- Provide a translated Family Guide containing school policies and procedures.
- Communicate with parents using School Messenger translated in three languages, a Home-School Connection Newsletter, bi-monthly letters from the Principal, and an updated school website to keep parents informed of current school events and policies.
- Keep parents informed of available resources, new projects and activities.
- Involve parents in school improvement and safety projects.
- Encourage parents to volunteer.

2. Provide families with information and opportunities that improve student academic achievement:

- Share and review with parents the school's rigorous curriculum, the NY State Learning Standards, Common Core State Standards, NYC Scope and Sequence Curriculum Guidelines, Great Expectations Guides, etc.
- Keep parents informed of student progress, academic programs and high expectations.
- Provide workshops and materials on the needs of students with disabilities, ESL students and students receiving academic intervention services, as well as information about our school's curriculum and academic expectations for these students.
- Provide parents with assistance navigating and understanding City, State and Federal guidelines and assessments.

- Communicate student learning goals to parents and emphasize the importance of having students monitor their own learning and develop critical thinking skills.
- Encourage parents to read and write with their children at home daily.
- Present school data to parents (i.e., Progress Report, School Report Card, Learning Environment Survey, School Quality Review, ARIS Home Link, Acuity, Teacher's College Reading Assessments, etc.) and facilitate the analysis of this data and its implications for student achievement.
- Prepare students and parents for the high school admission process by conducting workshops.

3. Nurture strong relationships between school staff and parents:

- Provide professional development to school staff to improve parent outreach, communication skills and cultural awareness.
- Invite parents to participate in class celebrations.
- Conduct joint academic activities for parents, teachers and children (i.e., inquiry-based Family Science Night, hands-on Family Math Night, etc.).
- Present parents and teachers with the opportunity to participate in our Lincoln Center Institute family nights.
- Recognize student achievement and academic excellence (i.e., Principal's Honor Roll, Student Council, ARISTA, etc.).

This School Parental Involvement Policy has been developed jointly with and agreed upon with parents of children participating in Title I, Part A programs, as evidenced by the PS 32 Title I Home-School Compact. First adopted on October 26, 2009, this policy was revised by PS 32 in December 2010 and will remain in effect for the current academic calendar year. The school will distribute copies of this revised policy to all parents of participating Title I, Part A children on or before January 1, 2011 (if approval is secured).

HOME-SCHOOL COMPACT AGREEMENT 2010-2011

A commitment and collaboration among parents, teachers, students and administrators is essential in helping our children reach high academic standards. As members of this partnership, we share an important responsibility in creating a productive and mutually supportive learning environment both at home and at school.

This Home-School Compact pledges the entire community of parents, educators and students at PS 32 to work together to foster a high level of academic achievement, with particular focus on literacy and math. Each partner in this agreement is expected to exhibit good character by respecting other individuals and by modeling the principles of good behavior. The Home-School Compact Agreement is shared with parents in the fall and spring of the school year.

Student's Pledge: I will...

- show respect to all students and adults and take responsibility for my actions.
- follow all rules and regulations set by my school and teachers.
- respect school property.
- come to class prepared with notebooks, textbooks, pens and pencils and all necessary supplies.
- write down assignments, do my homework every day, and turn it in when it is due.

- work on my math, reading and other areas of study skills at home, using materials my teachers send home.
- show my parents/guardian what is in my folder each day and remind them to reply promptly to all notices.
- read on my own and with my family every day.
- set goals for me that help me be the best student I can be.
- have a plan for accomplishing these goals.
- let my teachers and family know if I need help.

Student's Signature

Date

Parent's/Guardian's Pledge: I will...

- bring my child to school promptly, and pick him or her up on time.
- provide a suitable study environment at home.
- work with my child using math, literacy and other study materials that the school sends home.
- ensure that my child reads at least twenty minutes daily.
- read the contents of my child's folder daily and reply promptly to all notices.
- check homework and all assignments daily.
- create a partnership with my child's teachers.
- let the teachers know if my child has any problems with learning.
- attend parent-teacher conferences.
- participate in workshops offered by the school that can help me advance my child's education.
- volunteer in my child's classroom when appropriate and participate in school activities that contribute to student achievement.
- encourage my child to follow the school's Behavior Code and be mindful of the consequences of his or her actions.
- teach my child to be kind to others and respectful of people and property.
- keep the school informed of any changes in health status, family contact information, and significant home-related events that may affect my child's learning.
- actively help my child to fulfill the student pledge as outlined above.

