



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME:** P.S. 232Q

**DBN:** 27Q232

**PRINCIPAL:** LISA A. JOSEPHSON **EMAIL:** LJOSEPH3@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** SUPT. MICHELE LLOYD-BEY

**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
Lisa A. Josephson	*Principal or Designee	
Robert Sentnor	*UFT Chapter Leader or Designee	
Rosemary Asselta Kim Morales	*PA/PTA President or Designated Co-President	
Lois Maglione	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Shelley Brous	Member/Teacher	
Marlene Kantrow	Member/Teacher	
Anthony Ringston	Member/Parent	
Carol Panico	Member/Parent	
Timothy Conklin	Member/Parent	
Laurie Romanelli	Member/Parent	
	Member/	

## **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**

By June 2012, the English Language Arts performance of all grade 3-8 students with disabilities in ELA will show evidence of a 5% increase of the growth percentile rate applicable per grade.

### **Comprehensive needs assessment**

Based on our NYS report card, our school made AYP for students with disabilities in English Language Arts, but they only made the safe harbor target, not the effective AMO.

### **Instructional strategies/activities**

#### **Activity #1**

- Increase of instructional time: Current strategies for improving instruction and student performance in balanced literacy includes an increase of instructional time to a minimum of 100 minutes per day (10 periods per week) in addition to 250 minutes of writer's workshop (5 additional periods per week in addition to the balanced literacy block)
- Target Populations: All students in grades 3-8, including STUDENTS WITH DISABILITIES
- Responsible Staff Members: Programmer, all classroom teachers in grades 3-5, ELA teachers in grades 6-8, and teachers servicing STUDENTS WITH DISABILITIES
- Implementation Timeline: September 2011-June 2012

#### **Activity #2**

- Academic Intervention Services: AIS will be provided for all students with disabilities through small-group, differentiated instruction determined by item skills analysis of both last year's ELA state exam and this year's interim assessments in ELA. Skills and strategy practice, conferencing, and progress monitoring will take place throughout the year. Fountas & Pinnell reading levels will be determined three times a year (Oct. 2011, Feb. 2012 and May, 2012). Sixth, seventh and eighth graders will have guided reading in their English classes 3-5 times a week, dependent on their Fountas & Pinnell reading level. Classroom/Subject area teachers and AIS teachers will confer to examine student work and plan instruction accordingly. Progress monitoring through Acuity, conferencing during independent reading and writer's workshop, teacher-made tests and teacher observations will

provide continuous data to maintain fluid grouping and to align instruction to student needs and CCLS. Additional SETSS periods will be added when data indicates current strategies are not sufficient to improve student-learning outcomes. All STUDENTS WITH DISABILITIES will be in a setting with a reduced student to teacher ratio. An AIS provider with a Master's in Reading will be responsible for the targeted group while the second teacher will be responsible for the remainder of the class. Academic intervention will also take place during mandated tutoring, mandating that all SWD attend extended day. All students with disabilities in K-2 are offered small group tutoring in a 3:1 ratio. All K-4 students in self-contained and inclusive classrooms will utilize the balanced literacy approach, in addition to the SRA reading centers that emphasis intervention. This will be conducted during guided reading centers with the assistance of a para professional. An after-school program for grades 6-8 students will continue to work with small group students with disabilities in ELA. A Saturday morning program for grades 3-5 will continue to work with small group students with disabilities in ELA. An F-status AIS teacher is assigned to support Special Education Class 7/8-210 class, 12:1:1 three days per week during guided reading. A data wall will be established for all students in grades K-8. The wall will create a visual of disaggregated data for all students. This setting will facilitate data conversations focusing on STUDENTS WITH DISABILITIES and monitoring student progress.

- Target Population(s): All students in grades 3-8, including STUDENTS WITH DISABILITIES
- Responsible Staff: Assistant Principals, Data Specialist, Special Education Teachers, ICT General Education Teachers, Literacy Coach for K-4 and 5-8, AIS teachers, F-status teachers
- Implementation Timeline: September 2011 through June 2012

### **Activity #3**

- Professional Development: Professional development will be provided to all teachers servicing STUDENTS WITH DISABILITIES. Both literacy coaches will serve their teachers respectively by providing professional development in guided reading mini lessons, writer's workshop, teaching reading skills vs. strategies, differentiation, how to benchmark using Fountas & Pinnell Reading Kit, ECLAS-2, etc. Asst. Principals, principal, and data specialist will provide professional development in how to use item skills analysis and how to translate data from an array of assessments. Teachers of grades 4-8, including the teachers of grade 4-8 students with disabilities, will be trained (10 days per school year) by Junior Great Books Teacher Trainer and upper grade literacy coach
- Target Population: Teachers that provide academic intervention to SWD
- Responsible Staff: Principal, Asst. Principals, Data Specialist, General and special education teachers, literacy coaches, AIS teachers, F-status teachers
- Implementation Timeline: September 2011 through June 2012

### **Strategies to Increase Parental Involvement**

P.S. 232Q will coordinate and integrate parental involvement strategies under the following other programs and activities:

- With the guidance and support of the school, family members can assist their children with homework and other school related activities. Our school will encourage parents to join in learning activities at home and in the school (library cards, home reading, resource centers, book sales, following directions, reading recipes, workshops sponsored by the Parent Coordinator, Parent Teacher Association (PTA), Parent Volunteer programs and School Leadership Teams (SLT)
- The school will provide assistance to parents of children served by the school, especially to all parents of students with disabilities, in understanding topics such as the following, by undertaking the actions described in this paragraph:
  - the State’s academic common core state standards
  - the State’s student academic achievement standards
  - the State and local academic assessments including alternate assessments, how to monitor their child’s progress, and how to work with educators
- Parents will be encouraged to attend the Parent Coordinator’s monthly workshops that are fully supported by experts on staff on the following topics: Testing Strategies At Home, Reading Strategies at Home, Understanding Your Child's Fountas & Pinnell Reading Level
- Parents will be invited to attend an annual meeting to inform them about the school’s participation in the Title I program and explain the requirements and their right to be involved.

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

All teachers hired in PS232Q for the 2011-12 school year are “highly qualified” as defined in NCLB. Teachers in PS232Q that are not new to the profession are also highly qualified.

P. S. 232Q and the network staff will provide extensive and ongoing professional development opportunities for all staff, including administrators, teachers, paraprofessionals, guidance counselors, related service providers, and SBST. Professional development offerings will include the following:

- Differentiated training to meet the needs of both new and experienced staff that addresses individual strengths and weaknesses
- Grade level needs
- Content-area needs
- Core Knowledge planning
- Mentoring by a Highly Qualified Staff Member – an in-house teacher mentoring program, which will be a critical component of the support and professional development for new teachers, will be in place for PS232Q. This program takes into account the

mentoring needs of all new teachers, including new Teaching Fellows/ Alternate Certification Teachers. When possible, two and three year teachers will also be included.

### **Service and Program Coordination**

The school has established an afterschool program that includes students with disabilities in grades 6-8.

The school will establish a Saturday Morning Academy that includes students with disabilities in grades 3-5.

