



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME :** PUBLIC SCHOOL 32

**DBN :** 15K032

**PRINCIPAL:** DEBORAH ANN FLORIO

**EMAIL:** [DFLORIO@SCHOOLS.NYC.GOV](mailto:DFLORIO@SCHOOLS.NYC.GOV)

**SUPERINTENDENT:** ANITA SKOP

### SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

**Directions:**

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature</b>
Deborah Florio	*Principal	
Rebecca Alford	*UFT Chapter Leader/Chairperson	
Larissa Bailiff	*PA/PTA President	
Erica Steinberg	Member/Staff/Assistant Principal	
Francine Cuomo	Member/Staff/Teacher	
Aliceyn Heasley	Member/Staff/Teacher	
Elizabeth Sylvince	Member/Parent	
Jacqueline Nieves	Member/Parent	
Angela Ciminio	Member/Parent	

## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

## ANNUAL GOAL #1 AND ACTION PLAN

### **Annual Goal #1**

To utilize a common lens for instruction and curriculum; to set clear expectations, and to provide evidence-based, applicable feedback to teachers resulting from frequent classroom observations.

### **Measurable Objective**

By June 2012, 100% of the teaching staff will have been informally observed through frequent cycles of classroom observation using components of the Charlotte Danielson Framework for Teaching.

By June 2012, 100% of the teaching staff will have received evidence-based feedback used to increase the rigor and effectiveness of their instruction.

### **Comprehensive needs assessment**

- Our Progress Report grade decreased from an "A" in 2009-2010 to a "C" in 2010-2011.
- Student performance section of the Progress Report remained a consistent "C" from 2009-2010 to 2010-2011.
- Student Progress section of the Progress Report decreased from an "A" in 2009-2010 to a "F" in 2010-2011.
- 37.6% of students are meeting standards in ELA in grades 3-5.
- 56.3% of students are meeting standards in Math in grades 3-5.
- 58.5% of students made progress in ELA from 09-10 to 10-11.
- 43.0% of students made progress in Math from 09-10 to 10-11.
- 29.4% of ELL's are at 75<sup>th</sup> growth percentile or higher in ELA.
- 23.5% of ELL's are at 75<sup>th</sup> growth percentile or higher in Math.
- 42.1% of Black and Hispanic Males in lowest third citywide are at 75<sup>th</sup> growth percentile or higher in ELA.
- 42.5% of the lowest third citywide are at 75<sup>th</sup> growth percentile or higher in ELA.
- 30.8% of the lowest third citywide are at 75<sup>th</sup> growth percentile or higher in Math.
- 50.0% of special education students are at 75<sup>th</sup> growth percentile or higher in ELA
- 38.6% of special education students are at 75<sup>th</sup> growth percentile or higher in Math
- 05.9% of self-contained students are meeting standards in ELA.
- 44.4% of CTT students are meeting standards in ELA.
- 11.8% of self-contained students are meeting standards in Math.
- 66.7% of self-contained students are meeting standards in Math.
- Based on Fountas and Pinell Assessment, 40% of students in grades 1-5 are meeting their grade level benchmark for reading at the October benchmark.

### **Instructional strategies/activities**

- Network staff will provide support to Principal, her cabinet and staff around understanding the targeted Danielson competencies (2b, 2d, 3b, 3c, 3d, 4a).
- Principal and AP will conduct frequent cycles of informal observations using the identified competencies and provide actionable feedback based on the competency rubrics.
- Tenured teachers who select Option A will base their TPR project on 1-2 of the identified competencies.
- All formal observations will be based on pre identified competencies and feedback will be provided based on the competency rubrics.

- Principal will participate at a monthly Network provided support group focusing on teacher effectiveness.

#### **Strategies to increase parental involvement**

- Parents will be provided with hard copy materials as well as internet access information for the following: the PR, QR, LES and Annual School Report Card; copies of the Common Core State Standards; current reading levels that have been aligned to the CCSS, and monthly curriculum newsletters.
- Parents will be provided with the information and training needed to effectively become involved in planning and decision making in support of the education of their children by actively involving and engaging them in the planning, creation and evaluation of the Comprehensive Educational Plan, the Family Handbook and the school website. Parents will be invited to serve numerous decision making teams including the PTA, SLT and PTA sub committees. The school will maintain a highly qualified Parent Coordinator to serve as a liaison between the school and families, provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.

#### **Strategies for attracting Highly Qualified Teachers (HQT)**

- According to current DOE policy, only experienced teachers with required certification have been hired; with the exception of high needs areas. Every teacher in the school is state certified to teach in their particular area.
- All untenured teachers are assigned to an in-house mentor to support them throughout their probationary period.
- All teachers receive professional development support in literacy and math.

#### **Service and program coordination**

- **PS 32 coordinates the following support programs with our instructional program in order to enrich our students' overall educational experience and improve student achievement:**
  - ✓ **PBIS** (Positive Behavioral Interventions and Support)-this program is designed to create a common understanding of behavioral expectations and a common language for communicating them to students. It also focuses on the acknowledgement of positive and desired behaviors rather than focusing on punitive measures in response to undesired behaviors. The program allows teachers and students to concentrate on teaching and learning by creating a caring and supportive learning environment.
  - ✓ **2<sup>nd</sup> Steps**-this is a school-wide character education curriculum designed to teach students the skills and strategies necessary to independently manage their own behavior and creatively resolve conflict in a positive manner. The curriculum supports the tenets of PBIS and the goal of creating a positive and supportive learning environment for all students.