Parent/Guardian's Signature

Date

Teacher's Pledge: I will...

- provide standards-based curriculum and instruction in a supportive and effective learning environment where individual needs are addressed.
- focus on the improvement of literacy during each lesson.
- monitor student progress in all subject areas and notify parents of student's accomplishments and difficulties in a timely fashion.
- make sure all students get help as soon as it is needed.
- explain my approach to teaching, expectations, and grading system to students and their families.
- make sure students understand their homework assignment and what they'll learn from it, and grade it promptly.
- create a partnership with every family in my class.
- inform parents regularly about curriculum and instruction.
- be available to meet with students and/or parents to help resolve difficulties that may arise.

- be mindful of my teaching practices and evaluate how they impact student learning.
- continue to develop as a professional so that my teaching practices support academic rigor and student growth.

Teacher's Signature

Date

Administrator's Pledge: I will...

- provide a safe, nurturing educational environment for all students.
- ensure that the needs of all students, parents and teachers are met.
- enforce rules of good conduct and administer disciplinary actions as necessary.
- provide opportunities for professional development for teachers so they can improve their teaching strategies.
- partner with parents and teachers by encouraging and supporting their commitment to help students work toward academic excellence.
- provide reasonable opportunities for parents to volunteer and participate in their child's classroom and school.
- inform parents regularly of events, changes in school policy and staffing and other administrative decisions that affect student education.
- meet with students and/or parents to resolve any difficulties that may arise.

Principal's Signature

Date

**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 CFN 207	District 25	School Number 032	School Name State Street
Principal Betsey Malesardi		Assistant Principal Sue Menkes	
Coach Lori Phair		Coach Diana Keily	
Teacher/Subject Area Robin Frost/ESL		Guidance Counselor Carla Newman	
Teacher/Subject Area Stacey Driscoll		Parent Dina Antonucci	
Teacher/Subject Area James Myer		Parent Coordinator Karen Mascetti	
Related Service Provider Sandra Balsin		Other	
Network Leader Peggy Miller		Other	

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	3	Number of Certified Bilingual Teachers	4	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	1

C. School Demographics

Total Number of Students in School	802	Total Number of ELLs	129	ELLs as Share of Total Student Population (%)	16.08%
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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.

Parents or guardians of every child enrolled in PS 32 are required to complete a Home Language Identification Survey. An informal parent interview is conducted by a licensed pedagogue to ensure the accuracy of the survey and to determine the level of education of the child in his/her home country. If the HLIS indicates that the child's home language is other than English, the child is administered an English proficiency test called the Language Assessment Battery-Revised. This test is administered by a licensed ESL teacher. The ESL teacher ensures that entitlement letters are distributed and that Parent Survey and Program Selection forms are returned. If the letter is not returned by the date indicated on the form, a second form is sent home and the parents are contacted by phone in their native language. These letters explain all three program choices and invite parents to an orientation meeting. Parents who indicate a choice not in place in our school (ESL or Korean Dual Language) are contacted to discuss the availability of programs of their choice in other district schools. Parents are contacted in their native language. The parents attend an orientation meeting given by the ESL teachers. At this orientation, parents view a video in English and in their native languages. Translators are provided to assist parents in completing the Program Selection Form and to answer any questions. Students identified as ELLs are tested annually using the NYSESLAT. After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in program choices that parents have been requesting has been consistent. Approximately 75% of parents of ELL students in our school have selected a Freestanding ESL program as their first or only choice. 20% have requested a dual language program and 5% have selected a bilingual program.

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	To t#
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language (50%:50%)	1	1	1	1	1	0	0	0	0	0	0	0	0	5
Freestanding ESL														
Self-	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Contained														
Push-In	2	2	2	2	2	2	0	0	0	0	0	0	0	12
Total	3	3	3	3	3	2	0	0	0	0	0	0	0	17

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	129	Newcomers (ELLs receiving service 0-3 years)	113	Special Education	19
SIFE	1	ELLs receiving service 4-6 years	16	Long-Term (completed 6 years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	13	0	0	3	0	0	0	0	0	16
ESL	100	1	10	13	0	9	0	0	0	113
Total	113	1	10	16	0	9	0	0	0	129

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													0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0											0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	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

	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP								
Spanish	0	0	0	0	0	0	0	0	0	0									0	0
Chinese																			0	0
Russian																			0	0
Korean	3	19	5	22	2	22	2	20	5	20									17	103
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	3	19	5	22	2	22	2	20	5	20	0	17	103							

