



**[PS 32
THE GIFFORD SCHOOL]**

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

SCHOOL: (DISTRICT 31/STATEN ISLAND/31R032)

ADDRESS: 32 ELVERTON AVENUE

STATEN ISLAND, NY 10308

TELEPHONE: 718-984-1688

FAX: 718-227-5736

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: PS 32 **SCHOOL NAME:** The Gifford School

SCHOOL ADDRESS: 32 Elverton Avenue Staten Island, NY 10308

SCHOOL TELEPHONE: 718-984-1688 **FAX:** 718-227-5736

SCHOOL CONTACT PERSON: Nancy Spataro **EMAIL ADDRESS:** NSpatar@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: TBA

PRINCIPAL: Nancy Spataro

UFT CHAPTER LEADER: Gloria Zozula, Christine Beck (Delegate)

PARENTS' ASSOCIATION PRESIDENT: Tina Piscopia

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 31 **CHILDREN FIRST NETWORK (CFN):** 409

NETWORK LEADER: Neil Opramalla

SUPERINTENDENT: Margaret Schultz

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

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

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

Name	Position and Constituent Group Represented	Signature
Nancy Spataro	*Principal	
Gloria Zozula	*UFT Chapter Chairperson	
Tina Piscopia	*PTA President	
Linda Gassoso	Member/Teacher	
MaryJo Kling	Member/Teacher	
Kristen Pedersen	Member/Teacher	
Lynn Christiano	Member/Parent	
Elizabeth Clinton	Member/Parent	
Kellyann Hammill	Member/Parent	
Lisa O’Neill	Member/Parent	

* 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.

The purpose of our school is to create a community of administrators, teachers and students who will afford a nurturing and comprehensive educational plan. We will empower all who will participate to take ownership of their educational experience and future through a collaborative effort and design.

The PS 32 vision is reflective of creating high performance standards that are aligned with New York City and State mandates resulting in the optimum level of student achievement. Next year our school will be implementing Core Standards. We celebrate learning by recognizing each individual student's talents and abilities. We will provide an environment in which all of our children will reach their highest potential. We have high expectations. Students will develop important decision-making, critical thinking, technological skills and the ability to communicate effectively. Students are independent and articulate learners who enjoy taking responsibility. Arts education can and will benefit all students by enhancing their ability to interpret, understand and evaluate their work. We celebrate our staffs' knowledge and expertise. We encourage staff to share best practice and fine tune pre-existing programs both vertically and horizontally. All members of our school community will share accountability for creating a positive educational experience.

PS 32 is located in the Great Kills section of Staten Island, New York. This pre-kindergarten to fifth grade school services a population of approximately 850 students in a predominately middle class background. The children of PS 32 are educated in a nurturing and enriching environment. The school building is a well-kept modern building built in 1965. Major electrical upgrades have been provided for the students including new wiring for the gym which will allow video and audio enhancements. A new floor in the gym has been completed this year.

PS 32 is taking part in Phase 1 Special Education Initiative to address students' individual needs. This special education program will be phased in over the next two years. It will emphasize student achievement, student success, and personalized support.

The school houses 2 (two) half-day pre-k, 6 (six) kindergartens including 1 (one) CTT class, 5 (five) first grades classes including 1(one) CTT class, 7 (seven) second grade classes including 1 (one) CTT class, 4 (four) third grade classes, 4 (four) fourth grade classes including 1(one) CTT class. PS 32 has 4 (four) 12:1:1 self contained classes and 2 (two) 12:1 classes. There will be a freestanding ELL program for grades K-5 which serves our English Language Learners. The average class size in kindergarten is 24. The average class size in first grade is 26, second grade is 26, third grade is 28, fourth grade is 29 and fifth grade is 32. P.S. 32 also implements a SETSS program. Students are heterogeneously grouped within each grade. The school is not in receipt of Title 1 funding.

Students of PS3 32 will continue a program that is characterized by an integrated interdisciplinary approach to instruction. The integration of the performing arts, visual arts, social studies, technology and science are the hallmarks of our cluster program. The fourth and fifth grade students are part of the Technology Team. An After School Program is available for the AIS students in grades 3-5. Our music program continues with one fourth grade band, one fifth grade band, and a recorder program

for the second and third grade. We will be instituting a Third Grade Violin program. Grades K-5 enjoys the benefits of learning to read music. We employ a full-time music teacher. The school continues an Enrichment through the Arts and Sciences program. (ETAS) This program effectively engages third through fifth grade students. Students participate in small group arts enrichment. There are 19 different specialties They include but not limited to Science Expo, Band, New York Safe Boating, Crossword Puzzles, Debate Team, Logic Problems/Sudoku, Yoga/Meditation, Spanish, Art, Cross Stitch, Computers, Technology Team, Reader's Theater, Knitting, Chess, Visual Arts, Math & Art Connection, and Dance. During the school year our visual arts teacher invites parents and students to create art together during scheduled "Arts Nights."

An informative parent handbook contains information on dates and school procedures. The handbook includes performance standards and rubrics for each grade. Parents and students are aware of the schools' high expectations and are fully involved in the goal setting process. PS 32 supports parents and provides well-planned support for them that enable them to understand their children's achievements.

PS 32 has developed partnerships in the community and enjoys collaboration with many organizations from the cultural and educational sector. Some of these resources include: Snug Harbor, Blue Heron Park, Richmondtown Restoration, The Staten Island Institute of Arts and Science, The St. George Theatre, Gateway National Park, The Staten Island Children's Museum, Fleet Week and Ellis Island. Jazz at Lincoln Center school concerts have become a mainstay at our school. Various jazz groups perform at our school each year. Our school participates in many school and community events such as: Penny Harvest, Coat Drive, Second and Third Grade Recorder Concerts, Fourth and Fifth Grade Band Concerts, Violin Concerts, Weather Net Station, Buehler Space Program, March of Dimes Mini-Walk, Jewish Heritage Museum, Project Hospitality Toy Drive, College of Staten Island Presentations, Annual Dance Festival and Annual Talent Show.

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:	P.S. 032 The Gifford School									
District:	31	DBN:	31R032	School BEDS Code:	353100010032					
DEMOGRAPHICS										
Grades Served:	Pre-K	√	3	√	7		11			
	K	√	4	√	8		12			
	1	√	5	√	9		Ungraded	√		
	2	√	6		10					
Enrollment					Attendance - % of days students attended :					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10			
Pre-K	36	36	36		94.3	94.8	TBD			
Kindergarten	119	167	128	Student Stability - % of Enrollment :						
Grade 1	125	129	159	(As of June 30)	2007-08	2008-09	2009-10			
Grade 2	145	128	119		95.9	97.2	TBD			
Grade 3	145	146	127	Poverty Rate - % of Enrollment :						
Grade 4	150	148	141	(As of October 31)	2007-08	2008-09	2009-10			
Grade 5	153	154	146		17.7	20.3	29.3			
Grade 6	0	0	0	Students in Temporary Housing - Total Number :						
Grade 7	0	0	0	(As of June 30)	2007-08	2008-09	2009-10			
Grade 8	0	0	0		3	0	TBD			
Grade 9	0	0	0	Recent Immigrants - Total Number :						
Grade 10	0	0	0	(As of October 31)	2007-08	2008-09	2009-10			
Grade 11	0	0	0		1	4	2			
Grade 12	0	0	0	Special Education Enrollment:						
Ungraded	17	12	11	(As of October 31)	2007-08	2008-09	2009-10			
Total	890	920	867		1	4	2			
Special Education Enrollment:					Suspensions (OSYD Reporting) - Total Number:					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10			
# in Self-Contained Classes	53	49	47	Principal Suspensions	0	0	TBD			
# in Collaborative Team Teaching (CTT) Classes	26	38	60	Superintendent Suspensions	1	1	TBD			
Number all others	43	44	28	Special High School Programs - Total Number:						
<i>These students are included in the enrollment information above.</i>					(As of October 31)	2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment:					CTE Program Participants	0	0	0		
(BESIS Survey)					Early College HS Program Participants	0	0	0		
(As of October 31)	2007-08	2008-09	2009-10	Number of Staff - Includes all full-time staff:						
# in Transitional Bilingual Classes	0	0	0	(As of October 31)	2007-08	2008-09	2009-10			
# in Dual Lang. Programs	0	0	0	Number of Teachers	54	55	TBD			
# receiving ESL services only	29	28	23							

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	2	4	9	Number of Administrators and Other Professionals	17	16	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	4	4	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
				% more than 2 years teaching in this school	87.0	85.5	TBD
				% more than 5 years teaching anywhere	83.3	83.6	TBD
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED)	98.0	98.0	TBD
American Indian or Alaska Native	1.0	0.7	0.6		91.8	97.5	TBD
Black or African American	1.2	1.3	0.9				
Hispanic or Latino	8.9	8.2	8.7				
Asian or Native Hawaiian/Other Pacific Isl.	3.8	4.2	3.7				
White	85.1	84.8	84.8				
Male	52.7	52.1	52.0				
Female	47.3	47.9	48.0				
2009-10 TITLE I STATUS							
	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:	2006-07	2007-08	2008-09	2009-10			
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase				Category		
	In Good Standing (IGS)	√		Basic	Focused	Comprehensive	
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:		√		ELA:			
Math:		√		Math:			
Science:		√		Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
	Elementary/Middle Level			Secondary Level			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native	-	-	-				
Black or African American	-	-	-				
Hispanic or Latino	√	√	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	√	√					
Multiracial							
Students with Disabilities	√	√	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	5	5	1				
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	B			Overall Evaluation:	√		
Overall Score:	67.6			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data	√		
School Environment: <i>(Comprises 15% of the Overall Score)</i>	8.1			Quality Statement 2: Plan and Set Goals	√		
School Performance: <i>(Comprises 25% of the Overall Score)</i>	15.2			Quality Statement 3: Align Instructional Strategy to Goals	√		
Student Progress: <i>(Comprises 60% of the Overall Score)</i>	42			Quality Statement 4: Align Capacity Building to Goals	√		
Additional Credit:	2.3			Quality Statement 5: Monitor and Revise	√		
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
- = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
KEY: PROGRESS REPORT DATA				◇ = Outstanding			
NR = Data Not Reported				NR = No Review Required			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							
** http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf							

SECTION IV: NEEDS ASSESSMENT

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

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

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

The 2009-2010 Quality Review indicates what the school does well:

- Students interact enthusiastically in classroom lessons, responding to group work, individual conferencing, work products and writing samples, and offering responsive answers to question during instruction time.
- The school regularly uses a wide range of relevant data and a plethora of student assessments on a daily basis.
- Assistant principals engage the lowest performing third of the students by monitoring their individual progress, depicting a rigorous standards-based curriculum.
- Students and teachers share monthly goal-setting targets with the home for review.
- Teachers convey high expectations for student achievement and work diligently to develop individual student goals.
- The school has a diversified curriculum with valuable and innovative opportunities for students to develop high levels of academic and personal success.