#### **Budget and resources alignment**

- Fair Student Funding 100% - Principal
- 50% Title I and 50% Fair Student Funding – Assistant Principal
- TL Children's First Network Fees - \$30,000

## ANNUAL GOAL #2 AND ACTION PLAN

### **Annual Goal #2**

To strengthen the curriculum in both English Language Arts and Mathematics in order to prepare all students for the rigorous performance expectations as specified in the NYCCLS.

#### Measurable Objective

- By June 2012, 100% of all students in grades K-5 will complete a task that asks them to read and analyze informational texts and write opinions and arguments in response.
- By June 2012, 60% of all students in grades K-5 will demonstrate proficiency (Level 3 or higher) on the Spring 2012 literacy task as measured by a DoK aligned, teacher-created rubric.
- By June 2012, 100% of all students in grades K-5 students will engage in a cognitively demanding mathematics task that requires them to demonstrate their ability to model with mathematics and/or construct and explore the reasoning behind arguments to arrive at a viable solution.
- By June 2012, 60% of all students in grades K-5 will demonstrate proficiency (Level 3 or higher) on the Spring 2012 math task as measured by a DoK aligned, teacher-created rubric.

#### **Comprehensive needs assessment**

- Our Progress Report grade decreased from an “A” in 2009-2010 to a “C” in 2010-2011.
- Student performance section of the Progress Report remained a consistent “C” from 2009-2010 to 2010-2011.
- Student Progress section of the Progress Report decreased from an “A” in 2009-2010 to a “F” in 2010-2011.
- 37.6% of students are meeting standards in ELA in grades 3-5.
- 56.3% of students are meeting standards in Math in grades 3-5.
- 58.5% of students made progress in ELA from 09-10 to 10-11.
- 43.0% of students made progress in Math from 09-10 to 10-11.
- 29.4% of ELL’s are at 75<sup>th</sup> growth percentile or higher in ELA.
- 23.5% of ELL’s are at 75<sup>th</sup> growth percentile or higher in Math.
- 42.1% of Black and Hispanic Males in lowest third citywide are at 75<sup>th</sup> growth percentile or higher in ELA.
- 42.5% of the lowest third citywide are at 75<sup>th</sup> growth percentile or higher in ELA.
- 30.8% of the lowest third citywide are at 75<sup>th</sup> growth percentile or higher in Math.
- 50.0% of special education students are at 75<sup>th</sup> growth percentile or higher in ELA
- 38.6% of special education students are at 75<sup>th</sup> growth percentile or higher in Math
- 05.9% of self-contained students are meeting standards in ELA.
- 44.4% of CTT students are meeting standards in ELA.
- 11.8% of self-contained students are meeting standards in Math.
- 66.7% of self-contained students are meeting standards in Math.
- Based on Fountas and Pinell Assessment, 40% of students in grades 1-5 are meeting their grade level benchmark for reading at the October benchmark.

**Instructional strategies/activities**

- Lead Teachers along with the Math and Literacy Coaches will facilitate weekly grade level meetings at which time teachers will work to evaluate the effectiveness of their curriculum; ensure alignment of the curriculum to the NYCCLS and develop appropriate end-of-unit performance tasks aligned to DoK Levels 3-4.
- Lead Teachers along with the Math and Literacy Coaches will work with teachers to evaluate student work generated from end-of-unit performance tasks in order to determine next steps in pedagogy for both whole and small group instruction.
- Selected staff will participate at Network sponsored PD focusing on DoK and task development.
- PD calendar will include strategic focus on task design and analysis and DoK.

**Strategies to increase parental involvement**

- The school will provide materials and training to help parents work with their children to improve their academic achievement by conducting regular parent workshops (topics include: understanding the new Common Core State Standards (CCSS); understanding NYC and NYS educational accountability structures (Progress Report, Quality Review, Learning Environment Survey, NYS School Report Card); understanding grade level curriculum and assessment expectations; accessing community and support services).
- Parents will be provided with hard copy materials as well as internet access information for the following: the PR, QR, LES and Annual School Report Card; copies of the Common Core State Standards; current reading levels that have been aligned to the CCSS, and monthly curriculum newsletters.
- Parents will be provided with the information and training needed to effectively become involved in planning and decision making in support of the education of their children by actively involving and engaging them in the planning, creation and evaluation of the Comprehensive Educational Plan, the Family Handbook and the school website. Parents will be invited to serve numerous decision making teams including the PTA, SLT and PTA sub committees. The school will maintain a highly qualified Parent Coordinator to serve as a liaison between the school and families, provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.
- The school will provide parents with comprehensive individualized narratives to accompany report cards and progress reports including goals, specific strategies to support student achievement twice annually between report cards to provide specific strategies to help parents work with their children to improve their academic achievement.
- PS 32 will foster a caring, effective home school partnership by maintaining an effective parent coordinator, inviting parents to monthly Family Fun Nights, Curriculum Night, publishing parties and community building social events.
- Information about school and parent related programs will be shared with families through monthly PTA meetings (and scheduling additional parent meetings with flexible times), weekly bulletins, the family handbook, a school website, and school messenger which translates announcements into necessary languages.
- Professional development opportunities will be provided for school staff with the assistance of parents to improve outreach, communication and cultural competency in order to build stronger ties between parents and other members of our school community through active participation in School Leadership Team, PTA Executive Board and PTA sub-committees.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- According to current DOE policy, only experienced teachers with required certification have been hired; with the exception of high needs areas. Every teacher in the school is state certified to teach in their particular area.
- All untenured teachers are assigned to an in-house mentor to support them throughout their probationary period.
- All teachers receive professional development support in literacy and math.