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
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): <u>99</u>	Number of third language speakers: <u>3</u>
Ethnic breakdown of EPs (Number):	
African-American: <u>0</u>	Asian: <u>113</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>2</u>
	Hispanic/Latino: <u>1</u>
	Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	9	5	1	2	6	5								28
Chinese	17	20	8	8	7	5								65
Russian														0
Bengali														0
Urdu		1			1									2
Arabic														0
Haitian														0
French														0
Korean	2	2	1	2	2	2								11
Punjabi														0
Polish														0
Albanian														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
Other		3		1	1	2								7
TOTAL	28	31	10	13	17	14	0	113						

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.

At PS 32 one of the models we use is a free standing English as a Second Language Program instructional model to provide all instruction in English using ESL methodologies. These are heterogeneous with mixed English proficiency levels. A push-in/co-teaching model is used. In the push-in/co-teaching program, an ESL teacher works with ELLs during content instruction in collaboration with the regular classroom teachers to provide language acquisition and vocabulary support while retaining content instruction time. PS 32 has self-contained Korean Dual Language classes in grades K, 1, 2, 3, and 4. These classes are heterogeneous with mixed English and mixed Korean proficiency levels. Students receive the NYS mandated ESL/ELA allotted instruction time based on student proficiency level. Supervisors review teachers' programs and schedules to ensure the number of mandated instructional minutes of ESL, ELA and NLA is in accordance with CR Part 154 mandates.

For the free standing ESL program, PS 32 utilizes a balanced literacy program in all grades. Words Their Way is used to teach phonics and word work in grades 2, 3, 4 and 5. Foundations is used to teach phonics and word work in grades K and 1. ELLs participate in the 120 minute literacy block in grades K-3 and the 90 minute literacy block in grades 4-5. The Wilson Program is used for ELLs who need additional intervention. ELL students receive instruction in vocabulary development focusing in building academic language based on the research of Dr. Lily Wong Fillmore..

There is a 60 minute mathematics block in grades K-2 and a 75 minute mathematics block in grades 3-5. Grades K-5 implement Everyday Math. Technology is incorporated into the instructional program. ELLs use computers in the classroom, in the school Computer Lab, and in the ESL classroom. The instruction for all the curriculum areas are adapted to meet the needs of the ELLs by pre-teaching content area vocabulary and concepts, incorporating thematic instruction, using of hands-on activities including manipulatives, maps, globes, science equipment, etc., and accessing prior knowledge. A variety of instructional materials is used to support the learning of ELL in the core curriculum. Leveled libraries in all classrooms ensure that children are reading on their appropriate individual reading level. These include authentic literature, including nonfiction literature in the content areas. Manipulatives are used to demonstrate and clarify mathematical concepts. Hands on activities take place during science in a science lab setting. Grade K-2 use the FOSS Science kit. Grades 3 & 4 use the Harcourt Brace Science Program. Social studies instruction for ELLs makes use of visual and graphic aids. Classroom materials are

modified and adapted to fit the needs of individual students. Newcomers use a variety of materials to help with basic language skills. Computers are used to enhance content area instruction as well as to provide access to instructional websites on the Internet. For the Korean Dual language program, PS 32 utilizes a balanced literacy program in all grades. Month by Month Phonics is used to teach phonics and word work in grades K, 1, 2, 3, 4. ELLs participate in the 120 minute literacy block in grades K-3 and the 90 minute literacy block in grade 4. There is a 60 minute mathematics block in grades K-2 and a 75 minute mathematics block in grades 3-4. Grades K-4 implement Everyday Math. Technology is incorporated into the instructional program. ELLs use computers in the classroom, in the school Computer Lab, and in the ESL classroom. The instruction for all the curriculum areas are adapted to meet the needs of the ELLs by pre-teaching content area vocabulary and concepts, incorporating thematic instruction, using of hands-on activities including manipulatives, maps, globes, science equipment, etc., and accessing prior knowledge. A variety of instructional materials is used to support the learning of ELL in the core curriculum. Leveled libraries in Korean and English in all classrooms ensure that children are reading on their appropriate individual reading level. These include authentic literature, including nonfiction literature in the content areas. Manipulatives are used to demonstrate and clarify mathematical concepts. Hands on activities take place during science in a science lab setting. Grade K-2 use the FOSS Science kit. Grades 3 & 4 use the Harcourt Brace Science Program. Social studies instruction for ELLs makes use of visual and graphic aids. Classroom materials are modified and adapted to fit the needs of individual students. Newcomers use a variety of materials to help with basic language skills. Computers are used to enhance content area instruction as well as to provide access to instructional websites on the Internet.