The 2009-2010 Quality Review indicates what the school needs to improve:

- Deepen collaborative inquiry to encourage teacher teams to work with target students who have a common instructional need. The system of developing an inquiry team to analyze the common need of a group of students needs to be put in place.
- Expand participation in the development of the Comprehensive Plan to bring about changes to increase student learning. Various constituent groups within the school community must have the opportunity to voice their suggestions in developing the CEP.
- Ensure that individual teachers and teacher teams use data to set annual and interim goals across the grades in content areas for student subgroups and those in need of additional support to accelerate their learning.

The 2009-2010 NYC Progress Report indicates:

- Our school received a B.
- The percentage of students at proficiency for Level 3 and Level 4 students in English Language Arts is 66.8%.
- The percentage of students at proficiency for Level 3 and Level 4 students in Mathematics is 82.3%.
- The percentage of students that made progress in English Language Arts is 71.0%
- The percentage of students that made progress in Mathematics is 74.0%
- Growth needs to continue to show one year of progress in reading and math.

Results from the Teacher's College Running Record assessment and the Design Your Own Math assessments indicate that we meeting and exceeding our annual goal.

Data is continually upgraded and is thoroughly reviewed at faculty and grade level conferences. PS 32 sets high standards and uses data to look at progress of the different groups of students within the school.

- Ongoing goal setting in all core subjects for each student.
- Differentiated instruction is in place for ELA and math to insure students make one year of progress.
- We need to continue to develop reading conferences and further share the good practice that exists within the school. On-going implementation of differentiated instruction to address different learning styles that this enables the majority of students to make good progress.

PS 32 will continue to use Teachers College Running Record program. Items addressed during the 2009-2010 school year have improved.

This year we will continue to target over twelve ELA skills, with a concentration on our case studies.

- Main Idea
- Inferencing
- Author's purpose

What are the most significant aids/barriers to the school's continuous improvement?

PS 32 plans strategically, using data effectively, to ensure that all students and staff meet their goals. We consistently evaluate outcomes and review the next steps for learning, using the framework for quality review in order to ensure objectivity.

Trends – Each student is assessed four times a year using the Teacher's College Running Records. The student's progress is tracked. Each student should progress several reading levels throughout the school year.

Barriers – As of September 2010, Teacher's College Running Records were revised and aligned to the Common Core Standards. Each student is timed for their Oral Reading Rate. This was a new component that was added to the running records and we are addressing any issues that may arise. The Oral Reading Rate will help the students build stamina while reading as well as the students will learn how to manage their time while reading.

In grades 3-5, the Acuity Predictive Assessment in English Language Arts (ELA) did not reflect and align with the revised New York State ELA format and timing.

Aids - The three assistant principals work with the bottom third students of grades 3-5. This is a Pull-Out Program that occurs 2x per week. Extended Day Program is open to the students in need for grades 1-5. We are part of the Phase 1 Special Education Initiative. Two times per week, bottom third students in grades 3-5 attend an after school tutoring program. The teachers use the data they have collected to drive their instruction and differentiate their lesson as needed. Our ongoing goal setting is sent home to parents four times per year. Parent Involvement is welcomed throughout the school year.

SECTION V: ANNUAL SCHOOL GOALS

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

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

Our Goals for the 2010-2011 are as follows:

Goal #1

By June 2011, 67%-70% (258-270) of the 386 general and special education students in grades 3-5, will receive a level 3 or 4 on the revised NYS ELA Exam.

By June 2011, 80%-85% (679-722) of the 849 general and special education students in grades K-5, will receive a level 3 or 4 on the Teacher's College Running Records.

Goal #2

By June 2011, 82-90% (696-764) of all 849 students in grades K-5, will receive a level 3 or 4 on the Design Your Own Math Assessment and/or will receive a level 3 or 4 on the revised New York State Math Exam.

Goal #3

By June 2011, on each grade level, at least 4 out of 5 of the teachers will utilize the professional development strategies observed/taught/suggested during one to one conferences with administration, during professional development and intra/intervisitations, as evidenced by daily observation checklists of plan books, observations, teacher surveys and administrative logs.

By June 2011, 95% (51) of our 54 classroom and cluster teachers will utilize the DOE Intranet to communicate with administrators and other staff.

Goal #4

By June 2011, 90% (764) of all 849 students grades K-5, will receive grades of 3 and/or 4 on their final report card in the area of the arts.

Goal #4 Continued

By June 2011, 90% of students, in grades 2-5, will receive a level 3 and/or 4 on their final exit project/performance for the arts as measured by internal rubrics.

Goal #5

By June 2011, 85% (721) of all 849 students in grades K-5, and their parents will be able to articulate their goals in all core subject areas and how they planned to achieve them, which is measured by informal observations, conferences with students, completion of three progressive contracts and checklists.

By June 2011, parents in grades K-5 will receive all of the ongoing Periodic Assessments Results, the results of four Teacher's College Assessments/Running Records, and Math DY0 assessments created by staff throughout the year to monitor student progress.

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Parent Engagement

By June 2011, 95% of our parents will be satisfied with the 60 plus workshops they attended and as evidenced by parent surveys.

By June 2011, parent engagement/participation will increase by 3%.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Literacy

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To continue to implement, for the 2010-2011 school year, a comprehensive balanced literacy and differentiated instruction program, based on student data, in order to address each student’s individual needs in grades K-5.</p> <p>By June 2011, 67%-70% (258-270) of the 386 general and special education students in grades 3-5, will receive a level 3 or 4 on the revised NYS ELA Exam.</p> <p>Progress will be measured four times a year, by the new TC Running record rubrics that are aligned with the revised NYS ELA exam, resulting in 80% - 85% (679-722) of 849 students in general education and special education, grades K-5 meeting or exceeding grade level benchmarks in reading, by June 2011.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Extended Day Small Group Instruction, Implement Balanced Literacy, Special Events, Technology (Smart boards), Inter-visitations, Professional Development, Ongoing Student Goal Setting, Teacher's College Running Records, Differentiated Instruction, Small Group Instruction, Assistant Principals Provide Small Group Instruction (AIS) 2x Per Week for Bottom Third Students in Grades 3-5, Utilize Acuity, Mini Inquiry Work, Case Study Work with a Target on Inferencing, Wilson Program, Foundations Program, Collection of Students' Work, Ongoing Data Analysis, Curriculum Mapping, Incentive Program, Awards Assembly Program, Smart Response Technology (Grades 4 & 5 – PTA Fundraiser), DYO AssessmentsK-5 Assembly Program, K-5 Behavioral Incentive Program, Author Study, Library Program, Grade Meetings, Common Planning/Preps, 1:1 Meetings with Teachers and Administrators Monthly, Data Driven Instruction, & Phase I Special Education Initiative</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Tax Levy \$4,404,112, Tax Levy Phase I Special Education \$32,344, NYSTL \$41,354, \$14,000 for a 14 week After School Program, \$6,000 from PT (Fundraiser) for the Smart Response Remotes, Total Allocation Approximately \$ 6,125,175 - \$6,254,921</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Ongoing Student Goal Setting, Teacher's College Running Records, Utilize Acuity,, Mini Inquiry Work, Case Study Work with a Target on Inferencing, Collection of Students' Work, Ongoing Data Analysis, Intrr-visitations, Inquiry Meeting 2x monthly, 1:1 Meetings with Teachers and Administrators Bi-monthly, Data Driven Instruction, Ongoing Observations, Checklists, & Surveys</p>

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

Subject/Area (where relevant): Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To accelerate the math skills of students in mathematics.</p> <p>By June 2011, 82-90% (696-764) of 849 students in grades K-5, will receive a level 3 or 4 on the Design Your Own Math Assessment and/or will receive a level 3 or 4 on the revised New York State Math Exam.</p> <p>Progress will be measured monthly, by the newly developed monthly DYO assessments/rubric that are aligned with the revised NYS Math test, resulting in 82%-90% (696-764) of 849 students in grades K-5 meeting or exceeding grade level, by June 2011.</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>	<p>Everyday Mathematics, Calendar Math, Technology (Smart Boards, Renzulli Learning) Extended Day Small Group Instruction, Special Events, Manipulatives, Assistant Principals Provide Small Group Instruction (AIS) 2x Per Week for Bottom Third Students in Grades 3-5, Inter-visitations, Math Bee, Math Bowl, Small Group Instruction, Differentiated Instruction, Monthly Math Exemplars, Ongoing Student Goal Setting, Utilizing Acuity to Drive Instruction, Grade Meetings, Common Planning, Common Preps, 1:1 Meetings with Teachers, Data Driven Instruction, Phase I Special Education Initiative, DYO Assessments, Smart Response Technology (Grades 4 & 5 – PTA Fundraiser), K-5 Assembly Program, Behavioral Incentive Program, & Math Mission Program</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Tax Levy \$4,404,112, Tax Levy Phase I Special Education \$32,344, NYSTL \$41,354, Total Allocation Approximately \$ 6,125,175 - \$6,254,921</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Inter-visitations, Math Bee, Math Bowl, Monthly Math Exemplars, Ongoing Student Goal Setting, Utilizing Acuity, DYO Assessments to Drive Instruction, 1:1 Meetings with Teachers, Data Driven Instruction, Inquiry Meetings 2x monthly, Intra-visitations, Ongoing Observations, Checklists, & Surveys</p>

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

Subject/Area (where relevant): Professional Development

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To strengthen communication among staff and plan to implement an effective program in Professional Development based on identified needs that result in improved performance of all students. Build capacity in the school.</p> <p>By June 2011, on each grade level, at least 4 out of 5 of the teachers will utilize the professional development strategies observed/taught/suggested during one to one conferences with administration, during professional development and intra/inter-visitations, as evidenced by daily observation checklists of plan books, observations, teacher surveys and administrative logs.</p> <p>By June 2011, 95% (51) of our 54 classroom and cluster teachers will utilize the DOE Intranet to communicate with administrators and other staff.</p> <p>As measured by the professional development surveys teachers complete at every workshop, 95% of our teachers will be satisfied and effectively implementing strategies from our professional development program for the 2010-11 school year.</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>	<p>Lunch & Learn, Bi-Monthly Mini Inquiry Team Meetings, Common Preps, Grade Level Meetings, Faculty Meetings, Assistant Principals meet 1:1 with Teachers Bi-Monthly to Chart Student Progress, Principal Support Group for New Teachers Meet Monthly, Curriculum Mapping, & Written/Email Correspondence</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Tax Levy Approximately \$10,000</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Communication via email, Surveys, Checklists, Ongoing Observations</p>

