



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : PUBLIC SCHOOL 32 STATE STREET SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 25Q032

PRINCIPAL: MRS. DEBRA ERRICO **EMAIL:** DERRICO@SCHOOLS.NYC.GOV

SUPERINTENDENT: MRS. DANIELLE DIMANGO

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.

Name	Position and Constituent Group Represented	Signature
Debra Errico	*Principal or Designee	
Eric Metzger	*UFT Chapter Leader or Designee	
Carol Mak/Jessica Rodriguez	*PA/PTA President or Designated Co-President	
Sue Menkes	Member/Assistant Principal	
Jaclyn Sprance	Member/Teacher	
Erica Fisher	Member/Teacher	
Diana Keily	Member/Teacher	
Serena Graustein	Member/Teacher	
Evelyn Mallo	Member/Parent	
Melissa Berger	Member/Parent	
Mary Leong	Member/Parent	
Gerry Chen	Member/Parent	
Chang Yul Kim	Member/Parent	
Anthony Caponera	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

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
25% of the students who did not make progress in the 2011 school year (57% of students did not make progress) as measured by the New York State ELA will make progress on the 2012 New York State ELA as identified by the Progress Report.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

This goal was generated from looking at the results of the 2011 New York State ELA in relation to the results of the 2010 New York State ELA as measured by the disaggregated data of the 2011 Progress Report. Additionally, in analyzing the Quality Review Report from 2011 differentiation of instruction was noted as an area that the school needed to improve, particularly on indicator 1.2 where the school received a rating of "developing". Differentiation of instruction is critical in supporting student progress based on student need and appropriate levels of challenge.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - differentiation of instruction
 - performance tasks aligned to CCLS are given to ALL students as pre and post assessments to provide insight on how to tailor instruction
 - item skills analysis to identify student need and areas of strength
 - ongoing professional development for staff to support them in analyzing student data, looking at student work and planning for differentiated instruction
 - b) staff and other resources used to implement these strategies/activities,
 - vertical team in literacy and content areas
 - collaborative planning time to allow teachers to meet and discuss student work and modify instruction
 - data specialist to support in disaggregation of data school wide and with individual classes
 - Principal and Assistant Principal support teachers by providing relevant feedback to support instruction and learning
 - Literacy Staff Developers to support teachers in implementing small group, targeted instruction to support all students with a focus on those identified as not making progress
 - TC staff developers to support the learning needs of the school and the staff
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - items skills analysis
 - cohesive data collection sources
 - hearts and footprints as ongoing student feedback
 - collaborative teacher planning
 - Vertical team meetings
 - Looking at student work: performance assessments collectively to plan next steps for instruction
 - Professional Development Planning Day (Nov. 6 and June 7)

- d) timeline for implementation.
- September through June ongoing support for students and teachers. Looking at student work on performance tasks in Winter and Spring.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- All staff at PS 32 is Highly Qualified so no further action is necessary. We will continue to hire teachers in accordance with correct licensing to ensure that all staff remains highly qualified.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

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.
 - FSF
 - ARRA RTTT Citywide Inst. Exp.
 - ARRA RTTT Data Specialist
 - Title IIA Supplemental