A plan is in place for SIFE students. These students require additional assistance to meet state standards in ELA, mathematics, science, and social studies. They are provided with targeted instruction in listening, speaking, reading and writing. Classroom teachers and ESL teachers tailor instruction based on the SIFE's individual assessed needs. SIFEs receive targeted instruction in the content areas. Intensive guidance services are provided to assist SIFEs who experience affective-domain issues that impact on their ability to achieve academically. A plan is in place for newcomers. Parents of newcomers are consulted to determine the extent of education in the home language and the students' previous exposure to English. Where appropriate, students participate in a pull-out Vestibule program taught by an ESL teacher that facilitates their acquisition of basic English language skills. Classroom teachers of newcomers are provided with training and materials that best serve the needs of these students. This training includes methods of adapting core curricula for use with newcomers. Peer Language Buddies and Learning Leaders are assigned to further assist newcomers. Newcomers receive preparation for the ELA test to familiarize them with the language and format of the assessment and to teach them test taking strategies.

Academic intervention services are provided to meet the needs of long term ELLs (4-6 years) who require additional assistance to acquire academic language necessary to meet the state standards in English Language arts, mathematics, science, and social studies. Intensive guidance and support services are provided to assist long term ELLs who are experiencing affective domain issues that impact on their ability to achieve academically. Long term ELLs participate in an at-risk resource room program, at-risk guidance, and/or at-risk speech and language. Our Youth and Family Service Coordinator provides substance abuse and intervention services. An extended day ESL literacy program and an after school test prep program provide additional support to these ELLs. Our ESL teachers, speech and language teacher, resource room teachers, and literacy coaches push into classrooms with targeted ELLs to reduce student teacher ratios and provide teachers with strategies to differentiate instruction.

A plan is in place for ELLs identified as having special needs. Resource room teachers, classroom teachers, and ESL teachers collaborate to plan instruction. Instruction for these students is modified according to individual assessed needs. These modifications include individualized and/or small group instruction, preteaching vocabulary, preferential seating, use of multimedia, reteaching and redirection, and truncated assignments.

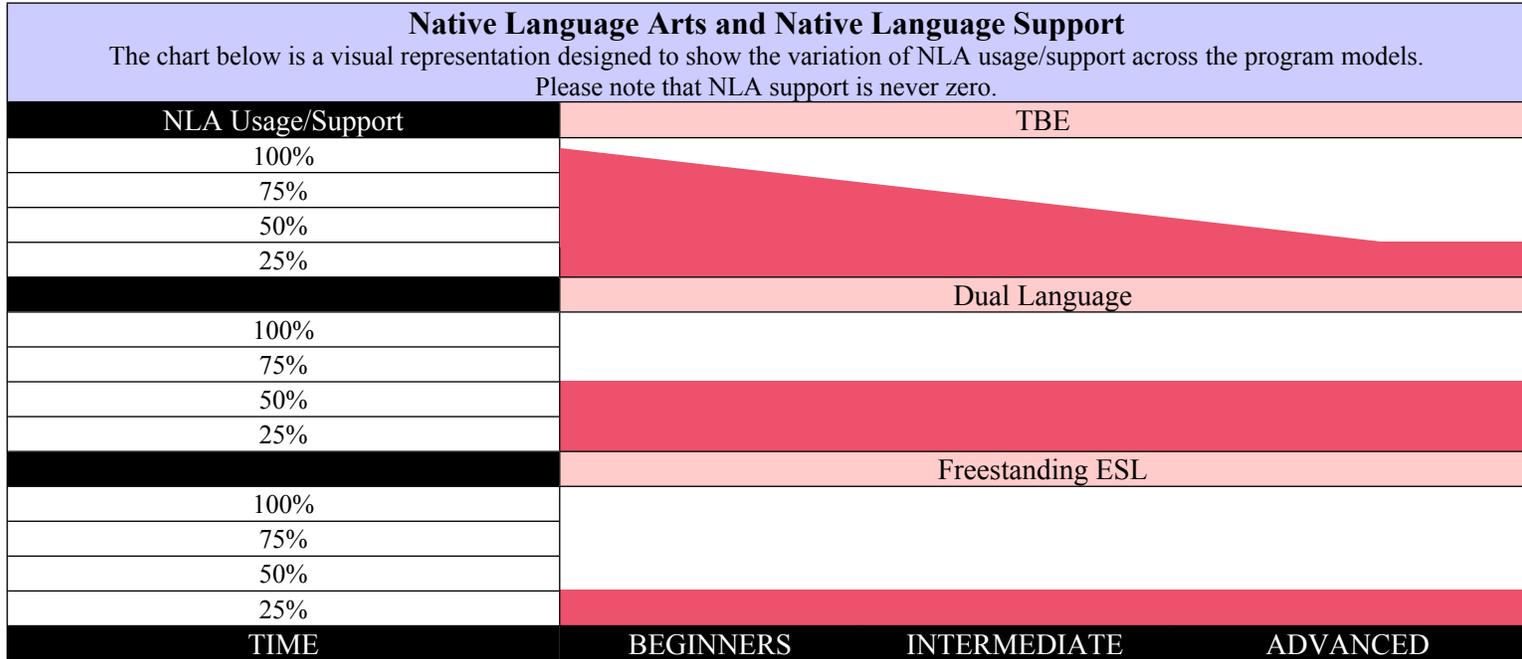
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