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

Subject/Area (where relevant): Arts/Technology

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To implement a comprehensive Arts/Technology program school wide.</p> <p>By June 2011, 90% (764) of 849 students, grades K-5, will receive a level 3 or 4 on their final report card in the area of the arts.</p> <p>By June 2011, 90% of students in grades 2-5, will receive a level 3 and/or 4 on their final exit project/performance for the arts as measured by internal rubrics.</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>	<p>Specialty Classes (Grade 3 Meet 1x Per Week, Grades 4 & 5 Meet 2x Per Week; Class Changes 3x per year) Culminating Projects, Small Group Instruction, Computers in every Classroom, School Band Program, Talent Show, Dance Festival, Arts Night, Performances, Enrichment Through the Arts and Sciences which include but not limited to Science Expo, Band, New York Safe Boating, Crossword Puzzles, Logic Problems/Sudoku, Yoga/Meditation, Debate Team, Spanish, Art, Cross Stitch, Computers, Technology Team, Reader’s Theater, Knitting, Chess, Visual Arts, Math & Art Connection, and Dance.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>(Visual Arts & Music Teacher)Tax Levy Approximately \$120,000</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Culminating ETAS Projects, Student Presentations, Ongoing Observations, Checklists & Surveys</p>

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

Subject/Area (where relevant): Parent Communication/Engagement

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To strengthen community/parent relations, bridging the community and the school through better communication and engagement.</p> <p>Parent Communication By June 2011, 85% (721) of 849 students in grades K-5, and their parents will be able to articulate their goals in all core subject areas and how they planned to achieve them, which is measured by informal observations, conferences with students, completion of three progressive contracts and checklists.</p> <p>By June 2011, parents in grades K-5 will receive all of the ongoing Periodic Assessments Results, the results of four Teacher’s College Assessments/Running Records, and Math DY0 assessments created by staff throughout the year to monitor student progress.</p> <p>Parent Engagement By June 2011, 95% of our parents will be satisfied with the 60+ workshops they attended and as evidenced by parent surveys.</p> <p>By June 2011, parent engagement/participation will increase by 3%.</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>	<p>Over 60 Parent Workshops, Parent/Teacher Conferences, Special Events/Fairs, Support Group, Monthly PTA Meetings, Monthly PTA Newsletter, Tea With Administration, Monthly Parent Surveys, Environmental Surveys 2x per year, Classroom and Grade Celebrations including Culminating Activities, Thank You Breakfast, Parent Handbook</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS</p>	<p>Tax Levy Approximately \$42,000 (Parent Coordinator)</p>

<p><i>and/or OTPS budget categories, that will support the actions/strategies/activities described in this action plan.</i></p>	
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Over 65 Parent Workshops, Monthly Parent Surveys, Environmental Surveys 2x per year</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA Extended Day	Mathematics Extended Day	ELA/Math Extended Day	ELA During day	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			0	0	4	2	2	
1			33	0	4	2	2	
2			45	0	4	2	2	
3			29	39	4	2	2	
4			49	32	4	2	2	
5			52	31	4	2	2	
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

<p>Name of Academic Intervention Services (AIS)</p>	<p>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.).</p>
<p>ELA:</p>	<p>Extended day-tutoring grades 1-5. Instruction provided to small groups of students by teachers in ELA. Foundations, Balanced Literacy, Scholastic Materials Assistant Principals work during the school day with bottom third students using a Balanced Literary approach 2x per week</p>
<p>Mathematics:</p>	<p>Extended Day - 3x per week, 50 minutes per day, small group instruction</p>
<p>Science:</p>	<p>AIS in Science grades 3-5 -extended day grades 3-5 through reading in the content area.</p>
<p>Social Studies:</p>	<p>AIS in Social Studies grades 3-5 -extended day grades 3-5 through reading in the content area.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>The school guidance counselor provides one on one services as well as meets with students in a small group addressing the following skills: social, peer socialization, boundaries, appropriate classroom behavior, and compliance with authority</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>The school psychologist provides one on one services to students as needed. These services include but not limited to social emotional functioning, trauma, counseling, anxiety, anger management, and grief and bereavement.</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>Parent Support Group – 1x -2x per month</p>
<p>At-risk Health-related Services:</p>	<p>N/A</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) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to 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.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) K-5 _____ Number of Students to be Served: 28 _____ LEP _____ Non-LEP

Number of Teachers _____ 1 _____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – A certified ESL teacher fills the F-Status ESL position at P.S. 32 and services all the ELLs in a pull-out program, designed to meet the program’s instructional requirements. At this time, it is our plan to continue the ESL pull-out program that has been established. Our advanced ELLs receive 180 minutes of ESL instruction per week as mandated by CR Part 154. For students who are at the beginning and/or intermediate level, they will receive 360 minutes of ESL instruction per week as mandated by CR Part 154.

Please refer to the sample student schedules in the attachment for three different students in the ESL program (one each for Beginning, Intermediate and Advanced English Proficiency levels based on NYSESLAT/LAB-R).

This program will work in parallel with our AIS and enrichment programs. Collaboration between teachers during the preparation period time will assist us to maximize English language development and content area learning. Literacy and mathematics blocks will continue. Multi-sensory techniques will be incorporated into the classrooms to a greater degree to meet the needs of these and all students.

Our literacy curriculum adheres to the Balanced Literacy program. In particular, the writing curriculum for Kindergarten follows Teacher’s College Workshop Model and grades 1-5 follow an eclectic approach. The running records for grades K-5 follow the Teacher’s College Running Record Program. This model addresses the needs of our ELL population by providing them with on-going opportunities to read, write, and speak in order to help them gain fluency. Students participate in the following learning experiences:

- Read Aloud and Accountable Talk provides a structure for meaningful conversation and authentic discussions related to text. The read aloud fosters oral language development, and enhances listening and speaking skills.
- Reader’s/Writer’s Workshop – At the beginning of the workshop, the teacher clearly defines the teaching point. The teacher presents a 10-15 mini-lesson. The teacher then provides scaffolding support during the active engagement. The classroom teacher conferences individually with students and conduct small group (approximately 4-6 students) strategy lessons to meet the needs of the all the students including the ELL students.
 - o Shared Reading: The teacher scaffolds comprehension through repetition, visuals, accountable talk and focuses on oral language development.
 - o Interactive Writing: The teacher shares the task of composing written messages with children focusing on the writing process.
 - o Running Records: Based on the Teacher’s College model, the reading running record is a tool used to help the teacher evaluate the needs of the student. This comes most helpful when assessing the ELL student’s areas of weakness. It helps in driving further instruction that will benefit the students.

Classroom Environment

Every classroom is print rich and reflects evidence of rigorous instruction in Literacy and Math. Displaying as much terminology and vocabulary used in literacy and mathematics not only benefits the ELL student but all of the students. The exposure to language is a beneficial tool which ultimately aids in the understanding of content being taught.

The classroom environment also reflects the following:

- Flow of the Day: A daily schedule reflects the subject area of instruction, time and duration of the lesson.
- Interest Areas/Centers: Classrooms are divided into different centers including:
 - o Books are leveled to meet the needs of beginners, intermediate and advanced students.
 - o The Math Centers includes assorted manipulatives and activities related to the workshop model.

- o Listening Centers are equipped with cassette/cd players, earphones, story audio cassettes/cd's.
- o Other centers include writing, technology, science and social studies.

Mathematics Workshop Model

The Balanced Mathematics Program is implemented utilizing the Everyday Mathematics Program in grades Pre-K – 5. This program is used in English only. A Math Block is implemented daily school wide in all classrooms. Manipulatives develop math concepts and is also incorporated throughout all the grades with an emphasis on problem solving skills.

Everyday Math Program is a research based program created by the University of Chicago School Math Program. It is a curriculum which emphasizes conceptual understanding, while developing basic math skills. The program helps the students learn concepts and skills through repeated exposure and distributed practice. Furthermore, concepts and skills are not taught in isolation but rather built and integrated within problem contexts.

One of the benefits of the Everyday Math Program is that it helps the ELLs acquire English proficiency. Mathematical language is developed through the use of manipulatives, demonstrations and modeling. Students are formally introduced to relevant vocabulary within each lesson. Their vocabulary development is supported through the use of diagrams and concrete examples to help students recall and retain meaning.

Students are involved in daily group work. Working in groups allows students the opportunities for greater language and cultural development. Small groups also provides a low risk environment in which children feel more comfortable expressing their ideas and asking questions.

Everyday Math lessons support students acquiring proficiency in English because the program incorporates many proven strategies that help linguistically diverse students. The hands-on program develops concepts and skills through the use of concrete materials, places a great emphasis on habits of communication, and provides mathematical thinking and work. This balanced program has the necessary pieces to make the math content more accessible to all our students.

For our ELL students who are receiving service 4 to 6 years, ELLs will receive small group instruction in the content areas of ELA, Math and ESL via Title III program. Teacher will support student reading skills through use of Teacher's College and Balanced Literacy models to enhance reading comprehension and inferencing skills. Extended day services supports the student in various reading areas (main idea, inferencing, reading comprehension, etc.)

At this current time, P.S.32 has no SIFE students. On-going formal and informal assessments will indicate areas of need which will be addressed by ESL, AIS and/or enrichment programs should P.S.32 have a SIFE in the future. Currently we have no long term ELLs. Long term ELLs would receive ESL pull out services.

The students who are placed in self-contained special education classes who are in need of ESL services (as a result of LAB-R or indicated in their IEP) will receive the required services as mandated. This may include participation in the pull-out ESL program and/or, if indicated, a bilingual para-professional.

Our guidance counselor provides language services for our AIS population in the form of ERSS (Educational Related Support Services).

For students who have not met standards or are at risk the following programs have been provided: (pending funds from appropriate allocations):

Small Class Size:

Professional Development Program - Professional development is provided for the entire staff during grade/department differentiated professional development sessions.

Classroom Management - On September 7th there were grade meetings on differentiated instruction. We also have on-going monthly grade meetings throughout the year which include mini-inquiry team meetings, faculty meetings with teachers and administrators and data analysis meetings. These workshops help teachers differentiate instruction for the ELLs. They also explain how the teachers will use the data gathered for all students, ELLs, Special Education, AIS, etc. to instruct the skill their students need to make academic gains. For those teachers in need of the 7.5 hours or 10 hours of ESL professional development, they were kept informed of ESL workshops offered by the ISC and UFT.