### **Service and program coordination**

- **PS 32 coordinates the following support programs with our instructional program in order to enrich our students' overall educational experience and improve student achievement:**
  - ✓ **PBIS** (Positive Behavioral Interventions and Support)-this program is designed to create a common understanding of behavioral expectations and a common language for communicating them to students. It also focuses on the acknowledgement of positive and desired behaviors rather than focusing on punitive measures in response to undesired behaviors. The program allows teachers and students to concentrate on teaching and learning by creating a caring and supportive learning environment.
  - ✓ **2<sup>nd</sup> Steps**-this is a school-wide character education curriculum designed to teach students the skills and strategies necessary to independently manage their own behavior and creatively resolve conflict in a positive manner. The curriculum supports the tenets of PBIS and the goal of creating a positive and supportive learning environment for all students

### **Budget and resources alignment**

ELA Coach – CFE - \$16,354 (17.61%); Title 1 - \$46,435 (50%) , FSF - \$22,099 (32.39%)  
Math Coach – CFE - \$69,773 (75.13%); FSF- \$16,968 (24.87%)  
Lead Teacher – TL Lead Teacher Funding - \$ 63,150 (40%) and FSF - \$94,724  
TL Children's First Network Fees - \$30,000  
Study Group Per Session - TL ASD -\$30,000  
Per Diem – TL ASD – \$5,320

### ANNUAL GOAL #3 AND ACTION PLAN

#### **Annual Goal #3**

PS 32 will improve the quality of ELA instruction for both low and high attaining students through carefully planned differentiation with strong emphasis on rigor for all students through the implementation of a NYCCLS-aligned curriculum including Level 3 and 4 tasks as measured by the DoK matrix.

#### Measurable Objective

- By June 2012, 70% of all students in grades K-2 (85 out of 150 students) will be performing at or above grade level consistent with reading level band expectations for fiction and nonfiction defined by the NYCCLS and measured by the Fountas and Pinnell Reading Assessment System.
- By June 2012, there will be a 5-7% (from 37.6% to 42.6-44.6%) increase in the Percentage of students in grades 3-5 scoring at or above proficiency (Levels 3 and 4) in English Language Arts as measured by the New York State reading assessment

#### **Comprehensive needs assessment**

- Our Progress Report grade decreased from an “A” in 2009-2010 to a “C” in 2010-2011.
- Student performance section of the Progress Report remained a consistent “C” from 2009-2010 to 2010-2011.
- Student Progress section of the Progress Report decreased from an “A” in 2009-2010 to a “F” in 2010-2011.
- 37.6% of students are meeting standards in ELA in grades 3-5.
- 58.5% of students made progress in ELA from 09-10 to 10-11.
- 29.4% of ELL’s are at 75<sup>th</sup> growth percentile or higher in ELA.
- 42.1% of Black and Hispanic Males in lowest third citywide are at 75<sup>th</sup> growth percentile or higher in ELA.
- 42.5% of the lowest third citywide are at 75<sup>th</sup> growth percentile or higher in ELA.
- 50.0% of special education students are at 75<sup>th</sup> growth percentile or higher in ELA
- 05.9% of self-contained students are meeting standards in ELA.
- 44.4% of CTT students are meeting standards in ELA.
- Based on Fountas and Pinell Assessment, 40% of students in grades 1-5 are meeting their grade level benchmark for reading at the October benchmark.

#### **Instructional strategies/activities**

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

- By June 2012, 70% of all students in grades K-2 (85 out of 150 students) will be performing at or above grade level consistent with reading level band expectations for fiction and nonfiction defined by the NYCCLS and measured by the Fountas and Pinnell Reading Assessment System. By June 2012, there will be a 5-7% (from 37.6% to 42.6-44.6%) increase in the Percentage of students in grades 3-5 scoring at or above proficiency (Levels 3 and 4) in English Language Arts as measured by the New York State reading assessment.

#### **Strategies to increase parental involvement**

- The school will provide materials and training to help parents work with their children to improve their academic achievement by conducting regular parent workshops (topics include: understanding the new Common Core State Standards (CCSS); understanding NYC and NYS educational accountability structures (Progress Report, Quality Review, Learning Environment Survey, NYS School Report Card); understanding grade level curriculum and assessment expectations; accessing community and support services).
- Parents will be provided with hard copy materials as well as internet access information for the following: the PR, QR, LES and Annual School Report Card; copies of the Common Core State Standards; current reading levels that have been aligned to the CCSS, and monthly curriculum newsletters.
- Parents will be provided with the information and training needed to effectively become involved in planning and decision making in support of the education of their children by actively involving and engaging them in the planning, creation and evaluation of the Comprehensive Educational Plan, the Family Handbook and the school website. Parents will be invited to serve numerous decision making teams including the PTA, SLT and PTA sub committees. The school will maintain a highly qualified Parent Coordinator to serve as a liaison between the school and families, provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.
- The school will provide parents with comprehensive individualized narratives to accompany report cards and progress reports including goals, specific strategies to support student achievement twice annually between report cards to provide specific strategies to help parents work with their children to improve their academic achievement.
- PS 32 will foster a caring, effective home school partnership by maintaining an effective parent coordinator, inviting parents to monthly Family Fun Nights, Curriculum Night, publishing parties and community building social events.
- Information about school and parent related programs will be shared with families through monthly PTA meetings (and scheduling additional parent meetings with flexible times), weekly bulletins, the family handbook, a school website, and school messenger which translates announcements into necessary languages.
- Professional development opportunities will be provided for school staff with the assistance of parents to improve outreach, communication and cultural competency in order to build stronger ties between parents and other members of our school community through active participation in School Leadership Team, PTA Executive Board and PTA sub-committees.