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
- As aligned with the city wide instructional initiative, by June 2012, 100% of classroom teachers will create, implement and evaluate student work as it relates to a minimum of one mathematical performance task that is embedded in the instruction and supports mathematical practices 3 and 4.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Although this task is aligned to the city wide instructional initiative, it has also been identified as a school wide focus for inquiry as it was highlighted as an area for improvement on the School Quality Review in April of 2011. The recommendation is stated as, "Build on the work in curriculum development to enhance the rigor of academic tasks and work products to create higher levels of challenging work for all students." In further analyzing our Math data on the Progress report, we have identified students in the current fifth grade who did not make progress from 2010 to 2011 on the NYS Math assessment and therefore have selected this goal in accordance with that measurable data as well.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - Staff will meet every Wednesday during Inquiry team meetings to analyze student work, review CCLS and EDM and create appropriate, meaningful tasks.
 - Vertical team in mathematics will meet monthly and share feedback with grade level colleagues to support development of tasks to increase critical thinking and student engagement.
 - Teachers will begin to conference in mathematics and gather feedback on student work, to use as an assessment as to whether the task is rigorous and meaningful for his/her students.
 - b) staff and other resources used to implement these strategies/activities,
 - Principal and Assistant Principal, along with Literacy support staff receive ongoing professional development around this city-wide initiative and school wide goal.
 - Administrative Staff continues to support staff by participating in inquiry team meetings to help guide discussions and create meaningful instructional tasks.
 - Work alongside, Liz Fisher-math support for CFN 207 to review practices 3 and 4, CCLS, Everyday Math (EDM) and student work.
 - Staff will collaborate during inquiry Wednesdays and collaborative planning time to continue to review CCLS, mathematical practices 3 & 4 and Everyday Math curriculum.
 - Network staff (Liz Fisher) will co-teach will vertical team leaders to provide support for staff in administering instructional tasks.
 - Staff will use ARIS learn and the Common Core Library to review already created tasks.
 - CFN support in mathematics from Lucy West.
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - Staff will collaborate during inquiry Wednesdays and collaborative planning time to continue to review CCLS, mathematical practices 3 & 4 and Everyday Math curriculum.

-Vertical math team will meet monthly and will share minutes of the meeting with the school and will provide ongoing support to their grade level colleagues.

-Inquiry team Wednesday will provide time for teachers to collaborate and study student work to create meaningful instructional task(s) in mathematics.

d) timeline for implementation.

-Every Wednesday ongoing from September through June

- Vertical team meetings a minimum of once per month

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

All staff at PS 32 is Highly Qualified so no further action is necessary. We will continue to hire teachers in accordance with correct licensing to ensure that all staff remains highly qualified.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

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.

-FSF

-ARRA RTTT Data Specialist

-TL Children First Network Support

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June of 2012, 30% of our students (an increase of 5.2% from June 2011) with IEPs will be reading at or above grade level as measured by Fountas and Pinnell reading benchmarks.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

This goal was identified by reviewing the data in the "Closing the Achievement Gap" section on the Progress Report for 2011. Our self-contained and SETSS students combined only received a total of .5 extra credit for percents at level 3 and 4 in ELA. Additionally in reviewing the State report card the AYP for Special Education students only met AYP by 1 point (107 AYP we met with 108).

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - Ongoing offsite and onsite TCRWP Professional Development
 - Teachers on all grades use TCRWP to instruct in Balanced Literacy.
 - Independent Book Baggies are used to build stamina and support teachers in providing critical feedback to students during individual conferences.
 - Review of IEP on SESIS by all Staff
 - b) staff and other resources used to implement these strategies/activities,
 - Principal blocks time daily to observe teaching and learning during Reader's Workshop
 - Principal and Assistant Principal review quantitative and qualitative data and meets with the literacy staff developers on a bimonthly basis to identify support needed by individual teachers, including self contained Special Education teachers
 - Share findings with AIS/PPT team to help target necessary interventions
 - All teachers review short and long term IEP goals of the students to align small group and individual instruction
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - Literacy Vertical team meetings are scheduled a minimum of once per month
 - Open communication and dialogue with Literacy Staff Developers
 - Grade Level Collaborative planning time
 - Open communication and dialogue with TC onsite staff developers

d) timeline for implementation.