Foundations will be used to support and provide additional support and intervention in grades K-2.

Once the NYSESLAT results indicate that our students have attained the proficiency level, we will continue to strengthen and support them by providing pull-out ESL services and/or AIS.

We have been using our instructional materials used in the program. At this point in time we have used: Rigby's "On Our Way to English" program components, big books with small read along books, listening tapes/cds, picture cards, NYSESLAT preparation material, Voyager kits, Time For Kids Writing Kit and Time for Kids reading nonfiction.

School: PS 32 BEDS Code: 3531000100032

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) - Per session - Per diem	\$9,950	The core ESL pull-out teacher (F-status, Mon – Thurs, periods 1-4) will extend her program to push-in to grades 2, 3 & 4 on Friday’s. This time is supplemental to their mandated program to remediate their listening, writing and reading skills as indicated as weaknesses according to the item skills analysis of the recent ELL Periodic Interim Assessment. The teacher will be pushing in to 1 third grade for 2 periods and 1 fourth grade class for 2 periods and 1period for grade three. 30 days/\$331.66 per day = \$9950
Other: Parent Involvement Activities	\$550	Professional salaries for staff providing the service. ELL parents will be provided with workshops on the <i>NYSESLAT and Beyond, How to Support ELLs in the Content Areas, Reading and Writing with Your Children</i> . Refreshments and materials to support the parent program activities. ESL teacher 3 sessions/2hours each X \$49.89= \$299.00 Refreshments= 251.00
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$4,500	Materials to support core and supplemental programs: Poster paper, copy paper and ink, general supplies, Rigby’s On our Way to English series- \$4,500
Travel		
Other		
TOTAL	\$15,000	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

Most notices that are received by parents are available in a variety of languages. The PTA has provided access to parents who speak other languages to assist when necessary. The Parent Coordinator has provided workshops for all parents, including that of ELLs, regarding how to access and interpret the information provided on ARIS and test taking strategies. Translators are always available at workshops. The parents of ELLs have also been informed about all programs that are available through the district at orientation sessions. Topics addressed include State Standards, Assessment and School Expectation.

When studying the Adult Preferred Language Report (RAPL), only 2.6% of our families do not prefer English as their spoken or written language. Teachers and staff are made aware of these families and are supported by the LAP team for any needs that may arise such as communication. During parent workshops it seems that parents shared their involvement in school and the need for translation is not in high demand.

Part B: Strategies and Activities

Our school utilizes the interpretation and translation team provided by the Department of Education. We also have in-house staff that is available for oral translation. Written notification is sent to the Translation service if needed. Most of the families that are non-English speaking have a family member that does speak English in which they invite when meeting with our teachers. Accommodations are made if necessary for outside translator. A list of parent volunteers is also available with the Parent Coordinator if needed.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:			
2. Enter the anticipated 1% set-aside for Parent Involvement:			
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

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

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

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

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

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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

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.

2. Schoolwide 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.
3. Instruction by highly qualified staff.
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.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
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.
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.
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.
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.

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 (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes 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 (✓)	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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.

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, CORRECTIVE ACTION, OR RESTRUCTURING

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

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

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

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

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

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

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

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

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

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 032 The Gifford School					
District:	31	DBN:	31R032	School		353100010032

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	33		94.3	94.8	94.5
Kindergarten	167	128	125				
Grade 1	129	159	133	Student Stability - % of Enrollment:			
Grade 2	128	119	159	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	146	127	120		95.9	97.2	96.3
Grade 4	148	141	125				
Grade 5	154	146	139	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		17.7	29.3	34.1
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		3	0	1
Grade 12	0	0	0				
Ungraded	12	11	10	Recent Immigrants - Total Number:			
Total	920	867	844	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					1	4	2

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	49	47	53	Principal Suspensions	0	0	0
# in Collaborative Team Teaching (CTT) Classes	38	60	60	Superintendent Suspensions	1	1	1
Number all others	44	28	35				

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	0	0	TBD	Number of Teachers	54	55	58
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	17	16	8
# receiving ESL services only	28	23	TBD				
# ELLs with IEPs	4	9	TBD	Number of Educational Paraprofessionals	4	4	14

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

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	87.0	85.5	82.8
				% more than 5 years teaching anywhere	83.3	83.6	84.5
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	98.0	98.0	96.5
American Indian or Alaska Native	0.7	0.6	0.2	% core classes taught by "highly qualified" teachers	91.8	97.5	100.0
Black or African American	1.3	0.9	0.7				
Hispanic or Latino	8.2	8.7	10.0				
Asian or Native Hawaiian/Other Pacific	4.2	3.7	3.6				
White	84.8	84.8	85.1				
Male	52.1	52.0	50.8				
Female	47.9	48.0	49.2				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

Individual Subject/Area AYP Outcomes:

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

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

	<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	-	-	-				
White	v	v					
Multiracial							
Students with Disabilities	v	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	5	5	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					WD
Overall Score:	48.6	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					WD
School Environment:	4.9	Quality Statement 2: Plan and Set Goals					WD
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					P
School Performance:	3.8	Quality Statement 4: Align Capacity Building to Goals					WD
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					WD
Student Progress:	33.4						
<i>(Comprises 60% of the</i>							
Additional Credit:	6.5						

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

**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 CFN409	District 31	School Number 032	School Name The Giffords School
Principal Nancy Spataro		Assistant Principal Jodi Rosenberg	
Coach n/a		Coach n/a	
Teacher/Subject Area Caroline Coraci/ESL		Guidance Counselor Nicole Stentella	
Teacher/Subject Area Sherry Kisver/Grade 5		Parent Tina Piscopia	
Teacher/Subject Area Sandra Castania/Grade 4		Parent Coordinator Sandra Gonzalez	
Related Service Provider Yvonne Archer		Other	
Network Leader		Other type here	

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	1	Number of Certified Bilingual Teachers	0	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	0

C. School Demographics

Total Number of Students in School	813	Total Number of ELLs	28	ELLs as Share of Total Student Population (%)	3.44%
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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.

At enrollment, parents are given the The Home Language Identification Survey form which indicates a student's home language. This identification process also includes informal interviews conducted by trained staff members; ie: ESL teacher and Vice Principal. We will try to secure interpreters in their native language to insure understanding. When the possible ELL students are identified, the ESL teacher will administer the LAB-R to them within 10 days that the student was admitted to the school. Students who score below proficiency on the LAB-R will be eligible for state-mandated services for ELLs. Students who speak Spanish at home and score below proficiency on the LAB-R are administered the Spanish LAB to determine language dominance. Each year, in the spring, every ELL is evaluated by taking the NYSESLAT. The results of the NYSESLAT will determine the ELL's English proficiency level: beginner, intermediate, advanced and proficient. Once the child reaches the proficient level then he/she will exit the ESL program and no longer be entitled for ESL services.. The ESL teacher will coordinate the NYSLESLAT administration and securing of materials. Once our ELL population is determined, parents are invited to a Parent Choice Orientation meeting to discuss the programs choices available for their child(ren); these choices include: Transitional Bilingual Education, Dual Language and Freestanding ESL. They are also given ELL parent brochures in their home language and are able to view the ELL parent orientation video in their home language. At the conclusion of the Parent Choice Orientation meeting, the parents complete the Parent Survey and Program Selection Form; they will also be given the entitlement and placement letters. At PS 32 we honor parent choice. If we don't have the program that a parent selected we will tell them of schools that do have the program and advise them that if our numbers of students go up enough to open the program then we can honor that choice. If not all ELL parents show up to the Parent Choice Meeting, the school will contact the parent by phone and schedule an appointment to meet with the ESL teacher so that she can explain the program choices and the parents will fill out the Parent Survey, Program Selection Forms and be given the entitlement letters in person to ensure we have these important papers returned and be put on file. For the students who score at or above proficiency on the LAB-R they will be given the Non Entitlement Letter; those who score below proficiency on the NYSESLAT will be given the Continued Entitlement Letter; those who score at or above proficiency on the NYSESLAT will be given the Non Entitlement/Transition Letter. The trend in the program choice that parents have requested for the past few years has been 100% for the ESL program. We have an alignment between parent choice and program offering by having a certified ESL teacher fill the F-Status ESL position at P.S. 32 who services all the ELLs in a pull-out program, designed to meet parent choice and program's instructional requirements.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

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

Freestanding ESL														
Self-Contained	2	2	2	2	2	1								11
Push-In														0
Total	2	2	2	2	2	1	0	11						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	28	Newcomers (ELLs receiving service 0-3 years)	21	Special Education	8
SIFE	0	ELLs receiving service 4-6 years	7	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										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	21	0	4	7	0	4	0	0	0	28
Total	21	0	4	7	0	4	0	0	0	28
Number of ELLs in a TBE program who are in alternate placement:										

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
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):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Native American:	White (Non-Hispanic/Latino):
	Hispanic/Latino:
	Other:

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

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.

A Free-Standing English as a Second Language (ESL) Pull-Out Program has been established at P.S. 32. A certified ESL teacher fills the F-Status ESL position at P.S. 32 and services all the ELLs in this pull-out program, designed to meet the program's instructional requirements. At this time, it is our plan to continue the ESL pull-out program that has been established. The ELL students are pulled out according to grade levels, and each grade is heterogenous. Based upon results of the LAB-R and NYSESLAT exams, our advanced ELLs receive 180 minutes of ESL instruction per week as mandated by CR Part 154 and for students who are at the beginning and/or intermediate level, they will receive 360 minutes of ESL instruction per week as mandated by CR Part 154. For example: We have 1 kindergartener scoring at the beginner level requiring 360 minutes or 8 periods of instruction per week, and 3 kindergarteners at the advanced level requiring 180 minutes per week or 4 periods per week of instruction. There are 2 first grade students scoring at the beginner level requiring 360 minutes per week or 8 period per week; 3 first grade students scored at the intermediate level requiring 360 minutes per week or 8 periods per week and 2 first grade students scoring at the advanced level requiring 180 minutes of instruction per week or 4 periods per week. There are 3 second grade students scoring at the beginning level requiring 360 minutes or 8 periods of instruction per week and 1 second grade student scoring at the intermediate level requiring 360 minutes or 8 periods of instruction per week. There is one third grade student scoring at the intermediate level requiring 360 minutes or 8 periods of instruction per week. There is one fourth grade student scoring at the beginner level requiring 360 minutes or 8 period of instruction per week, and 3 students scoring at the advanced level requiring 180 minutes or 4 period of instruction per week. There are also 7 x-coded students, as per their IEP; there is one third grade student scoring at the intermediate level, 1 fourth grade student scoring at the beginner level, one fourth grade student scoring at the intermediate level, one fourth grade student scoring at the advanced level; there is 1 fifth grade student scoring at the beginning level, one fifth grade student scoring at the intermediate level, and one fifth grade student scoring at the advanced level. These x-coded students will be administered the NYSESLAT exam in Spring 2011 as mandated. The ESL teacher will pull-out and instruct these x-coded students as the NYSESLAT nears to help them prepare for this exam.