All students with disabilities who are also English Language Learners will remain for additional instructional hours on Mondays and Tuesdays from 3:15 -4:15 p.m.

An attendance teacher supports the regular instructional day and all afterschool academies as part of the school's efforts to improve attendance for students with disabilities in grades K-8.

### **Budget and Resources Alignment**

Fair Student Funding (Tax Levy), Title III funds, and human resources were used to implement this action plan in school-wide ELA from Sept. 2011 – June 2012 as indicated below:

- Teacher per session for after school programs and differentiated professional development
- Supervisor per session for after school programs and professional development
- Consumable instructional materials for use during extended day and regular day
- Professional instructional materials to support curriculum development during the regular school day.
- Three F-Status Teachers (3 days per week ea) in grades K-6 who specialize in the teaching of reading
- AIS Teachers (5 days per week) in grades K-3 who specialize in the teaching of reading/literacy

## 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**

By June 2012, 80% of students in kindergarten through eighth grade will meet or exceed selected grade level English Language Arts CCL Standards based on a 4 point rubric aligned to the CCLS.

### **Comprehensive Needs Assessment**

After conducting an analysis of student performance data on the 2010-2011 state ELA assessment, an analysis of student performance data on ECLAS and EPAL, and an analysis of Fountas and Pinnell benchmarking data, it was determined that at least 25 – 30 % of students on each grade did not meet or exceed level three in English Language Arts. As a result, our priority is to target all students to show increases in performance.

### **Instructional Strategies/Activities**

#### **Activity #1**

- Developing a Stronger Literacy Plan: Our school's K-8 literacy program will consist of three components: professional development, inquiry team work, and the use of data-driven instruction. All activities will be designed to increase the use of data to drive instruction and to enable teachers to examine effectiveness of instruction regularly. Teacher to student ratio will be decreased by the hiring of AIS and F-status teachers who all specialize in reading/literacy. Professional development will include the revamping of our curriculum maps to include CCLS, increase effective use of Essential Questions, the use of data to drive instruction, and increase the effectiveness of the collaborative inquiry process. Teachers of K-8 will develop collaborative curriculum maps that focus on Social Studies Units of Study and that also plan for the integration of reading, writing, speaking and listening skills. Four Square Writing organizational methodologies will be fully implemented and integrated within Writer's Workshop to support student growth in writing skills. New writing rubrics will be created by our teacher teams based on the CCLS. In addition, teachers of grades 4-8, including the teachers of grade 4-8 students with disabilities, are trained (10 days per school year) by Junior Great Books Teacher Trainer and upper grade literacy coach. Two English teachers in 7<sup>th</sup> and 8<sup>th</sup> will provide small group instruction for students in classes 701 and 801. Rigorous instructional tasks will be created by our teacher teams. Student work will then be discussed and decisions will be made on our next steps for instruction in each classroom. Assessment data trends will be determined by examining the ITT tool provided in ARIS. Teacher teams will meet regularly during common preps

to evaluate data to identify strengths and weaknesses, benchmark and monitor progress through the use of Acuity, and studying student work and aligning instruction. Teacher teams will collaborate to develop lesson plans that are differentiated according to current data and then they will monitor effectiveness and revise to meet the needs of all students. AIS will be provided in small-group, data-driven instruction incorporating CCLS. AIS will be provided by an additional AIS teacher or licensed reading teacher. Extended-day tutoring groups will be fluid and will change according to student achievement data.

- Target Population: Teachers working in teams, providing AIS, and/or paraprofessionals and all students in grades 4-8
- Responsible Staff: Principal, Assistant Principals, Data Specialist, General and special education teachers, literacy coaches, AIS teachers, F-status teachers
- Implementation Timeline: September 2011 through June 2012

### **Activity #2**

- Creation of a Data Wall: A data wall will be established for all students in grades K-8. The wall will create a visual of disaggregated data for all students. This setting will facilitate data conversations focusing on at-risk students and monitoring student progress. Next steps for instruction will be discussed and incremental goals will be set for individual or small groups of students. Ways to measure interim progress will be discussed using Acuity assessments, custom assignments on Acuity, teacher-made assessments and teacher observations. Progress and strategies to improve student outcomes will be discussed for all students in Levels 1-4. Teachers will be responsible to maintain a data folder with up-to-date progress monitoring for each student. Data meetings will take place with classroom and AIS teachers in grades 4 and 5. In grades 6-8, subject area teachers and AIS teachers will meet as a group to examine data concerning targeted students.
- Target Population: All teachers of students in grades K-8, all students in grades K-8
- Responsible Staff: Principal, Assistant Principals, Literacy Coaches, Data Specialist
- Implementation Timeline: September 2011 through June 2012

### **Strategies to Increase Parental Involvement**

P.S. 232Q will coordinate and integrate parental involvement strategies under the following other programs and activities:

- With the guidance and support of the school, family members can assist their children with homework and other school related activities. Our school will encourage parents to join in learning activities at home and in the school (library cards, home reading, resource centers, book sales, following directions, reading recipes, workshops sponsored by the Parent Coordinator, Parent Teacher Association (PTA), Parent Volunteer programs and School Leadership Teams (SLT)
- Parents will be encouraged to attend the Parent Coordinator's monthly workshops on the following topics: Testing Strategies At Home, Reading Strategies at Home, ESL workshops for parents, etc. Our literacy coaches and data specialist will collaborate with the parent coordinator to bring the best information to our parents.
- Parents will be invited to attend an annual meeting to inform them about the school's participation in the Title I program and

explain the requirements and their right to be involved.

- The school will provide assistance to parents of children served by the school, especially to all parents of students with disabilities, in understanding topics such as the following, by undertaking the actions described in this paragraph:
  - the State's academic common core state standards
  - the State's student academic achievement standards
  - the State and local academic assessments including alternate assessments, how to monitor their child's progress, and how to work with educators

Parents with children attending PS 232Q are encouraged to visit their child's school as often as possible. Parents can visit their child's school at the following conveniently scheduled meetings and events by checking with their Parent Coordinator for the dates and time:

- Back to School Parent Orientation (September),
- Parent teacher conferences (fall and spring),
- PTA and SLT meetings (monthly)
- Summer Reading Celebrations
- Honor Society Assembly at the end of each marking period
- Culminating celebrations marking their child's success at the school
- Parent workshops and activities (as scheduled by the Parent Coordinator, Guidance Counselor and school staff)

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

P. S. 232Q and the network staff will provide extensive and ongoing professional development opportunities for all staff, including administrators, teachers, paraprofessionals, guidance counselors, related service providers, and SBST. Professional development offerings will include the following:

- Differentiated training to meet the needs of both new and experienced staff that addresses individual strengths and weaknesses
- Grade level needs
- Content-area needs
- Core Knowledge planning
- Mentoring by a Highly Qualified Staff Member – an in-house teacher mentoring program, which will be a critical component of the support and professional development for new teachers, will be in place for PS232Q. This program takes into account the mentoring needs of all new teachers, including new Teaching Fellows/ Alternate Certification Teachers. When possible, two and three year teachers will also be included.