#### **Strategies for attracting Highly Qualified Teachers (HQT)**

- According to current DOE policy, only experienced teachers with required certification have been hired; with the exception of high needs areas. Every teacher in the school is state certified to teach in their particular area.
- All untenured teachers are assigned to an in-house mentor to support them throughout their probationary period.
- All teachers receive professional development support in literacy and math.

#### **Service and program coordination**

- **PS 32 coordinates the following support programs with our instructional program in order to enrich our students' overall educational experience and improve student achievement:**
  - ✓ **PBIS** (Positive Behavioral Interventions and Support)-this program is designed to create a common understanding of behavioral expectations and a common language for communicating them to students. It also focuses on the acknowledgement of positive and desired behaviors rather than

focusing on punitive measures in response to undesired behaviors. The program allows teachers and students to concentrate on teaching and learning by creating a caring and supportive learning environment.

- ✓ **2<sup>nd</sup> Steps**-this is a school-wide character education curriculum designed to teach students the skills and strategies necessary to independently manage their own behavior and creatively resolve conflict in a positive manner. The curriculum supports the tenets of PBIS and the goal of creating a positive and supportive learning environment for all students

**Budget and resources alignment**

ELA Coach – CFE - \$16,354 (17.61%); Title 1 - \$46,435 (50%) , FSF - \$22,099 (32.39%)

Math Coach – CFE - \$69,773 (75.13%); FSF- \$16,968 (24.87%)

Lead Teacher – TL Lead Teacher Funding - \$ 63,150 (40%) and FSF - \$94,724

TL Children's First Network Fees - \$30,000

Study Group Per Session - TL ASD -\$30,000

Per Diem – TL ASD - \$5,320

OTPS- Intervention Math Supplies - \$3,950 – Title III LEP

-Professional Textbooks - \$711 - FSF

## ANNUAL GOAL #4 AND ACTION PLAN

### **Annual Goal #4**

PS 32 will improve the quality of Mathematics instruction for both low and high attaining students through carefully planned differentiation with strong emphasis on rigor for all students through the implementation of a NYCCLS-aligned curriculum including Level 3 and 4 tasks as measured by the DoK matrix.

#### Measurable Objective

- By June 2012, 70% of all students in grades K-5 (196 out of 267 students) will be performing at or above grade level in Mathematics as measured by EDM end-of-unit assessments and the analysis of one NYCCLS mathematics task.
- By June 2012, there will be a 5-7% increase (from 56.3% to 61.3-63.3%) in the percentage of students in grades 3-5 scoring at or above proficiency (Levels 3 and 4) in Mathematics as measured by the New York State mathematics assessment.

#### **Comprehensive needs assessment**

- Our Progress Report grade decreased from an "A" in 2009-2010 to a "C" in 2010-2011.
- Student performance section of the Progress Report remained a consistent "C" from 2009-2010 to 2010-2011.
- Student Progress section of the Progress Report decreased from an "A" in 2009-2010 to a "F" in 2010-2011.
- 56.3% of students are meeting standards in Math in grades 3-5.
- 43.0% of students made progress in Math from 09-10 to 10-11.
- 23.5% of ELL's are at 75<sup>th</sup> growth percentile or higher in Math.
- 30.8% of the lowest third citywide are at 75<sup>th</sup> growth percentile or higher in Math.
- 38.6% of special education students are at 75<sup>th</sup> growth percentile or higher in Math.
- 11.8% of self-contained students are meeting standards in Math.
- 66.7% of self-contained students are meeting standards in Math.
- Based on Fountas and Pinell Assessment, 40% of students in grades 1-5 are meeting their grade level benchmark for reading at the October benchmark.

#### **Instructional strategies/activities**

- 100% of all classroom teachers will meet with small groups of high attaining students in Mathematics for small group, differentiated instruction 2-3 times per week during the content blocks.
- Analysis of small group(s) conference notes during weekly grade meetings.
- Push in support will be provided by the Lead Teachers and Math Coach to identified tenured teachers and all teachers new to the school.
- AIS will be focused and appropriate for identified at-risk learners and Push in support by AIS staff.
- Lead Teachers' classroom will be a lab site for inter-visitation opportunities (Content Focused Coaching Model).
- Professional text study groups with multiple foci.
- Differentiation and Enrichment.
- Teachers on all grade levels will conduct regular analysis of student work and other formative assessment results during weekly grade meetings.
- Teachers work with students regularly to set short term as well as long-term goals in all core subjects.
- On-going assessment and conferencing data is used to align instructional practices with what our children need in order to grow as mathematicians. Teachers use consistent data collection methods. These include but are not limited to: running records, conferring notes, talk transcripts, checklists, rubrics, reading notebooks, proof of jotting through post-its, etc.
- Selected teachers will participate at Network provided PD with Lucy West focusing on NYCCLS-aligned math instruction.

### **Strategies to increase parental involvement**

- The school will provide materials and training to help parents work with their children to improve their academic achievement by conducting regular parent workshops (topics include: understanding the new Common Core State Standards (CCSS); understanding NYC and NYS educational accountability structures (Progress Report, Quality Review, Learning Environment Survey, NYS School Report Card); understanding grade level curriculum and assessment expectations; accessing community and support services).
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### **Strategies for attracting Highly Qualified Teachers (HQT)**

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- All untenured teachers are assigned to an in-house mentor to support them throughout their probationary period.
- All teachers receive professional development support in literacy and math.