Please refer to the sample student schedules in the attachment for three different students in the ESL program (one each for Beginning, Intermediate and Advanced English Proficiency levels based on NYSESLAT/LAB-R).

ESL instruction utilizes the Rigby "On Our Way to English" component. This will help the transition of ELL students into the general education classroom when they reach the level of English proficiency. The use of the Rigby program will also provided a basis for collaboratrion between the ESL teacher and the classroom teacher. Language development is forstered by the classroom and ESL teacher by reading, writing, mini-lessons, social interaction through speaking and drills. Language experience approaches are applied to what is being taught in grade levels. "On Our Way to English!" uses a balanced literacy to mastery in reading and writing. We have identified reading and wrting as the modlality that needs more assistance. Therefore, we have incorporated descriptive, persuasive, expository writing in many forms including "How To's", invitations, letters. We have also tried to increase vocabulary development of academic language, figurative language, and descriptive words.

This program will work in parallel with our AIS and enrichment programs. Collaboration between teachers during the preparation period time will assist us to maximize English language development and content area learning. Literacy and mathematics blocks will continue. Multi-sensory techniques will be incorporated into the classrooms to a greater degree to meet the needs of these and all students.

For our ELL students who ar receiving service 4 to 6 years, ELLs will receive small group instruction in the content areas of ELA, Math and ESL via Title III program. Teacher will support student reading skills through use of Teacher's College and Balanced Literacy models to enhance reading comprehension and inferencing skills. Extended day services supports the student in various reading areas (main idea, inferencing, reading comprehension, etc.)

At this current time, P.S.32 has no SIFE students. In the future, if we should get SIFE students, we would reassess these SIFE students by checking into their LAB-R and NYSESLAT scores and putting them in the correct English proficiency level and, if necessary, re-administer the LAB-R if that child had more than one year of interrupted education. Currently, we have no long term ELLs. Long term ELLs would receive continued assessment by taking the NYSESLAT exam and we would make sure we would file for the ESL Extension of Services document for these children for every year that they still need ELL services if they do not become English proficient according to their NYSESLAT results. These ELLs would also be supported through the extended day program. The students who are placed in self-contained special education classes who are in need of ESL services (as a result of LAB-R or indicated in their IEP) will receive the required services as mandated. This may include participation in the pull-out ESL program and/or, if indicated, a bilingual para-professional. Our plan for the ELL newcomers is to first administer the LAB-R to new entrants into our school, based on the Home Language Survey, so that we can identify the proper English proficiency level that child is in: beginner, intermediate, advanced and proficient. Then we make sure each ELL student is administered the NYSESLAT every year to place them in the appropriate English proficiency level for the following year. When they score at the proficient level on the NYSESLAT they will exit out of the ESL program.

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
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

Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models.

Please note that NLA support is never zero.				
NLA Usage/Support		TBE		
100%				
75%				
50%				
25%				
		Dual Language		
100%				
75%				
50%				
25%				
		Freestanding ESL		
100%				
75%				
50%				
25%				
TIME		BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

- 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
- What language electives are offered to ELLs?

Some of our targeted intervention programs for ELLs in ELA, math and content areas are that in addition to our ESL program, our ELL newcomers and ELLs receiving service 4-6 years of service can participate in the Extended Day Program where they can get additional help to fulfill their needs in reading, writing and math. We also offer an after-school tutoring program for reading and math. Within their own classrooms their teachers will support these ELLs through the Balanced-Literacy Program and Everyday Mathematics Program which will be discussed in more detailed below. The languages that these interventions are available in is only in English at this time. The continual

transitional support (two years) for ELLs reaching proficiency on the NYSESLAT is that these ELLs will be monitored closely by their classroom teachers and the teachers will make sure that the child is getting proper support in the development of their language skills. The teacher can assess these ELLs through the ELA and Math practice tests and according to the results of these tests, they can see where there are deficiencies that still need to be addressed. Also, ELLs who have tested out of the ESL program will receive testing accommodations (more time on exams: time and a half) for up to two years after testing out on the NYSESLAT. At the present time our ELL population is sufficient to continued ESL services, therefore, there is no need to discontinue ELL services. All out ELL students are afforded equal access to all school programs. These school programs include: ETAS (Enrichment Through the Arts), the Extended Day Program, after-school tutoring program, band, talent show, and any kind of fairs that we may have: science and social studies fairs, etc.

We have been increasing our instructional materials used in the program. At this point in time we have used: Rigby's "On Our Way to English" program components, big books with small read along books, listening tapes/cds, picture cards, NYSESLAT preparation material, Voyager kits, Time For Kids Writing Kit and Time for Kids reading nonfiction. We offer native native support to our ELLs by offering translation dictionaries for use in class and during the the state ELA and Math testing. We also have a bilingual para who assists a kindergartner ELL child who speaks Arabic. Currently, we do not have language electives at our school.

We will assist incoming students and parents before the first day of school by having the ESL teacher or Vice Principal interview potential ELL students and their parents to make sure of their home language and if the child needs to administered the LAB-R test for possible ESL services.

Please find below a description of our Banced Literacy Program and Math Program and how they foster academic support for all our students including ELL students.

School-wide Instructional Component- Balanced Literacy Program:

Our literacy curriculum adheres to the Balanced Literacy program. In particular, the writing curriculum for Kindergarten follows Teacher's College Workshop Model and grades 1-5 follow an eclectic approach. The running records for grades K-5 follow the Teacher's College Running Record Program. This model addresses the needs of our ELL population by providing them with on-going opportunities to read, write, and speak in order to help them gain fluency. Students participate in the following learning experiences:

- Read Aloud and Accountable Talk provides a structure for meaningful conversation and authentic discussions related to text. The read aloud fosters oral language development, and enhances listening and speaking skills.
- Reader's/Writer's Workshop – At the beginning of the workshop, the teacher clearly defines the teaching point. The teacher presents a 10-15 mini-lesson. The teacher then provides scaffolding support during the active engagement. The classroom teacher conferences individually with students and conduct small group (approximately 4-6 students) strategy lessons to meet the needs of the all the students including the ELL students.
 - o Shared Reading: The teacher scaffolds comprehension through repetition, visuals, accountable talk and focuses on oral language development.
 - o Interactive Writing: The teacher shares the task of composing written messages with children focusing on the writing process.
 - o Running Records: Based on the Teacher's College model, the reading running record is a tool used to help the teacher evaluate the needs of the student. This comes most helpful when assessing the ELL student's areas of weakness. It helps in driving further instruction that will benefit the students.

Classroom Environment

Every classroom is print rich and reflects evidence of rigorous instruction in Literacy and Math. Displaying as much terminology and vocabulary used in literacy and mathematics not only benefits the ELL student but all of the students. The exposure to language is a beneficial tool which ultimately aids in the understanding of content being taught.

The classroom environment also reflects the following:

- Flow of the Day: A daily schedule reflects the subject area of instruction, time and duration of the lesson.
- Interest Areas/Centers: Classrooms are divided into different centers including:
 - o Books are leveled to meet the needs of beginners, intermediate and advanced students.
 - o The Math Centers includes assorted manipulatives and activities related to the workshop model.
 - o Listening Centers are equipped with cassette/cd players, earphones, story audio cassettes/cd's.
 - o Other centers include writing, technology, science and social studies.

Mathematics Workshop Model

The Balanced Mathematics Program is implemented utilizing the Everyday Mathematics Program in grades Pre-K – 5. This program is used in English only. A Math Block is implemented daily school wide in all classrooms. Manipulatives develop math concepts and is also incorporated throughout all the grades with an emphasis on problem solving skills.

Everyday Math Program is a research based program created by the University of Chicago School Math Program. It is a curriculum which emphasizes conceptual understanding, while developing basic math skills. The program helps the students learn concepts and skills through repeated exposure and distributed practice. Furthermore, concepts and skills are not taught in isolation but rather built and integrated within problem contexts.

One of the benefits of the Everyday Math Program is that it helps the Ells acquire English proficiency. Mathematical language is developed through the use of manipulatives, demonstrations and modeling. Students are formally introduced to relevant vocabulary within each lesson. Their vocabulary development is supported through the use of diagrams and concrete examples to help students recall and retain meaning. Students are involved in daily group work. Working in groups allows students the opportunities for greater language and cultural development. Small groups also provides a low risk environment in which children fell more comfortable expressing their ideas and asking questions.

Everyday Math lessons support students acquiring proficiency in English because the program incorporates many proven strategies that help linguistically diverse students. The hands-on program develops concepts and skills through the use of concrete materials, places a great emphasis on habits of communication, and provides mathematical thinking and work. This balanced program has the necessary pieces to make the math content more accessible to all our students.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Professional Development is provided for the entire staff (classroom teachers: general and special education, ESL teacher, clusters, paraprofessionals, guidance counselor, school psychologist and social worker) during grade/department differentiated professional development sessions. The timeline for the professional development program is September through June. Topics for professional development sessions include: differentiated instruction, case study, analyzing data to drive instruction, guided reading, running records, writer's workshop, curriculum planning/mapping, acuity, inquiry team meetings, data review, how to read an IEP, Balanced Literacy, data driven Instruction, design your own assessments in math, data/ELA item skills analysis. These workshops help teachers differentiate instruction for the ELLs. They also explain how the teachers will use the data gathered for all students, ELLs, Special Education, AIS, etc. to instruct the skill their students need to make academic gains. The ELL teacher supports the staff in assisting the ELLs by making sure that all ELLs will take the NYSESLAT so that each student will be put in the proper English proficiency level as he/she transitions from elementary to middle school. For those teachers in need of the 7.5 hours or 10 hours of ESL professional development, they were kept informed of ESL workshops offered by the ISC and UFT. Attendance records and agendas will be kept.

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?