Benchmark TC periods: November, March and May. Instructional support is ongoing.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
All staff at PS 32 is Highly Qualified so no further action is necessary. We will continue to hire teachers in accordance with correct licensing to ensure that all staff remains highly qualified.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

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.
-FSF
-Title IIA Supplemental
-Contract for Excellence FY09

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, 100% of the pedagogues will receive relevant feedback a minimum of three times throughout the school year to support their instructional practice against a uniform matrix outlined by the Charlotte Danielson framework.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Although this goal directly aligns with the city wide instructional expectations it also addresses a specific need identified at PS 32 during the Quality Review of April 11-12, 2011. On the Quality Review Matrix, specifically in the area of 4.1 our school received a "Developing" rating for providing teachers with ongoing feedback to elevate school-wide instructional practices. In the areas for improvement on the Quality Review it was specifically cited as, "Promote greater instructional coherence through targeted support and clear next steps for teachers to elevate school wide instruction." By providing teachers with professional support and ongoing feedback student.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - By supporting teachers in the planning and delivery of instruction and providing teachers with relevant, timely feedback, the needs of all student subgroups will be met.
 - b) staff and other resources used to implement these strategies/activities,
 - Staff will receive ongoing feedback in writing and will meet with administration to discuss this feedback.
 - Network 207 will continue to support administrative staff with implementing effective methods of providing feedback.
 - Superintendent will continue to provide feedback to administrative staff on how to improve and adjust feedback.
 - All of the pedagogical staff was asked to self reflect and indicate where they fall on the matrix for each of the four domains. This will be the basis for initial goal setting.
 - Teachers will continue to engage in inquiry work and when reviewing tasks and curriculum, they will be reflecting on changes necessary to their instructional practice in order to close the gaps.
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - Professional Development days will be used to inform and educate staff on this instructional initiative.
 - During collaborative planning periods and vertical team meetings staff members will use the Danielson framework and CCLS to identify gaps in instruction

d) timeline for implementation.

Ongoing September through June

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
All staff at PS 32 is Highly Qualified so no further action is necessary. We will continue to hire teachers in accordance with correct licensing to ensure that all staff remains highly qualified.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

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.
 - FSF
 - Title IIA Supplemental
 - TL Children First Network Support

ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

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.

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				
K	15	15	N/A	N/A	5	2	1	0
1	50	50	N/A	N/A	5	0	1	0
2	42	42	N/A	N/A	4	0	0	0
3	32	40	N/A	N/A	12	1	1	0
4	59	59	48	40	10	0	1	0
5	53	53	42	45	12	0	0	0
6								
7								
8								
9								
10								
11								
12								

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

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

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

The template below meets the parental involvement requirements of Title I. 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.

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.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in 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 1st 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;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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 1st 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 will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department 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	District 25	Borough Queens	School Number 032
School Name State Street School			

B. Language Allocation Policy Team Composition

Principal Debra Errico	Assistant Principal Sue Menkes
Coach Lori Phair	Coach Diana Keily
ESL Teacher Robin Frost	Guidance Counselor Carla Newman
Teacher/Subject Area Stacey Driscoll - Grade 2	Parent Jessica Rodriguez
Teacher/Subject Area Chris Pizzurro - Grade 5	Parent Coordinator Karen Mascetti
Related Service Provider Sande Balsin	Other type here
Network Leader Peggy Miller	Other type here

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	3	Number of certified bilingual teachers	6	Number of certified NLA/foreign language teachers	
Number of content area teachers with bilingual extensions		Number of special education teachers with bilingual extensions		Number of teachers of ELLs without ESL/bilingual certification	
Number of teachers who hold both a bilingual extension and ESL certification		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification			

D. School Demographics

Total number of students in school	838	Total Number of ELLs	102	ELLs as share of total student population (%)	12.17%
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Part II: ELL Identification Process