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

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



B. Programming and Scheduling Information--Continued

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?

Targeted intervention programs for ELLs in ELA, math and other curriculum areas include an at-risk resource room program, at-risk guidance, and/or at-risk speech and language. Our Youth and Family Service Coordinator provides substance abuse and intervention services. An extended day ESL literacy program and an after school test prep program provide additional support to these ELLs. Our ESL teachers, speech and language teacher, resource room teachers, and literacy coaches push into classrooms with targeted ELLs to reduce student teacher ratios and provide teachers with strategies to differentiate instruction. These programs are homogenously grouped by proficiency levels. These programs are offered in English and Korean where possible.

A plan is in place for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT. They receive test modifications including extended time on all state exams and the Listening passage on the ELA is read three times. ESL teachers push into these students' classes to provide targeted instruction and reduce teacher student ratio. This plan has proved successful and will continue this year.

ELL students are afforded equal access to all school programs. These programs include After School Test Prep, After School Samuel Field Y Program, Theater in the Park, and an After School Enrichment Program.

The instruction materials to support ELLs include the use of hands-on activities such as manipulatives, maps, globes, science equipment, etc. A variety of instructional materials is used to support the learning of ELL in the core curriculum. Leveled libraries in Korean and English in all classrooms ensure that children are reading on their appropriate individual reading level. These include authentic literature, including nonfiction literature in the content areas. Manipulatives are used to demonstrate and clarify mathematical concepts. Hands on activities take place during science in a science lab setting. Grade K-2 use the FOSS Science kit. Grades 3 & 4 use the Harcourt Brace Science Program. Social studies instruction for ELLs makes use of visual and graphic aids. Classroom materials are modified and adapted to fit the needs of individual students. Newcomers use a variety of materials to help with basic language skills. Computers and Smart Boards are used to enhance content area instruction as well as to provide access to instructional websites on the Internet.

In the Korean Dual Language Program, native language support is delivered 50% of the time. In the freestanding ESL program, native language support is provided through glossaries, translators and language buddies.

Support services and resources correspond to ELLs' age and grade levels.

Kindergarten parents and students attend an orientation in June before their children begin school. They are given strategies to help their children before the beginning of the school year. Translators attend these meetings.

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)?

50% of the time the target language is used for EPs and ELLs in each grade. EPs and ELLs are integrated all day. All content areas are taught together. English and Korean are used on alternating days. A self contained Dual Language model is used. Emergent literacy is taught in both languages simultaneously.

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.

Non-ESL teachers, including classroom teachers, other teaching personnel and paraprofessionals, are provided with extensive professional development opportunities. ESL teachers articulate principles of effective instruction for ELLs. Teachers examine curricula and classroom teaching strategies to improve student learning. In addition, ESL and Dual Language teachers participate in professional development to enable ELL students to develop Tier 2 vocabulary (academic language). This professional development is based on the research of Dr. Lily Wong Fillmore including such topics as: deconstruct/reconstruct strategies, juicy sentences, vocabulary word play. These strategies are shared with classroom teachers by ESL specialists Our literacy coaches and Teachers College staff developers provide professional development on balanced literacy, including the reading/writing workshop model. Our professional development includes lab sites on each grade where our staff developers model lessons and demonstrate strategies to differentiate instruction and provide academic interventions for ELLs. In addition, ESL and classroom teachers attend calendar days at Teachers College which emphasize balanced literacy techniques for use with ELL students. These teachers then provide ongoing professional development at monthly grade conferences and faculty conferences. During these periods, non-ESL teachers are also taught techniques for modifying instruction in the content areas for ELLs. The ESL teachers also provide professional development on strategies to modify instruction in Everyday Math. Bilingual and ESL teachers receive additional professional development from an ESL network support specialist.