### **Service and program coordination**

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  - ✓ **2<sup>nd</sup> Steps**-this is a school-wide character education curriculum designed to teach students the skills and strategies necessary to independently manage their own behavior and creatively resolve conflict in a positive manner. The curriculum supports the tenets of PBIS and the goal of creating a positive and supportive learning environment for all students

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

ELA Coach – CFE - \$16,354 (17.61%); Title 1 - \$46,435 (50%) , FSF - \$22,099 (32.39%)

Math Coach – CFE - \$69,773 (75.13%); FSF- \$16,968 (24.87%)

Lead Teacher – TL Lead Teacher Funding - \$ 63,150 (40%) and FSF - \$94,724

TL Children's First Network Fees - \$30,000

Study Group Per Session - TL ASD -\$30,000

OTPS- Intervention Math Supplies - \$3,950 – Title III LEP

-Professional Textbooks - \$711 - FSF

### ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
<b>K</b>	0	0	N/A	N/A	1	0	1	0
<b>1</b>	24	24	N/A	N/A	1	0	0	0
<b>2</b>	28	28	N/A	N/A	1	0	1	0
<b>3</b>	22	22	N/A	N/A	0	0	1	0
<b>4</b>	30	27	0	0	2	0	2	0
<b>5</b>	40	35	0	0	2	0	1	0
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<p><b>ELA</b></p>	<p>School day AIS pull out groups of Level 1 and 2 students in Grades 4-5 students based on standardized test scores are serviced 2-3 periods per week. Materials to be used include: Journeys Academic Intervention Reading Toolkit providing three tiers of intervention by Houghton Mifflin Harcourt and Skill by Skill published by Rally Education</p> <p>School day AIS pull out groups of teacher recommended Grade 3 students based on DRA 2, formative assessments, Predictives and Fountas and Pinnell Assessment System. They will be serviced 2-3 periods per week. Materials to be used include: Journeys Academic Intervention Reading Toolkit providing three tiers of intervention by Houghton Mifflin Harcourt and Skill by Skill published by Rally Education.</p> <p>School day AIS pull out groups of teacher recommended Grade 1 and 2 students based on DRA 2, formative assessments and Fountas and Pinnell Assessment System. All groups will be serviced three periods per week. Materials to be used include Journeys Academic Intervention Reading Toolkit providing three tiers of intervention by Houghton Mifflin Harcourt.</p> <p>AIS After school cycles ELA groups in Grades 3- 5 which are seen once per week from 3:30-4:30 for a total of one additional instructional hours. Groups will be selected based on standardized test results and Fountas and Pinnel Assessment System. Materials to be used include: Brain Quest and curriculum based on specific, targeted student needs.</p> <p>The same opportunity will be offered to grades 1 and 2 in the spring (cycle 2).</p> <p>AIS Saturday Academy meets January through March for ten sessions for two hours per session for students selected based on teacher recommendation and standardized test scores. Materials to be used include Kaplan Test Prep Material.</p>

	<p>The same opportunity will be offered to grades 1 and 2 in the spring (cycle 2).</p>
<p><b>Mathematics</b></p>	<p>School day AIS pull out groups of Level 1 and 2 students in Grades 4-5 students based on standardized test scores are serviced 2-3 periods per week. Materials to be used include: Everyday Math materials and Do The Math intensive intervention system by Marilyn Burns.</p> <p>School day AIS pull out groups of teacher recommended Grade 3 students based on Everyday Math Formative Assessment are serviced 2-3 periods per week. Materials to be used include: Everyday Math materials and Do The Math intensive intervention system by Marilyn Burns.</p> <p>School day AIS pull out groups of teacher recommended Grade 1 and 2 students based on Everyday Math Formative Assessment are serviced three periods per week. Materials to be used include: Everyday Math materials and Do The Math intensive intervention system by Marilyn Burns.</p> <p>AIS After school cycles Math groups in Grades 3- 5 which are seen once per week from 3:30-4:30 for a total of one additional instructional hours. Groups will be selected based on standardized test results and Everyday Math Formative Assessment. Materials to be used include: Everyday Math Materials and curriculum based on specific, targeted student needs.</p> <p>The same opportunity will be offered to grades 1 and 2 in the spring (cycle 2).</p> <p>AIS Saturday Academy meets January through March for ten sessions for two hours per session for students selected based on teacher recommendation and standardized test scores. Materials to be used include Kaplan Test Prep Material.</p> <p>The same opportunity will be offered to grades 1 and 2 in the spring (cycle 2).</p>

<b>Science</b>	
<b>Social Studies</b>	
<b>At-risk Services provided by the Guidance Counselor</b>	<i>Guidance Counselor provides 1:1 and group sessions with targeted students for one thirty-minute period per week.</i>
<b>At-risk Services provided by the School Psychologist</b>	
<b>At-risk Services provided by the Social Worker</b>	<i>Social Workers provide at risk push in and pull out services to students (1:1 &amp; group sessions) for one thirty-minute period per week.</i>
<b>At-risk Health-related Services</b>	

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP)**

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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**PARENT INVOLVEMENT POLICY (PIP)**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members

of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter, grade newsletters, and web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;
- use School Messenger announcement system to alert parents of upcoming events which will also be translated.