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

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

Parents or guardians of every child enrolled in PS 32 are required to complete a Home Language Identification Survey. An informal parent interview is conducted by a licensed pedagogue to ensure the accuracy of the survey and to determine the level of education of the child in his/her home country. All families are interviewed by Sue Menkes, Assistant Principal, or Robin Frost, ESL teacher. Spanish speaking families are interviewed by Stacey Driscoll, classroom teacher. Korean speaking families are interviewed by Lilian Son, classroom teacher. All of these staff members are licensed pedagogues. Chinese families are interviewed by Sue Menkes or Robin Frost, assisted by Anna Yun, school aide and a member of the school translation team. If the HLIS indicates that the child's home language is other than English, the child is administered an English proficiency test called the Language Assessment Battery-Revised. This test is administered within 10 days by a licensed ESL teacher. If the child is found to be a Spanish speaking ELL, then the Spanish LAB is administered by licensed ESL teacher within 10 days. The ESL teacher ensures that entitlement letters on school letterhead are distributed by backpack and that Parent Survey and Program Selection forms are returned. The entitlement letter informs the parents of their child's entitlement to ELL services, the parents' right to choose one of the three ELL programs offered in NYC and invites the parents to an orientation meeting. These letters and program selection form are in the parents' home language. If the letter is not returned by the date indicated on the form, a second form is sent home and the parents are contacted by phone in their native language. Parents who indicate a choice not in place in our school (ESL or Korean Dual Language) are contacted to discuss the availability of programs of their choice in other district schools. Parents are contacted in their native language. An orientation meeting for the parents given by the ESL teachers is held within 10 days of enrollment. At this orientation, parents view a video in English and in their native languages. Translators are provided to assist parents in completing the Program Selection Form and to answer any questions. Original completed Parent Survey and Program Selection Forms are filed in the child's cumulative folder and copies of the forms are maintained in the main office.

After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in program choices that parents have been requesting has been consistent. Approximately 75% of parents of ELL students in our school have selected a Freestanding ESL program as their first or only choice. 20% have requested a dual language program and 5% have selected a bilingual program. Students identified as ELLs are tested annually using the NYSESLAT. Continued entitlement letters are distributed by backpack in the home language to students who did not test out on the NYSESLAT. Copies of these letters are maintained in the main office. Parents are encouraged to call the school if they have any questions about entitlement and continued ELL program placement. Members of the translation team are available to answer questions.

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 <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s): Korean

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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)	1	1	1	1	1	1								6
Freestanding ESL														
Self-Contained														0
Push-In	2	2	2	2	2	2								12
Total	3	3	3	3	3	3	0	0	0	0	0	0	0	18

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	102	Newcomers (ELLs receiving service 0-3 years)	89	Special Education	14
SIFE		ELLs receiving service 4-6 years	13	Long-Term (completed 6 years)	

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language	17			2						19
ESL	72		10	11		4				83
Total	89	0	10	13	0	4	0	0	0	102

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP										
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean	5	19	5	26	0	28	3	22	3	20	3	19						19	134	
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	5	19	5	26	0	28	3	22	3	20	3	19	0	0	0	0	0	0	19	134

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

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: <u> </u>	Asian: <u>130</u>	Hispanic/Latino:
Native American: <u> </u>	White (Non-Hispanic/Latino): <u>4</u>	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	3	6	3	1		5								18
Chinese	11	17	6	7	9	7								57
Russian														0
Bengali														0
Urdu						1								1
Arabic														0
Haitian														0
French														0
Korean	1	1	1	2	1									6
Punjabi														0
Polish														0
Albanian														0
Other			1											1
TOTAL	15	24	11	10	10	13	0	83						

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you 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).

A. Programming and Scheduling Information

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?

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

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

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

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

A. Programming and Scheduling Information

FOSS Science kit. Grades 3 & 4 use the Harcourt Brace Science Program. Social studies instruction for ELLs makes use of visual and graphic aids. Classroom materials are modified and adapted to fit the needs of individual students. Newcomers use a variety of materials to help with basic language skills. Computers are used to enhance content area instruction as well as to provide access to instructional websites on the Internet.

ELLs in the Dual Language Program are assessed using running records in Korean and English. Children are tested in content areas in their native language. Children in testing grades are offered translated versions of state exams when available and oral translations when necessary.