Professional development for staff will be coordinated at PS232Q by a Professional Development Team, which includes the principal, two assistant principals, two literacy coaches, the math coach, the ELL teacher, the data specialist and classroom teachers. The PD Team will

work collaboratively to plan and coordinate their activities to provide a two-tier approach to staff development. On one level, the team will work with staff to strengthen their knowledge base in literacy, mathematics and other content areas. The second level, to be implemented concurrently, will focus on effective practices in the delivery of instruction. Professional development will encompass workshops, institutes, study groups, readings in professional literature and follow-up classroom technical assistance. All professional development activities will be undertaken to address the specific needs of staff and students. One Junior Great Books specialist, Ms. Linda Barrett, JGB teacher trainer, also provides ongoing professional development to our staff in the form of study groups, model lessons, co teaching sessions and planning sessions.

### **Service and Program Coordination**

The school has established an afterschool program that includes students with disabilities in grades 6-8.

The school will establish a Saturday Morning Academy that includes students with disabilities in grades 3-5.

All students with disabilities who are also English Language Learners will remain for additional instructional hours on Mondays and Tuesdays from 3:15 -4:15 p.m.

An attendance teacher supports the regular instructional day and all afterschool academies as part of the school's efforts to improve attendance for students with disabilities in grades K-8.

### **Budget and Resources Alignment**

Fair Student Funding (Tax Levy), Title III funds, and human resources were used to implement this action plan in school-wide ELA from Sept. 2011 – June 2012 as indicated below:

- Three F-Status Teachers (3 days per week ea) in grades K-6 who specialize in the teaching of reading
- AIS Teachers (5 days per week) in grades K-3 who specialize in the teaching of reading/literacy
- Teacher per session for after school programs and differentiated professional development
- Supervisor per session for after school programs and professional development
- Consumable instructional materials for use during extended day, regular day, Saturday Morning Program, Test Sophistication
- Professional instructional materials to support curriculum development during the regular school day.

### 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**

By June 2012, 80% of students in kindergarten through eighth grade will meet or exceed selected grade level mathematics CCL Standards based on a 4 point rubric aligned to the CCLS.

#### **Comprehensive Needs Assessment**

After conducting an analysis of student performance data on the 2010-2011 state math assessment and an analysis of student performance data on Pearson Unit Assessments, it was determined that at least 20% of students on each grade did not meet or exceed level three in mathematics. As a result, our priority is to target all students to show increases in performance.

#### **Instructional Strategies/Activities**

##### **Activity #1**

- **Developing a Stronger Mathematics Plan:** We will fully implement balanced mathematics prototype throughout the K-8 school (in general, special and gifted education). The language of the CCLS will also be followed and fully implemented. We will implement the new *Pearson Envision Mathematics Program* (fully CCLS aligned) to grades K-5 and continue to implement the *Pearson Middle School Math Program* to grades 6-8. We will fully align the CCLS with the Middle School Program curriculum. Both math programs will be supplemented with basic computational skills and materials, test sophistication, manipulatives, and an interactive math center in every classroom. All students will be assessed using the Pearson Envision Assessments in the beginning, middle, and end of the year (Sept., Jan., June). All accumulated data, along with unit test data, will drive instruction. All students in grades 3-8 will also be assessed using ACUITY's Predictive and interim assessments. Teachers in K-8 will target individual mathematics skills as identified on the Interim Assessment item skills analysis and focus on skill improvement in our extended day program, our afterschool program (Academic Tuesdays for gr. 6-8), and our Saturday morning program (for gr. 3-5). An increase of two additional 50 minute periods per week will be added to the present 300 minutes per week.
- **Target Population:** All teachers and students in grades K-8
- **Responsible Staff:** Principal, Assistant Principals, Data Specialist, General and special education teachers, F-status teacher
- **Implementation Timeline:** September 2011 through June 2012

### **Activity #2**

- **Professional Development:** Pearson's Math Trainer will be provided in June, 2011 and again in September, 2011 so that teachers become knowledgeable and comfortable with the new math program. Training will continue in October, 2011 so that both assessment and technology can be discussed and turn keyed. Extensive professional development in skill/strategy will be provided to classroom and after-school teachers who will deliver a program designed to identify and remediate students' skill deficiencies. Classroom teachers of K-8, with the support of the principal and assistant principals, will develop rigorous instructional tasks that focus on mathematics skills and activities. Teacher teams will identify the target population of students with deficient math skills using the following data: item skills analysis of state math, item skills analysis of interim assessments in math, and Pearson unit exams.
- **Target Population:** All teachers in grades K-8
- **Responsible Staff:** Principal, Assistant Principals, Data Specialist, General and special education teachers, F-status teacher
- **Implementation Timeline:** September 2011 through June 2012

### **Activity #3**

- **Academic Intervention:** An academic intervention teacher in grades 3-5 will provide small group instruction – push in/pull out. An F-status teacher will provide small group instruction in grades 3-5 three days a week – push in/pull out. Two certified math teachers in 7<sup>th</sup> and 8<sup>th</sup> will provide small group instruction for students in classes 701 and 801.
- **Target Population:** All teachers in grades K-8
- **Responsible Staff:** Principal, Assistant Principals, Data Specialist, General and special education teachers, F-status teacher
- **Implementation Timeline:** September 2011 through June 2012

### **Strategies to Increase Parental Involvement**

P.S. 232Q will coordinate and integrate parental involvement strategies under the following other programs and activities:

- The school will provide assistance to parents of children served by the school, especially to all parents of students with disabilities, in understanding topics such as the following, by undertaking the actions described in this paragraph:
  - the State's academic common core state standards
  - the State's student academic achievement standards
  - the State and local academic assessments including alternate assessments, how to monitor their child's progress, and how to work with educators

- Parents will be encouraged to attend the Parent Coordinator’s monthly workshops on the following topics: Testing Strategies At Home, Math Strategies at Home

Parents with children attending PS 232Q are encouraged to visit their child’s school as often as possible. Parents can visit their child’s school at the following conveniently scheduled meetings and events by checking with their Parent Coordinator for the dates and time:

- Back to School Parent Orientation (September),
- Parent teacher conferences (fall and spring),
- PTA and SLT meetings (monthly)
- Summer Reading Celebrations
- Honor Society Assembly at the end of each marking period
- Culminating celebrations marking their child’s success at the school
- Parent workshops and activities (as scheduled by the Parent Coordinator, Guidance Counselor and school staff)

Parents will have reasonable access to staff, opportunities to volunteer and participate in their child’s class, and observation of classroom activities. Parents may contact their school’s parent coordinator to arrange an appointment. Title I funds will be used to purchase materials for parents during these workshops.

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

All teachers hired in PS232Q for the 2011-12 school year are “highly qualified” as defined in NCLB. Teachers in PS232Q that are not new to the profession are also highly qualified.

P. S. 232Q and the network staff will provide extensive and ongoing professional development opportunities for all staff, including administrators, teachers, paraprofessionals, guidance counselors, related service providers, and SBST. Professional development offerings will include the following:

- Differentiated training to meet the mathematical needs of both new and experienced staff that addresses individual strengths and weaknesses
- Grade level needs in mathematics
- Mentoring by a Highly Qualified Staff Member – an in-house teacher mentoring program, which will be a critical component of the support and professional development for new teachers, will be in place for PS232Q. This program takes into account the mentoring needs of all new teachers, including new Teaching Fellows/ Alternate Certification Teachers. When possible, two and three year teachers will also be included.