### ***SCHOOL-PARENT COMPACT***

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

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

*Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:*

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;

- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;

- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by promptly reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>C. Groll/Neal Opromalla</b>	District <b>15</b>	Borough <b>Brooklyn</b>	School Number <b>032</b>
School Name <b>Samuel Mills Sprole</b>			

### B. Language Allocation Policy Team Composition [?](#)

Principal <b>Deborah A. Florio</b>	Assistant Principal <b>Erica Steinberg</b>
Coach <b>Wanda Troy</b>	Coach <b>Frances Schuff</b>
ESL Teacher <b>Andrea Schulman</b>	Guidance Counselor <b>Adrian Straker</b>
Teacher/Subject Area <b>Francine Cuomo /AIS/Inquiry</b>	Parent <b>Larissa Bailiff</b>
Teacher/Subject Area <b>Erica Tutone/AIS/IEP/PBIS</b>	Parent Coordinator <b>Angela Bowie</b>
Related Service Provider <b>Katie Bradley</b>	Other
Network Leader <b>Neal Opromallal</b>	Other

### C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	<b>1</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>295</b>	Total Number of ELLs	<b>32</b>	ELLs as share of total student population (%)	<b>10.85%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

All parents of new public school enrollees in New York City are required to complete a Home Language Identification Survey (HLIS). This survey helps the school system identify students who may have limited English language proficiency. The guardians and enrollee are given an informal interview by one of the following personnel: administrator, guidance counselor, or ESL teacher. The aforementioned personnel have experience in this area and receive follow-up workshop training. Once potential English Language Learners (ELLs) are identified, they are administered the revised Language Assessment Battery - Revised (LAB-R) test within ten days of enrollment. Students eligible for services are administered the NYSESLAT in the spring to determine proficiency or continued eligibility for ESL services.

The LAB-R results determine whether students are entitled to bilingual/ESL programs and services. Entitlement letters are sent home via the student's backpack. Throughout the year, but especially in the fall, meetings for parents of newly identified ELL students are conducted to explain the educational rights and responsibilities of the ELL students. The parents are invited through our parent coordinator outreach program. Letters and phone calls are made based upon the home language survey. Parents arrive to a welcoming setting in the Parent Coordinator's room where they can meet other parents and possibly form an informal support system. The ESL teacher provides a short agenda for the meeting reviewing what will be covered; then, the multi-lingual videos developed by the Department of Education are viewed in all applicable languages. Translators are also available and include parent volunteers as well as school staff members.

At this point, questions and concerns are addressed and the various programs are reviewed. Parents are encouraged to complete the survey and selection forms at the time of the meeting. Arrangements are made to accommodate any parents who are unable to attend the informational meeting, including scheduling a separate time to meet in person or arranging a phone meeting. Any forms not returned are resent home with the child, along with a follow-up phone call placed to the parent or guardian to both explain the form and its importance, as well as encourage its completion. Calls are made in the preferred language as per the HLIS.

A student's placement in the various programs is motivated by the parent's selection. Selection forms are available in native languages and translators are present to ensure all information is shared in the preferred manner. Parents are shown the Department of Education video in their language and the ESL teacher is present to answer any questions parents/guardians may have, with the assistance of translators if needed. Based on parent selection, we offer an ESL program. If any other program was chosen, the parents are given the information needed to follow through with their choice. Our school follows the NYC Department of Education criteria and procedures when identifying ELL students. The students' LAB-R results are compared to the LAB-R range of scores. These results identify the initial language allocations for each of the students: a 360 minute or 180 minute per week program. Throughout the school year, any newly admitted student is screened for LAB-R or NYSESLAT eligibility and any additional testing accommodations. As ELLs are identified during the year, an orientation is offered for newly admitted ELLs.

During the parent's choice of program meetings over the past three years, our ELL students' parents have indicated that they want their

children placed in our ESL program. As of now, our ESL program aligns with our parents' requests.

## 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●

This school offers (check all that apply):

Transitional bilingual education program	Yes●	No*	If yes, indicate language(s):
Dual language program	Yes●	No*	If yes, indicate language(s):

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	32	Newcomers (ELLs receiving service 0-3 years)	25	Special Education	11
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. ①

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0

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	
Dual Language										0
ESL	25	0	4	6	0	4	1	0	1	32
Total	25	0	4	6	0	4	1	0	1	32

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

### C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_

Asian: \_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_

White (Non-Hispanic/Latino): \_\_\_\_

Other:

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	5	1	6	1	3	6								22
Chinese	3		1											4
Russian														0
Bengali														0
Urdu														0
Arabic		2		1	1									4
Haitian														0
French	1		1											2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	9	3	8	2	4	6	0	0	0	0	0	0	0	32

## Part IV: ELL Programming

### A. Programming and Scheduling Information

## 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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

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

In order to differentiate instruction for our ELL subgroups all the required services, support, and resources correspond to the ELL students' appropriate ages and grade level. Case conferencing takes place bi-weekly with the ESL teacher, IEP teacher, classroom teachers, and all service providers to review, assess, and differentiate student learning. Our ELLs that are newcomers receive an informal student orientation, they are given a class buddy that will assist during the day, they are encouraged to participate in our Saturday and Afterschool Programs, and informal assessments are provided to identify ELL students possible Academic Intervention programs. ELL students with disabilities receive services based on their IEP mandates. There is collaboration amongst Speech Pathologists, teachers, and supporting staff including the IEP teacher to identify strengths and coordinate strategies. We supplement instructional materials by differentiating instruction for ELL learners from the Everyday Mathematics Program. These materials are found in the unit organizer and the Differentiation Handbook. Additionally, we provide Spanish-speaking ELLs with Everyday Mathematics materials in their native language. Further interventions include programs such as Words Their Way for ELLs, which provides additional scaffolding to meet their language needs. Vocabulary work incorporates the ESL bridge from the Journeys program. Our long term ELL students receive Academic Intervention Services (AIS) two or three periods a week during the school day in Math and Literacy. Additionally, we offer before and

## A. Programming and Scheduling Information

after-school AIS support 2 days a week for 1 hour sessions each. We also offer a 3 hour Saturday Academy Enrichment program per week. ELLs that have reached proficiency on the NYSESLAT continue to have testing modifications for two years. They are also encouraged to attend our After school and Saturday School Programs.