Parent Involvement:

There is much parent involvement and support here at P.S. 32. We try to fulfill all of parental needs and wishes. The Parent Coordinator, Mrs. Gonzalez, works diligently in organizing various activities/workshops that parents would prefer. We offer over 60 parent workshops/meetings throughout the year. These activities, workshops and meetings provide information and strategies to help parents support student achievement, understand curriculum, descriptions of services, getting involved with and having fun with their children etc. Workshops and meetings are conducted by teachers, supervisors, psychologist, social worker, nurses, police department. The parents also get involved with their children through "Arts Night", "Math Night", Talent show, concerts, etc. Parents of ELL students are invited to all of the various workshops and activities offered at our school especially the workshops that are specifically geared for ELL parents. We evaluate the needs of parents by having the Parent Coordinator hand out surveys at the end of every meeting or workshop that give the parents an opportunity to evaluate the workshop; complete a check-off list of possible topics parents will be interested in and blank lines for parents to fill in with subject matter that is not listed so that the school can plan various meetings/workshops to accommodate the parents' needs and wishes. Some of the parent workshops topics that are offered at P.S. 32 include: Health Insurance, Bullying, Depression in Kids, Divorce, Peer Pressure, Study and Homework Skills, Student Goal Setting, Maladaptive Behavior, Healthy Eating Habits, Anxiety, Healthy Relationships.

Some brief descriptions of various parental involvement activities, workshops and meetings are listed below:

- **Balanced Literacy Workshops** – Parents are informed of the structure of a balanced literacy workshop model. Parents are given literature to understand the ways they can help in their child's education, particularly to the reading and writing process, homework help and routines.
- **Parent Choice Meeting for parents of new ELL students** - Parents will be shown a Department of Education video explaining the program choices offered to their ELL child. These choices include: Dual Language Program, Transitional Bilingual Education Program, and Freestanding English as a Second Language Program. The ESL teacher will conduct meeting and further explain and answer questions. Parents will also fill out Parent Selection Form and Parent Survey.
- **Math Night** – Parents and students shared wonderful experiences in math as they rotate through different centers. Parents and their children have an opportunity to play mathematical games and problem solve together.
- **Concerts** – Parents are invited to watch their child(ren) perform on stage. These concerts are but not limited to, 4th and 5th grade band, 2nd and 3rd Grade Recorder, and the Talent Show.
- **Parent Support Group Meeting** - This meeting will be conducted by our School psychologist, Mrs. Treybick and social worker, Ms. DeForte. At this meeting, parents can share/discuss issues they are facing such as: children's emotional and social development.
- **Arts Night** - Monthly we offer an 'Arts Night' where parents and students shared wonderful experiences in art as they rotate through different art centers. Parents and their children have an opportunity to create different art projects using a various art material.
- **How to Prepare Your Child For the NYS ELA and NYS Math Test** - This workshop is conducted by our Vice Principal, Mrs. Rosenberg. Parents are enlightened as to how to help their child prepare for the New York State Tests. They are given various techniques, skills, and strategies they can work on at home with their child(ren).

Translation Services Available:

For parents who speak another language and have difficulty in communicating we have translators available in our school who help in the translation: Mrs. Eleanor Pessa, Vice Principal, speaks Spanish; Marina Treybick, Psychologist, speaks Russian; Omima Abdalla, Paraprofessional, speaks Arabic.

We have used the Translation and Interpretation Service whenever we did not have a translator available.

We also have a deaf parent in the school and for this parent we have used the Sign Language Interpretation Service for parent-teacher conferences, school meetings, classroom projects. For parents who request written information in a different language we will provide them with materials in their home language.

Partnerships with agencies or Community Based Organizations:

Our school works together with the New York City Police Department by inviting them to do workshops - topics include how to keep safe and internet safety. We have also a visiting nurse who give workshops on child obesity and healthy eating habits.

Parental Choice

P.S. 32 values and respects the parental involvement in the decision making of their children's education. As a result, parents are provided with an orientation. This orientation focuses on providing parents with information about the school and explains the program available at P.S. 32. For students who enter the school for the first time, the Home Language Survey indicates those students who are to be assessed with the LAB-R. Once the ELL population is determined, parents are invited to a Parent Orientation to discuss programs available and which program P.S. 32 has to offer.

Additionally, parents are provided with an explanation of the state and city standards, the core curriculum, assessment and students'

expectations.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	1	2	3	0	2	1								9
Intermediate(I)	0	3	1	2	1	1								8
Advanced (A)	2	2	0	0	3	4								11
Total	3	7	4	2	6	6	0	0	0	0	0	0	0	28

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	2				3				5
4			1		3				4
5									0
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					5				5
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				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

Assessment for ELL's

The assessment tools our school uses to assess the early literacy skills of our ELLs include: TCRWP (Teacher's College Model) which includes running records, reading accuracy, fluency, reading comprehension; the NYSESLAT exam that evaluates: reading, writing, listening and speaking skills and groups students homogenously (beginners, intermediates, advanced) within regular classes in order to provide appropriate push-out/push-in ESL services, the LAB-R assesses potential ELLs in their English proficiency; Balanced Literacy which uses guided reading and small group instruction which helps to evaluate reading and writing skills; the ELL Periodic Assessment; teacher created exams to assess reading and math skills. Grades 3-5 will also utilize City/State tests. Acuity. NYSTART. All of these assessment tools will

2 ELLs in Level C
1 ELL in Level D
1 ELL in Level E
1 ELL in Level G

Grade 2 - 1 ELL in Level A
1 ELL in Level B
1 ELL in Level I
1 ELL in Level L

Grade 3 - 1 ELL in Level M

Grade 4 - 1 ELL in Level D
1 ELL in Level P
1 ELL in Level Q

Grade 5 - 2 ELLs in Level T
1 ELL in Level U

The data on the NYSESLAT and LAB-R proficiency levels indicate that there are more Advanced level students in the upper grades (4th and 5th) than the early grades. When analyzing the NYSESLAT Modality Analysis, the weaknesses of the ELL students lie in the Reading and Writing components. This information will help the ELL teacher and regular teachers in planning instruction to help guide the ELLs in these weaker areas. Examples of some of the skills the students are working on include but not limited to:

- Identify a detail: explicitly stated in a text
- Use context clues to determine the meaning of unknown words
- Identify the root words with a prefix
- Summarizing a passage
- Determining the authors purpose in a text
- Identify and detail a problem and/or solution as stated in a text.
- Make a prediction using prior knowledge
- Answering questions using details from the story to support his/her answer
- Demonstrate the control of written English
- Capitalization, Punctuation and Grammar

The classroom teachers provide a print rich environment and work with these students in small groups as well as 1:1 conferencing within a balanced literacy classroom. Both, the classroom teacher and the ESL teacher are continually discussing the strengths and weakness of each student, in order to meet the needs of each student. Our goal is to have every ESL student achieve grade level standards in all academic areas as well as becoming proficient in the English language.

ELL Periodic Assessment results will be shared with all teachers of ELL students so that each teacher can pinpoint the weaknesses of each ELL student and address their academic needs. Each of the assessments provides information about individual students and details problem areas. The information is used to plan appropriate instructional pieces to address these needs. We also have a Collaborative Team Teaching classes in grades K, 1, 2, & 3. All other students with I.E.P.'s are included in regular education classes.

We will evaluate the success of our program with ELLs by analyzing the results of the NYSESLAT exam and comparing results of each child from year to year to see if the child is progressing to the next level (example: form intermediate to advanced level); and also look at state test results (ELA and Math State tests) to see if the ELLs are progressing and conferring with the ELL's classroom teachers to see how they are progressing in the classroom.

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

	Other		

Sample Student Schedule 2010-2011 ESL

ESL Program Type: Pull-out

Proficiency Level: Beginning

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:30 To: 9:15	ESL	ESL	ESL	ESL	Science
2	From: 9:17 To: 10:02	ESL	ESL	ESL	ESL	Literacy Block
3	From: 10:04 To: 10:49	Literacy	Outdoor Play	Literacy	Social Studies	Literacy Block
4	From: 10:51 To: 11:36	Lunch	Lunch	Lunch	Lunch	Lunch
	From: 11:45 To: 12:20	Writer's Workshop				
5	From: 12:24 To: 1:09	Math Block	Math	Math	Math Block	Math Block
6	From: 1:16 To: 2:01	Math Block	Science	Gym	Math Block	Math Block
7	From: 2:03 To: 2:48	Health/Library	Math	Math	Art	Music/Daily Activity

Sample Student Schedule 2010-2011 ESL

ESL Program Type: Pull-out

Proficiency Level: Intermediate

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:30 To: 9:15	ESL	ESL	ESL	ESL	Literacy Block
2	From: 9:17 To: 10:02	ESL	ESL	ESL	ESL	Literacy Block
3	From: 10:04 To: 10:49	Literacy Block	Literacy Block	Prep/Science	Literacy	Literacy
4	From: 10:51 To: 11:36	Math Block	Literacy Block	Literacy	Math Block	Math Block
	From: 11:45 To: 12:20	Math Block	Math	Math	Math Block	Math Block
5	From: 12:24 To: 1:09	Lunch	Lunch	Lunch	Lunch	Lunch
6	From: 1:16 To: 2:01	S.S. or Science	Math	S.S. or Science	Math/ Arts & Crafts	Gym

7	From: 2:03 To: 2:48	Prep/Music	Outdoor Play/ Art	Music	Arts & Crafts/ Music	Art
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Sample Student Schedule 2010-2011 ESL

ESL Program Type: Pull-out

Proficiency Level: Advanced

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:30 To: 9:15	WOD Word Study Read Aloud	WOD Grammar Notes	WOD WSW	WOD Read Aloud Notes	WOD Assessments
2	From: 9:17 To: 10:02	Writer's Workshop	Writer's Workshop	Writer's Workshop	Writer's Workshop	Writer's Workshop
3	From: 10:04 To: 10:49	ESL	ESL	ESL	ESL	Literature
4	From: 10:51 To: 11:36	Lunch	Lunch	Lunch	Lunch	Lunch
	From: 11:45 To: 12:20	Literature Circle	ETAS	ETAS	ETAS	Literature Circle
5	From: 12:24 To: 1:09	Math	Math	Math	Literature	Math
6	From: 1:16 To: 2:01	Science	Science	Library	Math	Math
7	From: 2:02 To: 2:48	Math	Gym	Math	Math	Social Studies/ Literacy

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

P.S. 32 determines the primary language spoken by each parent and new entrant by analyzing the Home Language Identification Survey Form and conducting parent interviews. The information regarding home language is recorded into the ATS and written on the emergency card. The original Home Language Identification Survey is filed into the student's cumulative record file. The Home Language Identification Survey shows a possible need for written and oral interpretations for the following languages representing our school's parents: Spanish, Russian, Chinese, Arabic, Polish, Macedonian and Turkish. It is apparent the need to have a translator available whenever possible to help those parents lacking communication skills in English to express their concerns and needs.