### **Service and Program Coordination**

The school has established an afterschool program that includes students with disabilities in grades 6-8.

The school will establish a Saturday Morning Academy that includes students with disabilities in grades 3-5.

All students with disabilities who are also English Language Learners will remain for additional instructional hours on Mondays and Tuesdays from 3:15 -4:15 p.m.

An attendance teacher supports the regular instructional day and all afterschool academies as part of the school's efforts to improve attendance for students with disabilities in grades K-8.

### **Budget and Resources Alignment**

Fair Student Funding (Tax Levy), Title III funds, and human resources were used to implement this action plan in school-wide mathematics from Sept. 2011 – June 2012 as indicated below:

- Teacher per session for after school programs and differentiated professional development
- Supervisor per session for after school programs and professional development
- Consumable instructional materials for use during extended day, regular day, Saturday Morning Program
- Professional instructional materials to support curriculum development during the regular school day.
- F-Status Teachers (3 days per week) in grades 3-6

**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.

<b><u>Annual Goal #4</u></b>
<b><u>Comprehensive Needs Assessment</u></b>
<b><u>Instructional Strategies/Activities</u></b>
<b><u>Strategies to Increase Parental Involvement</u></b>
<b><u>Strategies for Attracting Highly Qualified Teachers (HQT)</u></b>
<b><u>Service and Program Coordination</u></b>
<b><u>Budget and Resources Alignment</u></b> <ul style="list-style-type: none"><li>•</li></ul>

**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.

<b>Annual Goal #5</b>
<b>Comprehensive needs assessment</b>
<b>Instructional strategies/activities</b>
<b>Strategies to increase parental involvement</b>
<b>Strategies for attracting Highly Qualified Teachers (HQT)</b>
<b>Service and program coordination</b>
<b>Budget and resources alignment</b>

**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.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>	12	0	N/A	N/A	0	0	1	0
<b>1</b>	15	0	N/A	N/A	0	0	0	0
<b>2</b>	15	0	N/A	N/A	0	0	0	0
<b>3</b>	19	15	N/A	N/A	2	0	1	0
<b>4</b>	24	18	20	0	1	0	0	0
<b>5</b>	23	24	9	0	1	0	2	0
<b>6</b>	25	21	10	0	2	0	0	0
<b>7</b>	19	19	6	0	2	0	0	0
<b>8</b>	23	24	4	0	1	0	0	0
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

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

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

Name of Academic Intervention Services (AIS)	Description
<p><b>ELA</b></p>	<ol style="list-style-type: none"> <li>1. During School Day (K-8)               <ul style="list-style-type: none"> <li>• Foundations in Kindergarten – small targeted groups and individuals</li> <li>• One-to-One – Tutoring of Holdovers, K-2</li> <li>• Academic Intervention Groups – Push In Gr. 1-3, Pull Out/Push In Gr. 4-8</li> <li>• Junior Great Books - A/B groups for shared inquiry in grades 4-8</li> </ul> </li> <li>2. After School Academy (Gr. 6-8)               <ul style="list-style-type: none"> <li>• Class Groups of 15 targeting ELA skills and test sophistication</li> </ul> </li> <li>3. Saturday Morning Academy (Gr. 3-5)               <ul style="list-style-type: none"> <li>• Class Groups of 15 targeting ELA skills and test sophistication</li> </ul> </li> </ol> <p><u>Staff Members</u>            Ms. Brous, IEP Teacher - K-2            Ms. Durso, AIS - K-2            Ms. Branigan, F Status – 1<sup>st</sup> grade            Ms. Espinosa, Literacy Coach – 2<sup>nd</sup> grade</p> <p>Mr. Sawczyk, AIS – 4<sup>th</sup> grade            Ms. Dalva, AIS – 5<sup>th</sup> grade            Ms. D’Andre, Literacy Coach – 6<sup>th</sup> grade            Ms. Mayerson – 7<sup>th</sup> 8<sup>th</sup> (a/b groups)            Ms. Kander – 7<sup>th</sup> 8<sup>th</sup> (a/b groups)</p>

<p><b>Mathematics</b></p>	<ol style="list-style-type: none"> <li>1. During the School Day (K-8) <ul style="list-style-type: none"> <li>• One-to-One – Tutoring of Holdovers, K-3</li> <li>• Academic Intervention Groups – Push In Gr. 3-6</li> <li>• Lunchtime Tutoring – Gr. 7-8</li> </ul> </li> <li>2. After School Academy (Gr. 6-8) <ul style="list-style-type: none"> <li>• Class Groups of 15 targeting math skills and test sophistication</li> </ul> </li> <li>3. Saturday Morning Academy (Gr. 3-5) <ul style="list-style-type: none"> <li>• Class Groups of 15 targeting math skills and test sophistication</li> </ul> </li> </ol> <p><u>Staff Members</u>  Ms. Honan, F Status – 3-6<sup>th</sup> grade  Mr. Ostrow – 7<sup>th</sup> 8<sup>th</sup> (a/b groups)  Ms. Akers – 7<sup>th</sup> 8<sup>th</sup> (a/b groups)</p>
<p><b>Science</b></p>	<p>During school day</p> <p><u>Staff Members</u>  Ms. Schneider – 7<sup>th</sup> 8<sup>th</sup> grades  Ms. Kantrow – 7<sup>th</sup> grade, 3-5<sup>th</sup> grades  Ms. O’Sullivan – 6<sup>th</sup> grade</p>
<p><b>Social Studies</b></p>	<p>During school day</p> <p><u>Staff Members</u>  Ms. Cappa – 7<sup>th</sup> 8<sup>th</sup> grades  Mr. Sentnor – 2-5<sup>th</sup> grades</p>
<p><b>At-risk Services provided by the Guidance Counselor</b></p>	<p>Daily guidance intervention services during the school day.</p>
<p><b>At-risk Services provided by the School Psychologist</b></p>	<p>Daily psychologist’s intervention services during the school day.</p>
<p><b>At-risk Services provided by the Social Worker</b></p>	<p>Daily social worker’s intervention services during the school day.</p>

**At-risk Health-related Services**

Daily nursing/health intervention services during the school day.