Supervisors review professional development schedules to ensure the receipt of 7.5 hours (or 10 hours for special education teachers and special education paraprofessionals) of strategies in teaching ELLs as per Jose P.

The ESL teachers and the guidance counselor plan professional development for the staff to assist ELLs as they transition to middle school.

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?

The Parent Coordinator provides outreach for parents of ELLs and serves as a resource for parents and parent organizations. She maintains materials in different languages that can assist parents in understanding all school services and programs, including ESL services and programs. The Parent coordinator serves as a liaison with CBOs to provide workshops or services to ELL parents. In addition, a plan is in place to address communication with non-English speaking parents through translations and interpretation. Written and oral translations are provided in the most dominant languages of Korean, Spanish, and Chinese of documents such as PTA notices, open school invitations, and activity announcements. Translators attend parent workshops, special events and parent-teacher conferences. Additional languages are translated when necessary and possible.

An orientation session and a workshop for parents of ELLs take place each year in early October. Topics at the orientation include the state standards, assessments, school expectations, and general requirements for the ESL programs. At the workshop, ESL teachers discuss how parents of ELLs can become more effective partners in their children's education. The ESL teachers explain strategies that the parents can use to help their children with homework, vocabulary development, literacy, math, social studies and science, and how to effectively communicate with their children's teachers. The Principal, Assistant Principal, Parent Coordinator and a representative from the P.T.A. participate in this meeting. Translators are provided.

Parent surveys evaluate the needs of the parents and workshops are offered that respond to parent requests.

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)	18	0	0	2	2	1								23
Intermediate(I)	0													0
Advanced (A)	10					1								11
Total	28	0	0	2	2	2	0	0	0	0	0	0	0	34

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	0	3	2	1	0	1							
	I	0	11	0	1	2	0							
	A	0	6	3	4	4	3							
	P	0	14	2	6	14	7							
READING/ WRITING	B	0	13	2	2	2	1							
	I	0	14	1	8	6	3							
	A	0	6	2	2	12	6							
	P	0	1	2	0	0	0							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	6	6	5	0	17
5	2	5	1	0	8
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
4	2	0	6	1	6	1	2	2	20
5	0	0	3	1	3	2	0	2	11
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	0	0	1	1	5	3	0	1	11
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				
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?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

TCRWP is the assessment tool our school uses to assess the early literacy skills of ELLs. The data indicates that for ELLs fluency is often acquired before comprehension. This insight helps inform the school’s instructional plan by indicating that vocabulary development is vital for developing early literacy skills for ELLs.

Through the grades Listening and Speaking scores are higher than Reading and Writing Scores. This is consistent across all proficiency levels.

These patterns inform instructional decisions. We will continue to work to develop academic language using the strategies based on the research of Lily Wong Fillmore.

At PS 32 native language tests are taken mostly by newcomers. The scores of these students are similar to the scores of the ELLs who are taking the tests in English. We are using the results of the ELL Periodic Assessments to inform instruction. ESL teachers and Dual Language teachers have attended professional development on accessing and interpreting these results. We are learning that listening and skills are acquired before reading and writing skills

All students, including EPs, in the Dual Language program are assessed using running records in Korean and English. In the target language, the level of proficiency for EPs is 5% at level 1, 52% at level 2, 36% at Level 3, and 7% at level 4.

EPs in the Dual Language class are doing well. Only one student scored a Level 2 on the ELA. All other students scored Level 3 or Level 4. On the Mathematics assessment, all students scored a Level 3 or Level 4.

We evaluate the success of our program for ELLs in several ways. We examine the data based on the NYSESLAT to determine if

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.

Paste additional information here

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		10/18/10
	Assistant Principal		10/18/10
	Parent Coordinator		10/18/10
	ESL Teacher		10/18/10
	Parent		10/18/10
	Teacher/Subject Area		10/18/10
	Teacher/Subject Area		10/18/10
	Coach		10/18/10
	Coach		10/18/10
	Guidance Counselor		10/18/10
	Network Leader		
	Other		