Teachers and staff are made aware of these families and are supported by the LAP team for any needs that may arise such as communication. During parent workshops it seems that parents shared their involvement in school and the need for translation is not in high demand.

Part B: Strategies and Activities

Our school utilizes an in-house staff that is available for oral translation. This staff consists of: Mrs. Eleanor Pessa, Vice Principal, who speaks Spanish, Marina Treybick, psychologist, who speaks Russian and Omima Abdalla, paraprofessional, who speaks Arabic. We also use the Translation and Interpretation Service provided by the Department of Education whenever we do not have a translator available. We have also used the Sign Language Interpretation Service for a deaf parent. She uses this service for school conferences, meetings, classroom projects involving her children. Written notification is sent to the Translation service if needed. Most of the families that are non-English speaking have a family member that does speak English in which they invite when meeting with our teachers. Accommodations are made if necessary for outside translator. A list of parent volunteers is also available with the Parent Coordinator if needed. Most notices that are received by parents are available in a variety of languages. The PTA has provided access to parents who speak other languages to assist when necessary.

The school will fulfill Section VII of Chancellor's Regulation by providing notification to parents of their rights regarding translation and interpretation. We shall obtain the Translation and Interpretation Unit translation of documents available to parents in their native language whenever possible. We will use the vendor LIS whenever possible.

Part C: For schools that will receive Title III ELL Supplemental Services for 2010-11:

Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students

Form TIII - A (1)(a)

Grade Level(s) K-5 Number of Students to be Served: 28 LEP _____ Non-LEP _____
Number of Teachers .5 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program - P.S 32 is located in the Great Kills section of Staten Island, New York. This pre-kindergarten to fifth grade school services a population of approximately 849 students for a predominately middle class background. The children of P.S. 32 are educated in a nurturing and enriching environment. Teachers, parents and community members work to become productive, concerned, and skillful and creative citizens. The school building is a well-kept modern building built in 1965.

According to the latest ethnic data, 84.84% of the students are White, .91% is Black, 8.61% are Hispanic, .57% is of American Indian/Alaskan decent, 3.67% are Asian and 1.14% Multi-racial. Approximately 130 students have Individualized Education Plans and receive the full continuum of services including Special Education Teacher Support Services (CTT, instruction in self-contained classes and related services such as speech and language, counseling, adaptive physical education, occupational therapy, physical therapy and vision services.)

The school houses one (2) half-day pre-k, five (5) kindergartens including one (1) CTT class, five (5) first grades including one (1) CTT class, six (6) second grades including one (1) CTT class, four (4) third grades, four (4) fourth grades including one (1) CTT class and four (4) fifth grade classes including one (1) CTT class in general education.. PS 32 has 4 (four) 12:1:1 self contained classes and 2 (two) 12:1 classes. There will be a freestanding ELL program for grades K-5 which serves our English Language Learners. The average class size in kindergarten is 24. The average class size in first grade is 26, second grade is 26, third grade is 28, fourth grade is 29 and fifth grade is 32. P.S. 32 also implements a SETSS program. Students are heterogeneously grouped within each grade. The school is not in receipt of Title 1 funding.

The student body is served by sixty-four (64) professionals and support staff, including one (1) Principal, three (3) Assistant Principals, fifty-four (54) teachers, one (1) part-time guidance counselor, eleven (11) paraprofessionals, two (1) full-time secretary, one (1) school safety agent and six (6) school aides, one (1) parent coordinator and additional support personnel. One hundred percent of the teachers are fully licensed and permanently assigned to the school. Eighty one percent of the teachers have more than two years teaching in the school.

Title III Program Description:

The 2010 -2011 Title III Interdisciplinary Approach to Instruction Program for the ELLs of P.S. 32 will be a program that is characterized by an integrated interdisciplinary approach to instruction. The Title III program will include the integration of the visual and performing arts, literacy, social studies, and technology. The teachers will work collaboratively to bring this program to our ELLs. Title III program will occur during the school day with a combination of Pull-Out and Push-In. The salary of one (1) F-status ESL certified teacher to support the ELLs in the Title III Interdisciplinary Approach to Instruction Program. The program will also support and enrich our social studies core curricular. The current social studies curriculum will be the basis of literacy materials used for shared and guided reading. Responses to historical fiction will be the source of writing and research projects. The art and music of a particular geographic region will be explored to the fullest. Along with the literature, power point displays and a display of all related activities are planned for each unit of study. Title III P.S. 32 program will follow the NYS Core Curriculum for Social Studies. We take pride in our Enrichment Through the Arts Program which emphasizes visual arts, performing arts, author studies, poetry, logic, Spanish, bookmaking, reader's theater and Math in Our World. One full-time music teacher, and one (1) part-time art teacher on staff provide instruction in both performing and visual arts. Three science clusters serve grades K-5, providing students with a hands on approach to science.

The instructional materials that will support the Title III Interdisciplinary Approach to Instruction Program by the F-status teacher are: Rigby On Our Way to English, Scholastic Guided Reading Program in Content Area, Fiction and Non-Fiction Getting Ready for the NYSESLAT and Beyond (Attanasio & Associates, Inc.) These ongoing assessments and activities measure progress in attaining English language proficiency.

Professional Development Program - In order to support the P.S.32 Title III Interdisciplinary Approach to Instruction Program, professional development will be ongoing throughout the school year. The Title III F-status working in the Title III program will be involved with the following professional development to support the ELLs. Once a month, ELL issues will be addressed in workshops that include: Understanding the NYSESLAT Assessment, Balanced Literacy for ELLs, differentiated instruction and Outreach Programs for parents. Additionally, Title III teacher will receive professional development from outside resources and differentiated professional development.

Description of Parent and Community Participation- Most notices that are received by parents are available in a variety of languages. The PTA has provided access to parents who speak other languages to assist when necessary. The Parent Coordinator has provided workshops for all parents, including that of ELLs, regarding how to access and interpret the information provided on the ARIS Network and test taking strategies. Translators are always available at workshops. The parents of ELLs have also been informed about all programs that are available through the district at orientation sessions. Topics addressed include State Standards, Assessment and School Expectation. ELL parents will be provided with workshops on the *NYSESLAT and Beyond, How to Support ELLs in the Content Areas, Reading and Writing with Your Children.*

Form III - A (1)(b)

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

Allocation: Budget Category Budgeted Amount Explanation of Proposed Expenditure Professional staff, per session, per diem (Note: schools must account for fringe benefits)

This entire section must be completed for each budget submitted.

SECTION XVII BUDGET NARRATIVE

School District 31 **For Title** III
BEDS Code 3531000100032

*** MUST BE SUBMITTED WITH EACH BUDGET IN THIS DCEP ADDENDUM UPDATE**

If Transferability is used for 2009-2010, the Transferability Form must be submitted online and a hard copy must be submitted with the budget narrative to expedite the review of the FS-10.

Additionally, on the Budget Narrative and FS-10, please indicate the amount of funds to be included under transferability in the budget categories and the Title where funds will be used. Example: In the Title IIA budget under Code 15 - Transferability - Title I Reading Teacher - FTE. 35 - \$15,000.

Allocation:		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure

Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$9,950	The core ESL pull-out teacher (F-status, Mon – Thurs, periods 1-4) will extend her program to push-in to grades 4 & 5 on Monday’s and Tuesday’s. This time is supplemental to their mandated program to remediate their listening, writing and reading skills as indicated as weaknesses according to the item skills analysis of the recent ELL Periodic Interim Assessment. The teacher will be pushing in to 1 third grade for 2 periods and 1 fourth grade class for 2 periods and 1period for grade three. 30 days/\$331.66 per day = \$9950
Purchased services such as curriculum and staff development contracts		
Supplies and materials	\$4,500	Materials to support core and supplemental programs: Poster paper, copy paper and ink, general supplies, Rigby’s On our Way to English series- \$4,500
Travel		
Other: Parent Involvement Activities	\$550	Professional salaries for staff providing the service. ELL parents will be provided with workshops on the <i>NYSESLAT and Beyond, How to Support ELLs in the Content Areas, Reading and Writing with Your Children</i> . Refreshments and materials to support the parent program activities. ESL teacher 3 sessions/2hours each X \$49.89= \$299.00 Refreshments= \$251.00
TOTAL	\$15,000	

CODE/ BUDGET CATEGORYEXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this Title)

This entire section must be completed for each budget submitted.

School District 31r032 For Title III
 BEDS Code 3531000100032

<i>CODE/ BUDGET CATEGORY</i>	<i>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this Title)</i>
<i>Code 15 Professional Salaries</i>	The core ESL teacher (F-status, Mon – Thurs, periods 1-4) will extend her program to push-in to grades 4 & 5 on Monday’s and Tuesday’s. This time is supplemental to their mandated program to remediate their listening, writing and reading skills as indicated weaknesses according to the item skills analysis of the recent ELL Periodic Interim Assessment. The ELL teacher will collaboratively work with the classrooms teachers to ensure that differentiated instruction is taking place and their needs are being met.
<i>Code 16 Support Staff Salaries</i>	At no cost to Title III.
<i>Code 40 Purchased Services</i>	At no cost to Title III.
<i>Code 45 Supplies and Materials</i>	Poster paper to enhance fluency and word recognition, copy paper and ink, general supplies, Rigby’s On our Way to English
<i>Code 80 Employee Benefits</i>	At no cost to Title III.

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this Title)
Code 90 Indirect Cost	At no cost to Title III.
Code 49 BOCES Services	At no cost to Title III.
Code 20 Equipment	At no cost to Title III.

(31R032)

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) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to 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.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) K-5 _____ Number of Students to be Served: 28 _____ LEP _____ Non-LEP _____

Number of Teachers _____ 1 _____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – A certified ESL teacher fills the F-Status ESL position at P.S. 32 and services all the ELLs in a pull-out program, designed to meet the program's instructional requirements. At this time, it is our plan to continue the ESL pull-out program that has been established. Our advanced ELLs receive 180 minutes of ESL instruction per week as mandated by CR Part 154. For students who are at the beginning and/or intermediate level, they will receive 360 minutes of ESL instruction per week as mandated by CR Part 154.

Please refer to the sample student schedules in the attachment for three different students in the ESL program (one each for Beginning, Intermediate and Advanced English Proficiency levels based on NYSESLAT/LAB-R).

This program will work in parallel with our AIS and enrichment programs. Collaboration between teachers during the preparation period time will assist us to maximize English language development and content area learning. Literacy and mathematics blocks will continue. Multi-sensory techniques will be incorporated into the classrooms to a greater degree to meet the needs of these and all students.