This year PS 32 has begun using the Journys literacy program which the ESL teacher supports for ELLs.

### Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

	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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

### Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	

## B. Programming and Scheduling Information--Continued

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

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

The majority of our program is predominantly pull-out in small group instruction that provides the opportunity for a great deal of one-to-one instruction and support. All ELLs are afforded equal access to all school programs. This is accomplished through detailed scheduling where students are able to move with their class to art, music, science, and physical education. For the upcoming school year, we will be using a new literact program that will be closely supported during ESL class in order to provide direct support to what is happening in the classroom.

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

## C. Schools with Dual Language Programs

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

## D. Professional Development and Support for School Staff

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

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

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

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

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

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

## E. Parental Involvement

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

Each year P.S. 32 hosts a Curriculum Parent morning and various family fun nights which focus on math, literacy, physical education, and cultural awareness. Parents are invited to attend workshops designed to provide ways they can support their child at home. This is done through hands-on activities and educational games in literacy and math. During curriculum night parents are provided information on core subject areas and a description on the teaching methods used as well as an overview on how we map the curriculum for the year and use assessment in each area to drive instruction. ELL families are given information on how instruction is differentiated and small groups are formed to provide for individualized attention. The ESL teacher also provides parents additional information which explains how she supports classroom instruction to meet standards. In October we celebrate Hispanic Heritage Month. Families share their traditions with the entire school community. Teachers and paraprofessionals act as translators during these events. The ESL Teacher will provide parent workshops in November, March, and May. During these meetings, she will review the Curricula foci with parents and provide them with tools on how to work with their children at home to foster oral language development and update them on their child's progress. The Parent Coordinator works with Cornell University Cooperative Extension, Good Shepherd Services, CAMBA, NYC Department of Health, and the 5th Avenue Committee to provide workshops for our families including parents of ELLs. Topics include Asthma, HIV, Life Insurance, Lead Prevention, Nutrition, and Homework Help. Translation is provided at all workshops. Assessment of our oral and written interpretation is done through observation, parent surveys, suggestions, and through discussions at the SLT and PTA meetings.

Additionally, at the beginning of the school year a questionnaire is sent home to all parents to determine their translation and interpretation needs. The parent coordinator reaches out to all parents including ELLs through a telephone call or greets them at arrival or dismissal to offer assistance and to informally assess their needs. Based on those results, the parent coordinator and school personnel develop activities

## E. Parental Involvement

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## 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)	2	2	1	0	2	0								7
Intermediate(I)	0	2	1	1	3	1								8
Advanced (A)	1	1	0	2	1	1								6
Total	3	5	2	3	6	2	0	0	0	0	0	0	0	21

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

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	<b>P</b>	1	4	1	3	7	1							
READING/ WRITING	<b>B</b>	2	2			2								
	<b>I</b>		2	2	1	3	1							
	<b>A</b>	1	1		2	1	1							
	<b>P</b>		2		1	4								

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	1	3	0	5
4	3	5	1	0	9
5	0	2	0	0	2
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0	0	0	0	3	1	1	0	5
4	1	0	5	0	2	0	1	0	9
5	0	0	1	0	0	0	1	0	2
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1	0	6	0	2	0	0	0	9
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

### New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and 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

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

#### Part IV: Assessment Analysis

The administration of PS 32 has decided to use Fountas and Pinnell to assess early literacy skills. This assessment offers crucial data not only on accuracy and comprehension, but also students' reading fluency, their ability to self-correct while reading, and writing. This information provides data to drive instruction and assist teachers in creating effective lessons to address areas of weakness in need of

## Additional Information

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

## Part VI: LAP Assurances

<b>School Name:</b> _____		<b>School DBN:</b> _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Deborah Florio	Principal		
Erica Steinberg	Assistant Principal		
Angela Bowie	Parent Coordinator		
Andrea Schulman	ESL Teacher		
Larissa Bailiff	Parent		
Francine Cuomo/AIS/Inquiry	Teacher/Subject Area		
Erica Tutone/AIS/IEP/PBIS	Teacher/Subject Area		
Frances Schuff	Coach		
Wanda Troy	Coach		
Adrian Straker	Guidance Counselor		
Neal Opramalla	Network Leader		
Katie Bradley	Other <u>Relates Services</u>		
	Other		
	Other		
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

DBN: **15K032** School Name: **Samuel Mills Sprole (15K032)**

Cluster: **4** Network: **CFN 409**

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

**Part A: Needs Assessment Findings**

---

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

Our school uses the parent Home Language Identification Survey (HLIS) to assess students' and their families' written translation and oral interpretation needs. Parent correspondences are sent home in the students' home language, when applicable. Translators are also provided for parent-teacher conferences. The principal is notified if the family needs written translation and/or oral interpretation. A memo is generated to the ESL teacher, classroom teachers, Parent Coordinator, secretary, and school aides so that parent correspondences are sent home in the students' home language. Also, included in this memo are the names of personnel who are available for oral translation or written translation of class distributed materials.

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

A memo is generated by the Principal notifying key personnel: ESL teacher, classroom teachers, Parent Coordinator, secretary, and school aides so that translated materials are sent home for school-wide distribution of materials. Also, included in this memo are the names of personnel who are available for oral translation or written translation of class distributed materials.