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

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

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

A plan is in place for ELL-SWDs that provides access to academic content areas and accelerate English language development. Resource room teachers, classroom teachers, and ESL teachers collaborate to plan instruction. Instruction for these students is modified according to individual assessed needs. These modifications include individualized and/or small group instruction, preteaching vocabulary, preferential seating, use of multimedia, reteaching and redirection, and truncated assignments. Literacy and math blocks in each grade facilitate mainstreaming ELL-SWDs to ensure the least restrictive environment for each curriculum area.

Courses Taught in Languages Other than English ⓘ

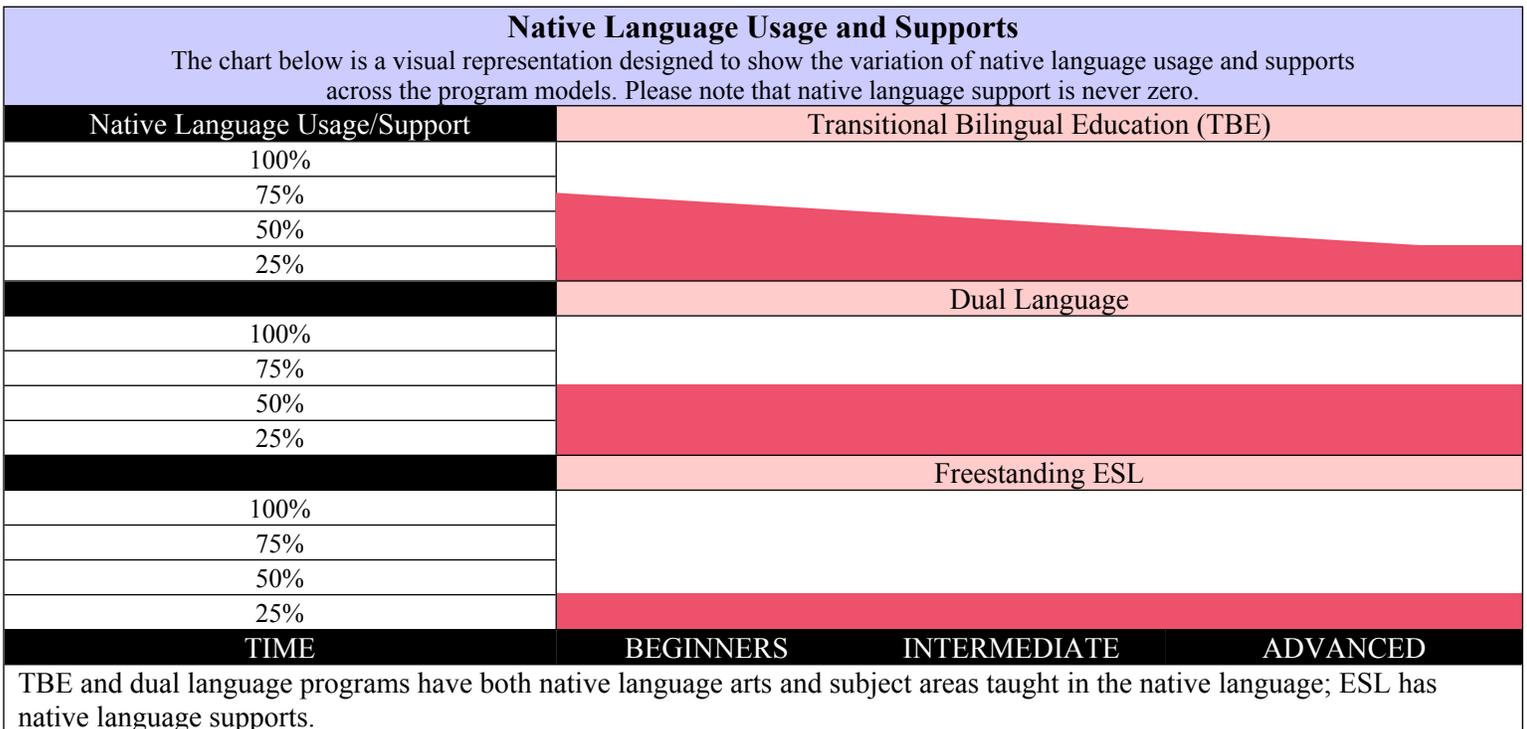
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- 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
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

- Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

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?