**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.

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**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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- 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 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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

Leader/Network Leader <b>Mr. Charles Amundson</b>	District <b>27</b>	Borough <b>Queens</b>	School Number <b>232</b>
School Name <b>The Walter Ward School</b>			

### B. Language Allocation Policy Team Composition

Principal <b>Ms. Lisa Josephson</b>	Assistant Principal <b>Aileen Leibman</b>
Coach <b>Ms. Regina Espinosa</b>	Coach <b>Ms. Lori D'Andrea</b>
ESL Teacher <b>Mr. Junno Naguit</b>	Guidance Counselor <b>Ms. Annette Black</b>
Teacher/Subject Area <b>Mr. James Cameron</b>	Parent <b>Ms. Essam Girgis</b>
Teacher/Subject Area <b>Ms. Erica Bialick</b>	Parent Coordinator <b>Ms. Jennifer DiBenedetto</b>
Related Service Provider <b>Ms. Ina Gold</b>	Other <b>type here</b>
Network Leader	Other <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers	<b>3</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>1</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>1066</b>	Total Number of ELLs	<b>47</b>	ELLs as share of total student population (%)	<b>4.41%</b>
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## Part II: ELL Identification Process

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

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

\* Upon enrollment, Aileen Leibman, the assistant principal, or Junno Naguit, a state certified ESL specialist who speaks different languages, meets with the parent to initially identify the home language of the child. Then the Home Language Identification Survey (HLIS) which is translated in the language of the parent is completed by the parent. As soon as the home language is determined as other than English, an informal interview is conducted by the assistant principal or the ESL specialist to determine if the child is eligible to take the Language Assessment Battery- Revised (LAB-R)- a test that identifies the English proficiency level. This test must be administered to eligible students within the ten days from their first day of school attendance. Students who score at or below proficiency on the LAB-R are eligible for services for ELLs. Children whose language is Spanish at home and score at or below proficiency on the LAB-R are given the Spanish LAB-R to identify language dominance.

New York State English as a Second Language Achievement Test (NYSESLAT) is given to all ELLs to evaluate their English proficiency. All four modalities: speaking, listening, reading, and writing assessments are scheduled in Spring of each school year. Parents are notified of the results of the test at the beginning of the next school year. ELLs who score below the English proficiency level are entitled to ELL services up to six years of state funded ESL services. ELLs who score at or above the proficiency level are no longer entitled to state funded ESL services.

\* The Parent Orientation for the new English Language Learners (ELL's) is planned and presented at the beginning of the school year. The letters explaining the three program choices: Transitional Bilingual Education, Dual Language, and Freestanding ESL Program and the video presented during the orientation are actually in the home language that the parents speak and understand. The school notifies parents of their children's LAB-R scores within 5 days of the orientation. Based on the Parent Survey, the majority of the parents indicated that they prefer their children to participate in the free-standing ESL Program. Most Hispanic parents in our school reject the Bilingual option when it is presented to them.

\* At the beginning of the school year, all ELLs, new ones by LAB-R and continuing ELLs by NYSESLAT, are notified in writing through entitlement and placement letters. Non entitlement and transition letters are also sent to parents whose children scored at or above the proficiency level on LAB-R and NYSESLAT. Copies of these letters are on file at the Principal's office. The Parent Survey and Program Selection Forms are distributed, completed and collected during the Parent Orientation. During this meeting the ELL parents are guided by the three state certified ESL teachers, the school administrators, the Parent Coordinator together with members of the PTA who speak the languages of the new ELL parents. The original copy of the Parent Survey and Program Selection goes in the cumulative record file of the child and copies of these forms are also stored at the Principal's office as well.

If parents do not select a program for ELLs, the student is automatically placed in an ESL class that is being offered at PS 232 at this time.

\* In the last five years, parents have overwhelmingly chosen the Free-standing ESL Program over TBE and Dual Language Programs.

Since the school does not have enough ELLs having the same language to form at least one class, TBE and DL programs are not the best options for parents. Parents are repeatedly informed that they have the option of transferring their children to other schools that offer either TBE or DL within the district or region.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)  
Check all that apply

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

### This school offers (check all that apply):

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

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	47	Newcomers (ELLs receiving service 0-3 years)	36	Special Education	2
SIFE	3	ELLs receiving service 4-6 years	11	Long-Term (completed 6 years)	0

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

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
Dual Language										0
ESL	41	3	2	6	0	1				47
Total	41	3	2	6	0	1	0	0	0	47
Number of ELLs in a TBE program who are in alternate placement: <u>0</u>										

### C. Home Language Breakdown and ELL Programs

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

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

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

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

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

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

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

Asian: \_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_

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

Other:

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	6	1	3	3	3	4	2	1	1					24
Chinese	2													2
Russian	1													1
Bengali														0
Urdu	1	1	5				2							9
Arabic		1												1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish	2	2		1										5
Albanian	1													1
Other	3	1												4
<b>TOTAL</b>	16	6	8	4	3	4	4	1	1	0	0	0	0	47

## Part IV: ELL Programming

### A. Programming and Scheduling Information

## A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

The Free-standing ESL Program at PS 232 has a pull-out/push-in organizational model. In first grade a push-in model is possible because all first grade ELLs are assigned in one class. All other English Language Learners are distributed or assigned in different classes within the same grade level. All ELLs in every grade level are grouped heterogenously. Upper graders(5-8) are ungraded as one group because there are only 10 of them.

Three state certified ESL teachers service forty-seven (47) English Language Learners. Every ELL gets the state mandated number of ESL instructional minutes per week. The state mandates 360 minutes/week for the beginning and intermediate levels and 180 minutes/week for the advanced level. SIFE ELLs are allotted more than what the state mandates. At PS 232, all ELLs receive ELA, Math, Social Studies, and Science instructions from the regular classroom and cluster teachers in addition to the state mandated number of ESL instructional minutes on a daily basis.

Math is taught in the ESL program once a week. Contents subjects like Social Studies and Science are taken in read-aloud and shared reading activities daily.

Our program for SIFE have the following components: Literacy and content courses that are thematically coordinated and encourage transfer of learning across content areas; small classes that allow individual attention from the teachers ; course structure that allows students to learn at their own pace. Other strategies that we used are:

- a) Sheltered Instruction-ESL teachers introduce academic content to the SIFE student population by using visuals such as charts, graphs, venn diagrams, and time lines. Collaborative learning activities such as task oriented projects and small-group activities instead of traditional note taking, demonstrations instead of lectures.
- b) Standard-Based Learning-Teachers create lessons that are standards-based yet suitable for student's various ability level. PS 232 ensures that content and materials are age appropriate and culturally appropriate.

ESL teachers, regular classroom teachers and other service providers meet regularly, usually biweekly, to discuss each SIFE student's progress in all subject areas, clarifying both strengths and areas needing extra work.

Ells with less than three years of ESL instruction are given intensive, structured and systematic intervention that includes phonics,

## A. Programming and Scheduling Information

phonological awareness, and word identification. Differentiated instructions are executed- teachers must have a repertoire of strategies so that they can vary their interaction and curriculum as needed. Hopefully, most of the ELLs exit the program within the first three years or earlier. For ELLs receiving 4-6 years of ESL service, the school plans to give them instructions in comprehensive reform programs using systematic phonics, one-to-one or small group tutoring program, cooperative learning program and programs emphasizing extensive reading and writing. PS 232 does not have long-term ELLs.

ELLs with disabilities are given interventions with explicit phonetic awareness instruction, structured and systematic phonics instruction, explicit instruction in comprehension strategies, and peer-assisted learning activities. In addition, sheltered English techniques such as the use of visual aids like props, pictures, gestures, and facial expressions help convey meaning and encourage children to expand and elaborate their responses to help develop oral expression abilities. Speech and language therapy is a related service that is delivered to IEP mandated students. These students have expressive, receptive, pragmatic, fluency, motoric and/or phonological difficulties that affect their academic performance. Therapy is given a minimum of two times per week in 30 minute sessions.