Our literacy curriculum adheres to the Balanced Literacy program. In particular, the writing curriculum for Kindergarten follows Teacher's College Workshop Model and grades 1-5 follow an eclectic approach. The running records for grades K-5 follow the Teacher's College Running Record Program. This model addresses the needs of our ELL population by providing them with on-going opportunities to read, write, and speak in order to help them gain fluency. Students participate in the following learning experiences:

- Read Aloud and Accountable Talk provides a structure for meaningful conversation and authentic discussions related to text. The read aloud fosters oral language development, and enhances listening and speaking skills.
- Reader's/Writer's Workshop – At the beginning of the workshop, the teacher clearly defines the teaching point. The teacher presents a 10-15 mini-lesson. The teacher then provides scaffolding support during the active engagement. The classroom teacher conferences individually with students and conduct small group (approximately 4-6 students) strategy lessons to meet the needs of the all the students including the ELL students.
 - o Shared Reading: The teacher scaffolds comprehension through repetition, visuals, accountable talk and focuses on oral language development.
 - o Interactive Writing: The teacher shares the task of composing written messages with children focusing on the writing process.
 - o Running Records: Based on the Teacher's College model, the reading running record is a tool used to help the teacher evaluate the needs of the student. This comes most helpful when assessing the ELL student's areas of weakness. It helps in driving further instruction that will benefit the students.

Classroom Environment

Every classroom is print rich and reflects evidence of rigorous instruction in Literacy and Math. Displaying as much terminology and vocabulary used in literacy and mathematics not only benefits the ELL student but all of the students. The exposure to language is a beneficial tool which ultimately aids in the understanding of content being taught.

The classroom environment also reflects the following:

- Flow of the Day: A daily schedule reflects the subject area of instruction, time and duration of the lesson.
- Interest Areas/Centers: Classrooms are divided into different centers including:

- o Books are leveled to meet the needs of beginners, intermediate and advanced students.
- o The Math Centers includes assorted manipulatives and activities related to the workshop model.
- o Listening Centers are equipped with cassette/cd players, earphones, story audio cassettes/cd's.
- o Other centers include writing, technology, science and social studies.

Mathematics Workshop Model

The Balanced Mathematics Program is implemented utilizing the Everyday Mathematics Program in grades Pre-K – 5. This program is used in English only. A Math Block is implemented daily school wide in all classrooms. Manipulatives develop math concepts and is also incorporated throughout all the grades with an emphasis on problem solving skills.

Everyday Math Program is a research based program created by the University of Chicago School Math Program. It is a curriculum which emphasizes conceptual understanding, while developing basic math skills. The program helps the students learn concepts and skills through repeated exposure and distributed practice. Furthermore, concepts and skills are not taught in isolation but rather built and integrated within problem contexts.

One of the benefits of the Everyday Math Program is that it helps the ELLs acquire English proficiency. Mathematical language is developed through the use of manipulatives, demonstrations and modeling. Students are formally introduced to relevant vocabulary within each lesson. Their vocabulary development is supported through the use of diagrams and concrete examples to help students recall and retain meaning.

Students are involved in daily group work. Working in groups allows students the opportunities for greater language and cultural development. Small groups also provides a low risk environment in which children feel more comfortable expressing their ideas and asking questions.

Everyday Math lessons support students acquiring proficiency in English because the program incorporates many proven strategies that help linguistically diverse students. The hands-on program develops concepts and skills through the use of concrete materials, places a great emphasis on habits of communication, and provides mathematical thinking and work. This balanced program has the necessary pieces to make the math content more accessible to all our students.

For our ELL students who are receiving service 4 to 6 years, ELLs will receive small group instruction in the content areas of ELA, Math and ESL via Title III program. Teacher will support student reading skills through use of Teacher's College and Balanced Literacy models to enhance reading comprehension and inferencing skills. Extended day services supports the student in various reading areas (main idea, inferencing, reading comprehension, etc.)

At this current time, P.S.32 has no SIFE students. On-going formal and informal assessments will indicate areas of need which will be addressed by ESL, AIS and/or enrichment programs should P.S.32 have a SIFE in the future. Currently we have no long term ELLs. Long term ELLs would receive ESL pull out services.

The students who are placed in self-contained special education classes who are in need of ESL services (as a result of LAB-R or indicated in their IEP) will receive the required services as mandated. This may include participation in the pull-out ESL program and/or, if indicated, a bilingual para-professional.

The guidance counselor provides language services to our population in the form of ERSS (Educational Related Support Services).

For students who have not met standards or are at risk the following programs have been provided: (pending funds from appropriate allocations):

Small Class Size:

Professional Development Program - Professional Development is provided for the entire staff during grade/department differentiated professional development sessions and Max Support. On September 7th there were grade meetings on differentiated instruction. We also have on-going monthly grade meetings throughout the year which include mini-workshop meetings, faculty meetings, one-to-one meetings with teachers and administrators and data analysis meetings. These workshops help teachers differentiate instruction for the ELLs. They also explain how the teachers will use the data gathered for all students, ELLs, Special Education, AIS, etc. to instruct the skill their students need to make academic gains. For those teachers in need of the 7.5 hours or 10 hours of ESL professional development, they were kept informed of ESL workshops offered by the ISC and UFT.

- Test Taking Skills and Strategies: Specific skills have been aligned to support the development of strategies that assist students on assessments.
- Foundations will be used to support and provide additional support and intervention in grades K-2.

Once the NYSESLAT results indicate that our students have attained the proficiency level, we will continue to strengthen and support them by providing pull-out ESL services and/or AIS.

We have been increasing our instructional materials used in the program. At this point in time we have used: Rigby's "On Our Way to English" program components, big books with small read along books, listening tapes/cds, picture cards, NYSESLAT preparation material, Voyager kits, Time For Kids Writing Kit and Time for Kids reading nonfiction.

Parent engagement activities and supports:

There is much parent involvement and support here at P.S. 32. We try to fulfill all of parental needs and wishes. The Parent Coordinator, Mrs. Gonzalez, works with parents on various activities/workshops that parents would prefer. We offer over 60 parent workshops/meetings throughout the year. These activities, workshops and meetings provide information and strategies to help parents support student achievement, understand curriculum, descriptions of services, getting involved with and having fun with their children etc. Workshops and meetings are conducted by teachers, supervisors, psychologist, social worker, nurses, police department. The parents also get involved with their children through "Arts Night", "Math Night", Talent show, concerts, etc. Parents of ELL students are invited

Section III Title III Budget	Allocation Amount	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title
<p>School: PS 32 BEDS Code: 3531000100032</p> <p>to all of the various workshops and activities offered at our school especially the workshops that are specifically geared for ELL parents. We evaluate the needs of parents by having the Parent Coordinator hand out surveys at the end of every meeting or workshop that give the parents an opportunity to evaluate the workshop; complete a check-off list of possible topics parents will be interested in and a checklist for parents to fill in with subject matter that is not listed so that the school can plan various meetings/workshops to accommodate the parents' needs and wishes. Some of the parent workshop topics that are offered at P.S. 32 include: Health Insurance, Bullying, Depression in Kids, Divorce, Peer Pressure, Study and Homework Skills, Student Council Setting, and Adaptive Behavior, Healthy Eating Habits, Anxiety, Healthy Relationships.</p> <p>- Per session - Per diem</p> <p>Some brief descriptions of various parental involvement activities, workshops and meetings are listed below:</p> <ul style="list-style-type: none"> Balanced Literacy Workshops – Parents are informed of the structure of a balanced literacy workshop model. Parents are given literature to understand the ways they can help in their child's education, particularly to the reading and writing process, homework help and routines. Parent Choice Meeting for parents of new ELL students - Parents will be shown a Department of Education video explaining the program choices offered to their ELL child. These choices include: Dual Language Program, Transitional Bilingual Education Program, and Freestanding English as a Second Language Program. The ESL teacher will conduct meeting and further explain and answer questions. Parents will also fill out Parent Selection Form and Parent Survey. Math Night – Parents and students shared wonderful experiences in math as they rotate through different centers. Parents and their children have an opportunity to play mathematical games and problem solve together. Concerts – Parents are invited to watch their child(ren) perform on stage. Refreshments and materials to support the parent program activities. These concerts are but not limited to 4th and 5th grade band, 2nd and 3rd Grade Recorder, and the Talent Show. Parent Support Group Meeting – This meeting will be conducted by our School psychologist, Mrs. Treybick and social worker, Ms. DeForte. At this meeting, parents can share/discuss issues they are facing such as: children's emotional and social development. <p>Supplies and materials - Must be supplemental. - Arts Night - Monthly we offer an 'Arts Night' where parents and students shared wonderful experiences in art as they rotate through different art centers. Parents and their children have an opportunity to create different art projects using a various art material. - Must be clearly listed.</p>	<p>Professional salaries (schools must account for fringe benefits) \$0.950</p> <p>30 days/\$331.66 per day = \$9950</p> <p>Refreshments= 251,00</p> <p>\$4,500</p> <p>\$4,500</p>	<p>Professional salaries for staff providing the service. ELL parents will be provided with workshops on the NYSESLA and Beyond How to Support ELLs in the Content Areas, Reading and Writing with Your Children.</p> <p>ESL teacher 3 sessions/2hours each X \$49.89= \$299.00</p>	<p>The core ESL pull-out and on-network Mrs. Thrun (social setting) will adapt her program to push-in to grades 2, 3 & 4 on Friday's. This time is supplemental to their mandated program to remediate their listening, writing and reading skills as indicated as weaknesses according to the item skills analysis of the recent ELL Periodic Interim Assessment. The teacher will be pushing in to 1 third grade for 2 periods and 1 fourth grade class for 2 periods and 1 period for grade three.</p>
<p>Travel</p> <p>Other Translation Services Available:</p>			
<p>TOTAL</p> <p>For parents who speak another language and have difficulty in communicating</p>	<p>\$15,000</p>		<p>we have translators available in our school who help in the translation: Mrs. Eleanor Pessa, Vice Principal, speaks Spanish; Marina Treybick, Psychologist, speaks Russian; Omima Abdalla, Paraprofessional, speaks Arabic.</p>

We have used the Translation and Interpretation Service whenever we did not have a translator available. We also have a deaf parent in the school and for this parent we have used the Sign Language Interpretation Service for parent-teacher conferences, school meetings, classroom projects. For parents who request written information in a different language we will provide them with materials in their home language. Partnerships with agencies or Community Based Organizations: Our school works together with the New York City Police Department by inviting them to do workshops - topics include how to keep safe and internet safety. We