The major findings of our school's oral interpretation needs indicate that 16 families need oral Spanish translation, 2 Arabic, and 2 Mandarin. With regards to written materials, all of our families currently have family members that are able to translate written materials received from school.

## Part B: Strategies and Activities

---

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

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

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

The parent coordinator works with bilingual members of our school community, including parent volunteers, selected teachers and paraprofessionals, to meet the needs of the families and children. When necessary, the DOE over-the-phone translation service is employed. For after-school functions, which include parent workshops, Family Fun Nights, and Parent/Teacher Conferences, Paraprofessionals are paid per session to assist the teaching and administrative staff with translation services.

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

- Posted in the entrance of the school is a sign in each of the covered languages indicating the availability of interpretation services.
- The Principal maintains a summary of the translation and interpretation needs for each classroom at P.S. 32.
- All critical, centrally produced communications are downloaded from the Department's website and copied in the primary language spoken by our students' parent or guardian, and distributed to the parents in each classroom.
- All student specific critical documents are provided to parents in their primary language.
- Parents are made aware at the time of their child's enrollment that interpretation services are available

## 2011-12 Comprehensive Education Plan (CEP): Appendix 8

### Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Samuel Mills Sprole (15K032)	DBN: 15K032
Cluster Leader: Christopher Groll	Network Leader: Neal Opramalla
This school is (check one):    ✱conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below)	

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

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

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

P.S. 32 will offer our ESL students an afterschool program. The purpose of this program is to help our ESL students to gain more content area vocabulary skills and comprehension skills. This will help the ESL students succeed on all the content area exams: ELA, Math, Science, and NYSESLAT. The teachers in this afterschool classes are ESL and common branch teachers. The program will run for grades 3-5 from October to January for 12 sessions, 2 hours each session; and, from December to March for kindergarten through grade 2. Sessions for k-2 are held twice a week for one hour each. There will be 3 teachers, 2 common branch and 1 ESL teacher who will push into these classes, focusing on ELA and Math to prepare these students for the ELA and Math state assessments. The ESL teacher will then service the students from February to May for 12 sessions, 2 hours each session to prepare the students for the NYSESLAT assessment.

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

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

### Part C: Professional Development

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

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

### Part C: Professional Development

Begin description here:

Professional development is provided through weekly Study Groups throughout the year to help the ESL teacher and all teachers to serve English Language Learners and general education students better. All teaching staff participated in a full day training on, November 8, 2011, on how to apply the Houghton Mifflin Harcourt Journeys Reading Program in order to provide ELL students additional support in developing their English language skills so they will make steady progress alongside their English dominant peers. Our ESL teacher will attend Professional Development activities offered by our network and the Office of English Language Learners. These activities are at no cost to Title III.

### Part D: Parental Engagement Activities

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

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

Begin description here:

Each year P.S. 32 hosts a Curriculum Parent morning and various family fun nights which focus on math, literacy, physical education, and cultural awareness. Parents are invited to attend workshops designed to provide ways they can support their child at home. This is done through hands-on activities and educational games in literacy and math. During curriculum night parents are provided information on core subject areas and a description on the teaching methods used as well as an overview on how we map the curriculum for the year and use assessment in each area to drive instruction. ELL families are given information on how instruction is differentiated and small groups are formed to provide for individualized attention. The ESL teacher also provides parents additional information which explains how she supports classroom instruction to meet standards. In October we celebrate Hispanic Heritage Month. Families share their traditions with the entire school community. Teachers and paraprofessionals act as translators during these events. The ESL Teacher will provide parent workshops in November, March, and May. During these meetings, she will review the Curricula foci with parents and provide them with tools on how to work with their children at home to foster oral language development and update them on their child's progress. The Parent Coordinator works with Cornell University Cooperative Extension, Good Shepherd Services, NYC Department of Health, and the 5th Avenue Committee to provide workshops for our families including parents of ELLs. Topics include Asthma, HIV, Life Insurance, Lead Prevention, Nutrition, and Homework Help. Translation is provided at all workshops. Assessment of our oral and written interpretation is done through observation, parent surveys, suggestions, and through discussions at the SLT and PTA meetings. Additionally, at the beginning of the school year a questionnaire is sent home to all parents to determine their translation and interpretation needs. The parent coordinator reaches out to all parents including ELLs through a telephone call or greets them at arrival or dismissal to offer assistance and to informally assess their needs. Based on those results, the parent coordinator and school personnel develop activities to address areas of need and interest. This year, the following major workshops and programs are planned: 8-week Nutrition Workshop with Cornell University Cooperative Extension; Hispanic Heritage Month including opportunities to speak with local representatives; Math & Science Family Fun Night - to bring families together to support math and science learning in the classroom; Physical Fitness Night - workshops for parents and guardians about physical fitness as well as organized, fun activities for all;

**Part D: Parental Engagement Activities**

Black History Month Celebration; Music Family Fun Night - opportunities to learn about music opportunities and the importance of music in school; Art Family Night - learning about the importance of arts in the curriculum and creatively expressing oneself. All workshops big and small are announced through translated newsletters, translated phone messages through School Messenger, as well as personal follow-up with the parent coordinator with our non-English speaking families to encourage more active participation in our school community. Translators are available at all all events in Spanish and can be made available in both Chinese and Arabic. All PTA meetings offer oral translation and signs are posted for parent to know who they can speak to as an oral language translator.

**Part E: Budget**

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

Allocation Amount: \$

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