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

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

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

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

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

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

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

C. Schools with Dual Language Programs

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

50% of the time the target language is used for EPs and ELLS in each grade. EPs and ELLs are integrated all day. All content areas are taught together. This includes reading, writing, mathematics, science, social studies, art, drama, computer, physical education, and music. English and Korean are used on alternating days. A self contained Dual Language model is used. Emergent literacy is taught in both languages simultaneously.

D. Professional Development and Support for School Staff

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

Non-ESL teachers, including classroom teachers, other teaching personnel and paraprofessionals, are provided with extensive professional development opportunities. ESL teachers articulate principles of effective instruction for ELLs. Teachers examine curricula and classroom teaching strategies to improve student learning. In addition, ESL and Dual Language teachers participate in professional development to enable ELL students to develop Tier 2 vocabulary (academic language). This professional development is based on the research of Dr. Lily Wong Fillmore including such topics as: deconstruct/reconstruct strategies, juicy sentences, vocabulary word play. These strategies are shared with classroom teachers by ESL specialists Our literacy coaches and Teachers College staff developers provide professional development on balanced literacy, including the reading/writing workshop model. Our professional development includes lab sites on each grade where our staff developers model lessons and demonstrate strategies to differentiate instruction and provide academic interventions for ELLs. These workshops are scheduled to take place on September 27, 2011, October 11, 2011, October 18, 2011, October 25, 2011, November 21, 2011, November 30, 2011, December 5, 2011, December 7, 2011, February 16, 2012, February 29, 2012, March 5, 2012, March 12, 2012, March 19, 2012 April 27, 2012, and June 12, 2012. In addition, ESL and classroom teachers attend calendar days at Teachers College which emphasize balanced literacy techniques for use with ELL students. These teachers then provide ongoing professional development at monthly grade conferences and faculty conferences. During these periods, non-ESL teachers are also taught techniques for modifying instruction in the content areas for ELLs. Liz Fisher, Network Support Specialist, provided professional development to classroom teachers, ESL teachers and paraprofessionals on strategies to use with ELL students in mathematics. The ESL teachers also provide professional development on strategies to modify instruction in Everyday Math. Bilingual and ESL teachers receive additional professional development from Giuvela Leisengang, an ESL network support specialist. Full day workshops occurred on September 6, 2011 and September 7, 2011. Additional full day workshops are scheduled for November 8, 2012 and June 7, 2012. Curriculum Vertical Teams meet monthly with representatives of each grade and out of classroom personnel including ESL teachers and special education teachers, to align curriculum in all content areas for all students, including ELL students and students with disabilities. Supervisors review professional development schedules to ensure the receipt of 7.5 hours (or 10 hours for special education teachers and special education paraprofessionals) of strategies in teaching ELLs as per Jose P.

The ESL teachers and the guidance counselor plan professional development for the staff to assist ELL students as they transition to middle school. Middle school choices are explained to staff, students and parents. Staff, students and parents are invited to middle school orientations.