PS 232 continues to analyze its yearly data for each " Special Needs " child and individualize an educational plan for each one. Students are streamed by reading level. We continue to target their weaknesses and strengths: decoding, encoding, comprehension, etc. Many of our special needs students are mainstreamed in both ELA and/or math. Testing accommodations are provided for all tests: classroom, city, and state according to the IEP mandate. These accommodations are: time limit extended or waived, exam administered in special location, questions read aloud to students, answers recorded in any manner, exam in Braille or large print, directions read and re-read aloud, visual magnification and auditory amplification, and masks/markers to maintain place.

### 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

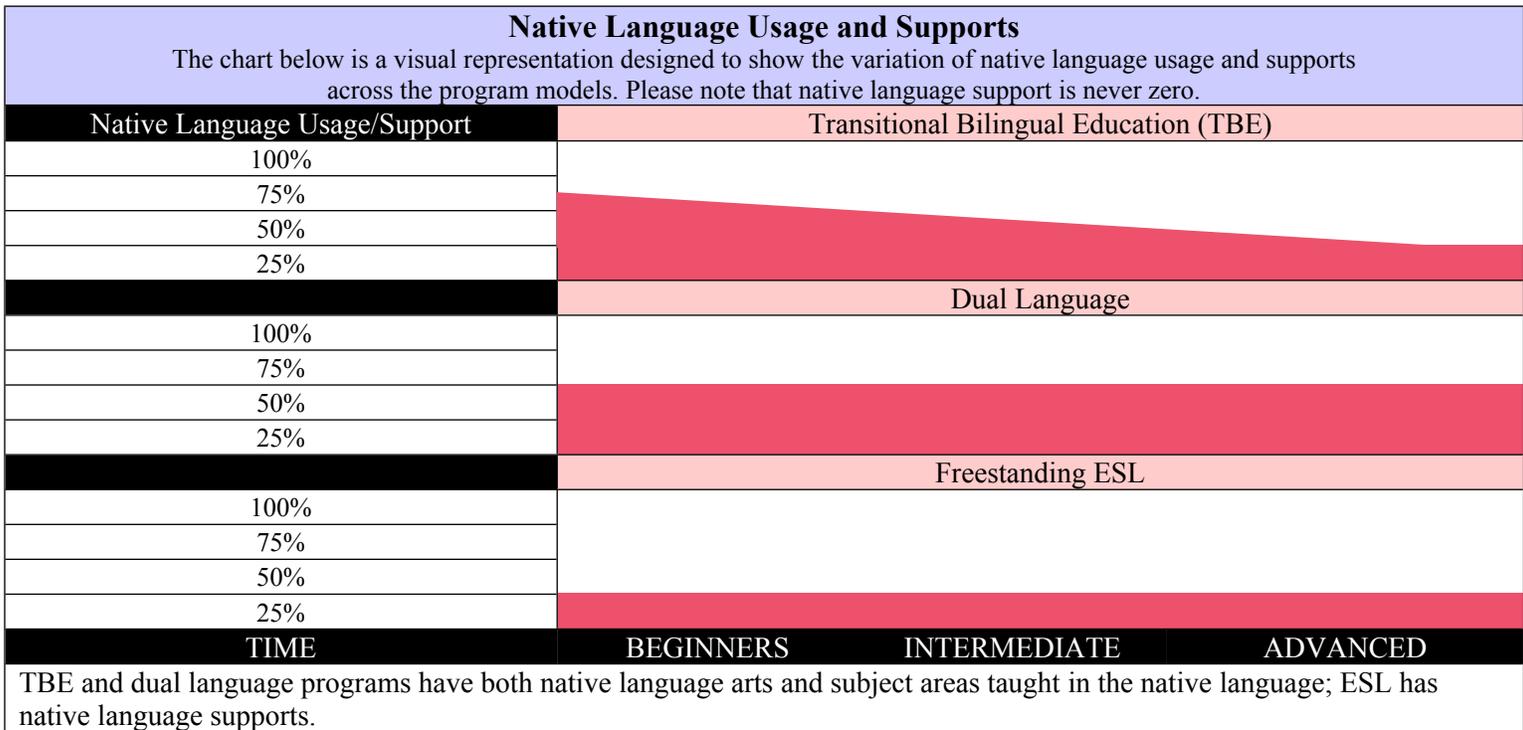
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

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

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



## **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?

PS 232 offers interventions to students having difficulties in ELA and Math. Approximately 80% of our ELLs are enrolled in the intervention program. Most of the ELLs come from 1-2 countries, namely, China, India, and Mexico. In certain instances, some ELLs may require other

## B. Programming and Scheduling Information--Continued

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PS 232 offers interventions to students having difficulties in ELA and Math. Approximately 80% of our ELLs are enrolled in the intervention programs. Most of the ELLs come from 1-3 service years subgroup. In certain instances, some ELLs may require other intervention services to facilitate their academic advancement. Students are looked at by the Pupil Personnel Team (PPT) within our school to determine how to meet the needs of individual students not meeting their academic benchmarks.

The following are the identified groups of students who have been targeted for AIS, and the established criteria for identification :

\* Students in Grades K-3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS2 or other identified assessment like NYSESLAT and LAB-R, 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, LAB-R, and NYSESLAT.

PS 232 offers Foundations for small targeted group (K-1), Leap Frog for small targeted group (2-3), Academic Intervention group-Push In Gr,1-3, Push Out/Push In Gr4-8, Saturday Morning Academy(Gr.3-5), and After School Academy (6-8). To accomplish the goal of moving 75% of students in K-2, three or more Fountas and Pinnell reading levels, we benchmark three times a year, use ECLAS 2 & Terra Nova bimonthly data and encourage students to enjoy Starfall and Study Island on the computer.

The Language Allocation Policy at PS 232 will adhere to the principles stated in the continuum for Academic Rigor (CARE) document. In order for ELL's to meet the high standards set for all students, and to participate fully in all school activities, it is critical that each student receive the necessary support to academic success. Instructional strategies for ESL students will scaffold academic language as well as modeling English. In addition, students will develop social and academic language through performance-based tasks. Ongoing assessments will occur at regular intervals.

ELLs who reached proficiency level on the NYSESLAT are given special test accommodations that include separate locations and/or small group administration; time extension(time and a half); and third reading of listening selections in the State English LanguageArts Assessment.

This school year, PS 232 will use the ELL Periodic Assessment to support the administration, teachers and other service providers make extensive review analysis of standardized test. This assessment consists 30 multiple choice questions in three modalities: reading, writing, and listening. These assessments are designed to measure students' progress toward English proficiency. The assessments are aligned with NYS English as a Second Language(ESL) standard and are given to all ESL students from 3rd grade up. An Item Analysis Report that shows the student's performance by modality, standard and performance indicator,and question is a vital part of this assessment.