E. Parental Involvement

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

The Parent Coordinator and guidance counselor provide outreach for parents of ELLs and serves as a resource for parents and parent organizations. They maintain materials in different languages that can assist parents in understanding all school services and programs, including ESL services and programs. The guidance counselor serves as a liaison with CBOs to provide workshops or services to help ELL parents. These CBOs include: The Child Center of NY, the Chinese American Planning Committee, Afghani women for Arghani women, Korean American Family Service Center, Pride of Judea, Child Center Asian Outreach. PS 32 has a very active PTA. The PTA Executive Board consists of parents who speak Korean, Chinese, and Spanish. These parents attend every PTA meeting and parent events and translate as needed. The PTA actively recruits parents of ELL students to participate in school events. There are class parents in every class who reach out to all parents, including parents of ELL students. In addition, a plan is in place to address communication with non-English speaking parents through translations and interpretation. Written and oral translations are provided in the most dominant languages of Korean, Spanish, and Chinese of documents such as PTA notices, open school invitations, and activity announcements. Translators attend parent workshops, special events and parent-teacher conferences. Additional languages are translated when necessary and possible.

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

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The Parent Coordinator conducts a yearly parent survey to evaluate the needs of the parents and workshops are offered that respond to parent requests. Based on the results of this information, a parent ESL class is provided monthly to enable parents to acquire language so that they can better assist in their child's education. Workshops are also held to inform parents about the new Common Core Learning Standards, activities parents can do at home and NYS testing procedures. Translators attend all of these workshops.

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)	13	10	3	5	3	2	0							36
Intermediate(I)	2	12	6	6	3	2	2							33
Advanced (A)	5	7	2	2	7	12	9							44
Total	20	29	11	13	13	16	11	0	0	0	0	0	0	113

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	3	5	1	0	9
5	0	12	1	0	13
6	2	7	0	0	9
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	0	0	4	2	1	3	0	1	11
5	0	1	3	1	5	3	0	2	15
6	0	0	2	0	5	2	2	0	11
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	1	0	0	7	3	1	3	15
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
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

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

TCRWP is the assessment tool our school uses to assess the early literacy skills of ELLs. Based on Fountas and Pinnell reading levels: 55% of grade 1 ELL students are performing at Level 1 and 45% of ELL students are performing at Level 2; 85% of grade 2 ELL students are performing at Level 1 and 15% of grade 2 ELL students are performing at Level 2; 61% of grade 2 ELL students are performing at Level 1 and 39% of grade 2 ELL students are performing at Level 2.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: PS 32 State Street School		School DBN: <u>25q032</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Debra Errico	Principal		
Sue Menkes	Assistant Principal		
Karen Mascetti	Parent Coordinator		
Robin Frost	ESL Teacher		
Jessica Rodriguez	Parent		
Stacey Driscoll	Teacher/Subject Area		
Chris Pizzurro	Teacher/Subject Area		
Lori Phair	Coach		
Diana Keily	Coach		
Carla Newman	Guidance Counselor		
Peggy Miller	Network Leader		
	Other		
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 25Q032 **School Name:** PS 32

Cluster: 207 **Network:** Children First Network

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

Oral translations will be provided in Korean, Spanish and Chinese at PTA meetings, Open House, parent workshops, special events, and activities. These services will be provided by school staff, including teachers, counselors, psychologist, social worker and school aides. Additional languages will be translated through the services provided by the Department of Education Translation and Interpretation Unit.

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

PS 32 will provide both written translation and oral interpretation services to parents who require language assistance in order to communicate effectively with the school. Signs are posted at the main entrance in each language indicating the availability of interpretation services. When we are unable to provide such services, parents will be informed of how they can receive translationservices. At registraion, a copy of the Bill of Parent Rights and Responsibilities is given to parents in their preferred language. This document includes parents' rights to translation and interpretation services and how to access these services.