For years, ELLs have actively participated in most school programs (curricular and extracurricular). Some of these programs are: Midori & Friends, Music for Many,Inc., Champs, Saturday Morning Academy, Principal's 25 Book Club, Assemblywoman Audrey Pheffer's Summer Reading Program, Academic Afterschool for Middle Schoolers, Traditiona Karate America, Honor Society, Girl Scout, Basketball Team, Volleyball Team, Wrestling Team, Chess Club, Ezra Jack Keats Bookmaking Competition, Cheerleading Club, and Principal's Honor roll and Circle of Effort.

The Title III After-school program designed solely for the English Language Learners from October to June of the school year is offered to twenty-five third to sixth grade ELL participants. Third and fourth graders form the first group and fifth and sixth graders form the second group. This program focuses on content-based instruction not only to provide students with an opportunity to develop integrated knowledge in different subject areas but also to enable them to meet standards in math, science and social studies. Grades 3-6 science and social

## B. Programming and Scheduling Information--Continued

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## 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?

PS 232 will coordinate and intergrate Title III parental involvement strategies under the following other programs and activities:

\* With the guidance and support of the school, family members can assist their children with homework and other related activities. Our school will encourage parents to join in learning activities at home and in the school ( library cards, home reading, resource centers, book sales, following directions, reading recipes, workshops, Parent Teacher Association, Parent Volunteer Program, and School Leadreship Teams)

\* Parents will be encouraged to attend PTA meetings that will be held at times that are convenient for parents. When necessary, translators will be available, so those parents will understand all of the proceedings at PTA meetings. Additional acommodations will be made for parents with disabilities so that they too can attend meetings.

\* Through the efforts of the Parent Coordinator and the PTA Co-Presidents with dictrict support, an outreach will be made to parents of students so that families will be involved in all parent/school activities.

\* Parents are invited to attend an annual meeting to inform them about the school's participation in Title III programs and explain the requirements and their right to be involved.

\* School publications like pamphlets , newsletters and letters to parents(Translated) will be used to apprise parents of important events including dates, school events and open school.

\* The admnintration continues to reach out through monthly calendar and principal's monthly newspaper

\* English as a Second Language (ESL) workshops are held for parents. PTA volunteers are available as interpreters.

\* At an Open House, the parents of ELL/LEP students will receive an orientation session on state standards assessment profram, school expectations, and general program requirements for free-standing ESL program.

\* All of our parental involvement activities have helped us create a school environment that is warm, caring, inviting, and receptive to parents. Communication is a key to a welcoming school climate. With our school parent coordinator acting as liaison, we get to learn more about our ELL parents through survey, home visitations, dialogue, conferences (personal meeting, phone ,e-mail). In the New York City School Survey, parents have overwhelmingly given PS 232 the highest rating for communication.

\* At PS 232, we have a special group of multi-lingual parents, staff members, and teachers who volunteer their services as interpreters/translators. These people speak Spanish, Arabic, Czech, Farsi, Hindi, Ilocano, Indonesian, Italian, Tagalog, Polish,Punjabi, Russian, Urdu,and Mandarin.

## 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)?

N/A

## 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.

Staff Development programmed at PS 232 for 2011-2012 will provide opportunities for teachers, assistant principals, literacy coach, math coach, subject area teachers, paraprofessionals, guidance counselors, special education teachers, psychologists, occupational/physical therapist, speech therapist, secretaries, parent coordinator, and ESL specialists to have renewed confidence in dealing with ESL students.

The following are set for the school-year and will demonstrate development and learning for both students and teachers:

- \*Mandated staff development sessions for new staff and classroom teachers of ELL's
- \*Monthly scheduled district/cohort sponsored staff development sessions for ESL are echoed to the classroom teachers
- \*Teacher demonstrations of tested learning and teaching strategies
- \*Scheduled conferences to discuss continuous study of research on writing, reading, and English as a Second Language
- \*Review of instructional strategies to help ELL's maximize learning potential
- \*Decision-making activities to help teachers pursue their own professional developments

ESL Professional Development for 2011-2012

" ESL Activities for Every Classroom", October, 2011

" Literature Links to Phonics- A Balanced Approach", December,2011

" Improving Comprehension with Think-Aloud Strategies",February,2012

" Determining What's Important When Writing Information" April,2012

School Year - Common Core State Standards in ELA and Math

Listed below are some of the things the guidance counselor do in order to assist 8<sup>th</sup> grade students with transitioning to high school:

- \* Conduct informational sessions for parents.
- \* Assist students in filling out high school applications.
- \* Schedule appointments with dtudents or oarents who have difficulties or questions with or about high school applications.
- \* Interview stufents of 14 years or older with an IEP regarding career goals and provide opportunities for them to obtain some experience in their area of interest.

All teachers at PS 232 are tenured and have satisfied the minimum 7.5 hours of ELL training, but everybody is invited to attend the ESL professional developments most especially, the teachers, para professionals, school aides, guidance counselors ,cluster teachers, AIS teachers ,assistant principals, service providers ,and others who deal with ELLs.

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## Part V: Assessment Analysis

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in

## 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

### 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)	16	3	1		1	1	2	1	1					26
Intermediate(I)		1	3	4		2								10
Advanced (A)		2	4		2	1	2							11
Total	16	6	8	4	3	4	4	1	1	0	0	0	0	47

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	2	1	0	3
4	1	2	1	0	4
5	2	3	0	0	5
6	1	1	0	0	2
7	1	0	0	0	1
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			1		1				2
4	1		1		2				4
5	1		3						4
6					1				1
7	1								1
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	2				2				4
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 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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- 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.

\* To assess early literacy among ELLs, PS 232 uses ECLAS 2, Fountas & Pinnell, and Terra Nova. Students are in Phonics, Reading and Oral Expression, Listening, and Writing. They are also rated in levels as follows: below expected level, at expected level, and above expected level. The results are almost identical with the NYSESLAT results. Students who leveled Proficient and Advanced in the four modalities scored above expected level on the ECLAS 2. The test also revealed that most students did well in speaking as compared to reading and writing. We will continue to use ECLAS 2 data together with the Terra Nova bi-monthly data along with benchmarking three times a year to monitor students progress most especially in Reading.

The LAB-R results are quite consistent for the past five years. As expected, most students who took the the test scored much better in speaking subtest as compared with the Reading and Comprehension subtests.

Based on the NYSESLAT results, the chart breakdown on page 10 (free standing English As a Second Language) indicates the four modalities at the various grade levels.

The NYSESLAT results reveal a very clear pattern across proficiency levels and grades. Most students in the lower grades (1-3) as well as in the middle and upper grades (4-7), score higher in the listening and speaking portions than in the reading and writing subtests. This schoolyear the ESL program has faced this challenged head on. Lessons are tailored to meet the needs of the students in reading and writing.

ESL at PS 232 has vigorously implemented the reading prototype from Kindergarten to eight grade. Extra attention is assigned to structured and creative writing. Literacy instruction takes place in the context of a rich and challenging reading and writing curriculum. Since reading and writing are a part of language development for second language learners, students should be involved with writing and reading right from the start, whether or not they can speak fluently. To ensure quality writing across grade levels, the ESL teacher uses well written, high interest literature that provides models for good writing. PS 232 believes the ELL's benefit from a great deal of teacher modeling, shared writing activities, and the use of graphic organizers. Students write on a daily basis. Students also need to improve in the areas of literal and in interpretative comprehension.