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: PS 32	DBN: 25q032
Cluster Leader: Charles Amundsen	Network Leader: Peggy Miller
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="radio"/> Before school <input type="radio"/> After school <input checked="" type="radio"/> Saturday academy <input type="radio"/> Other:
Total # of ELLs to be served: 55 Grades to be served by this program (check all that apply): <input checked="" type="radio"/> K <input checked="" type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12
Total # of teachers in this program: 4 # of certified ESL/Bilingual teachers: 4 # of content area teachers:

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:

An afterschool enrichment program for ELLs and transitional students will work on listening, speaking, reading, and writing skills in addition to preparing children for state tests in science, ELA, and mathematics. This program, taught by licensed ESL teachers, will be offered to 88 students in grades 2-5 (in grade 2 - 12 students, in grade 3 - 26 students, in grade 4 - 24 students, in grade 5 - 26 students) and will take place on Thursday and Friday afternoon from 2:20 pm to 3:50 pm. The activities will be designed to develop Tier 2 vocabulary (academic language). Materials will include getting "Ready for the NYSESLAT and Beyond", "NYS Progress Coach ELA", "Buckle Down in Mathematics", trade books, and teacher made material. Students will be grouped by grade and language proficiency. In addition, ESL teachers will meet one hour each week to share best practices in ELL instruction and to plan curriculum. In order to support the Korean Dual Language Program, Korean trade books will be purchased to supplement and expand the Korean library that is already in place in the Korean Dual Language classrooms.

Part C: Professional Development

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

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

Begin description here:

Teaching experts, (Literacy coaches, ESL specialists, IEP teacher, SETTS teachers, science clusters and social studies liaisons) will provide classroom teachers with professional development on using differentiation of instruction to address the needs of ELLs. ESL teachers and Dual Language teachers in the Title III program will participate in a study group to examine curricula, classroom teaching strategies, and assessments to improve student learning. In addition, teachers will participate in professional development to enable ELL students to develop Tier 2 vocabulary (academic language). This professional development will be based on the research of Dr. Lily Wong Fillmore including such topics as: deconstruct/reconstruct strategies, juicy sentences, vocabulary word play. This professional development will be provided by ESL specialists (including ESL teachers and Dual language teachers who participate in the title III program) and network special support. Classroom teachers and specialists will continue to meet once a week during a professional development period from 8:00 am – 8:25 am. Professional development also takes place across grades once a month on Wednesdays between 2:20 pm and 3:10 pm. In addition, ESL teachers meet with Vertical Teams in literacy, math, science and social studies to work on infusing ELL strategies into content area instruction. These teams meet monthly on Thursday or Friday mornings.

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: The Parent Coordinator provides outreach for parents of ELLs and serves as a resource for parents and parent organizations. She maintains materials in different languages that can assist parents in understanding all school services and programs, including ESL services and programs. The Parent coordinator serves as a liaison with CBOs to provide workshops or services to ELL parents. In addition, a plan is in place to address communication with non-English speaking parents through translations and interpretation. Written and oral translations are provided in the most dominant languages of Korean, Spanish, and Chinese of documents such as PTA notices, open school invitations, and activity announcements. Translators attend parent workshops, special events and parent-teacher conferences. Additional languages are translated when necessary and possible. ESL teachers conduct parent workshops on the NYS Testing Program and Common Core Learning Standards to discuss how parents of ELLs can become more effective partners in their children’s education. A meeting for parents of students in the Title III program will take place on Monday, March 19, 2012 in the evening to explain the NYSESLAT testing program. The ESL and Dual Language teachers will explain strategies that the parents can use to help their children with homework, vocabulary development, literacy, math, social studies and science, and how to effectively communicate with their children’s teachers.

Part E: Budget

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

Allocation Amount: \$15144

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	\$9304.24	Teachers per session: 4 classes 4 hrs per wk for 9 weeks at \$50 per hour with fringe= $4 \times 4 \times 9 \times 50.06 = \7208.64 Administration per session 4 hours per wk for 9 weeks + 4 hrs professional development at \$52.39 per hour = $4 \times 9 \times \$52.39 = \$1886.04 + (4 \times \$52.39) = \2095.60
Purchased services <ul style="list-style-type: none"> • High quality staff 		

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$15144

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.	\$5839.76	Supplemental Korean trade boos for Dual language classes = \$2839.76 Journals, notebooks ,testing material \$750 per class x 4 classes=\$3000
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$15,144.00	