City and state math assessments indicate that the ELL's generally meet the benchmark in computation skills. However, they do not satisfy the benchmark in solving word problems. Students need more instructions in math vocabulary skills and in understanding the tasks they need to complete. Math instruction needs to be more "hands on" and allow students to work cooperatively to solve problems.

## 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: <b>Walter Ward School</b>		School DBN:	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ms. Lisa Josephson	Principal		1/1/01
Ms. Aileen Leibman	Assistant Principal		1/1/01
Ms. Jennifer DiBenetto	Parent Coordinator		1/1/01
Mr. Junno Naguit	ESL Teacher		1/1/01
Ms. Essam Girgis	Parent		1/1/01
Mr. James Cameron	Teacher/Subject Area		1/1/01
Ms. Erica Bialick	Teacher/Subject Area		1/1/01
Ms. Regina Espinosa	Coach		1/1/01
Ms. Lori D'Andrea	Coach		1/1/01
Ms. Annette Black	Guidance Counselor		1/1/01
	Network Leader		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:** 27Q232      **School Name:** PS 232Q

**Cluster:** C. Amundson      **Network:** Joanne Brucella

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

**Part A: Needs Assessment Findings**

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

Parent surveys and home language forms are used to assess our school's written translation and oral interpretation needs.

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.

Our parent coordinator and ESL teachers held several workshops for parents, and as a result, informed us of the common languages spoken by our parents. We have telephone access to the Dept. of Education's Translation Office if we are in need of a translator for a language we cannot assist with. After identifying such languages, we were able to advertise the availability of translators through our website, parent newsletter, and through posters hanging near the entrance of the main lobby.

## Part B: Strategies and Activities

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

One of our faculty members will translate letters and announcements when possible. We have a number of staff members that speak Spanish. We also have parent volunteers who will help us translate during conferences and workshops. Our new school website also caters to many different language translations. With the click of a button, the entire website is translated into several languages. The Parents' Bill of Rights, Safety Plan procedures, and other important documents can be translated and are advertised as so on our school posters hanging in the lobby of our school building. We also have a number of translated copies of the Code of Discipline that are always available to our parents.

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.

Two of our faculty members will translate during conferences and workshops. We have telephone access to the Dept. of Education's Translation Office if we are in need of translator of a language we cannot assist with.

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>.

We will follow Section VII of Chancellor's Regulations A-663 to the best of our ability. Several faculty members and one school para professional will translate whenever possible in the following languages:

1. Spanish
2. Arabic
3. Polish
4. Urdu

Parental notices will be sent in English and other targeted languages (named above) informing parents of the availability of translators and interpretation services at the school. In addition, a copy of the notification will be posted in a prominent place near the main office and the lobby.

of the school building.

## 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 232Q	DBN: 27Q232
Cluster Leader: Charles Amundson	Network Leader: Joanne Brucella
This school is (check one):    ✱conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ●Before school      ✱After school      ●Saturday academy      ✱Other: during school day
Total # of ELLs to be served: 47
Grades to be served by this program (check all that apply): ✱K    ✱1    ✱2    ✱3    ✱4    ✱5 ✱6    ✱7    ✱8    ●9    ●10    ●11    ●12
Total # of teachers in this program: 1 # of certified ESL/Bilingual teachers: 3 # of content area teachers: 0

## 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:

The free-standing ESL Program at PS 232 has a pull-out/push-in organizational model. In first grade a push-in model is possible because all first grade ELLs are assigned in one class. All other English Language Learners are distributed or assigned in different classes within the same grade level. All ELLs in every grade level are grouped heterogenously. Upper graders(5-8) are ungraded as one group because there are only 10 of them.

We have three state certified ESL teachers service forty-seven (47) English Language Learners. Every ELL gets the state mandated number of ESL instructional minutes per week. The state mandates 360 minutes/week for the beginning and intermediate levels and 180 minutes/week for the advanced level. SIFE ELLs are allotted more than what the state mandates. At PS 232, all ELLs receive ELA, math, social studies, and science instructions from the regular classroom and cluster teachers in addition to the state mandated number of ESL instructional minutes on a daily basis. Math is taught in the ESL program once a week. Content subjects like social studies and science are taken in read-aloud and shared reading activities daily.

Our program for SIFE have the following components: literacy and content courses that are thematically coordinated and encourage transfer of learning across content areas, small classes that allow individual attention from the teachers, and course structure that allows students to learn at their own pace. Other strategies that we used are:

1. Sheltered Instruction-ESL teachers introduce academic content to the SIFE student population by using visuals such as charts, graphs, venn diagrams, and time lines. Collaborative learning activities such as task oriented projects and small-group activities instead of traditional note taking, demonstrations instead of lectures.
2. Standards-based learning-teachers create lessons that are standards-based yet suitable for student's various ability levels. PS 232 ensures that content and materials are age appropriate and culturally appropriate.

ESL teachers, regular classroom teachers and other service providers meet regularly, usually biweekly, to discuss each SIFE student's progress in all subject areas, clarifying both strengths and areas needing extra work.

Ells with less than three years of ESL instruction are given intensive, structured and systematic intervention that includes phonics, phonological awareness, and word identification. Differentiated

## Part B: Direct Instruction Supplemental Program Information

instructions are executed- teachers must have a repertoire of strategies so that they can vary their interaction and curriculum as needed. Hopefully, most of the ELLs exit the program within the first three years or earlier. For ELLs receiving 4-6 years of ESL service, the school plans to give them instructions in comprehensive reform programs using systematic phonics, one-to-one or small group tutoring program, cooperative learning program and programs emphasizing extensive reading and writing. PS 232 does not have long-term ELLs.

ELLs with disabilities are given interventions with explicit phonetic awareness instruction, structured and systematic phonics instruction, explicit instruction in comprehension strategies, and peer-assisted learning activities. In addition, sheltered English techniques such as the use of visual aids like props, pictures, gestures, and facial expressions help convey meaning and encourage children to expand and elaborate their responses to help develop oral expression abilities. Speech and language therapy is a related service that is delivered to IEP mandated students. These students have expressive, receptive, pragmatic, fluency, motoric and/or phonological difficulties that affect their academic performance. Therapy is given a minimum of two times per week in 30 minute sessions.

PS 232 continues to analyze its yearly data for each " Special Needs " child and individualize an educational plan for each one. Students are streamed by reading level. We continue to target their weaknesses and strengths: decoding, encoding, comprehension, etc. Many of our special needs students are mainstreamed in both ELA and/or math. Testing accommodations are provided for all tests: classroom, city, and state according to the IEP mandate. These accommodations are: time limit extended or waived, exam administered in special location, questions read aloud to students, answers recorded in any manner, exam in Braille or large print, directions read and re-read aloud, visual magnification and auditory amplification, and masks/markers to maintain place.

To maintain effective ESL strategies and techniques, PS 232 has purchased high interest, high quality books and other materials. Some of these are the Math Classroom Library Series(K-8), Multicultural Series(K-8), Early Phonics Readers(K-3), Rigby's On Our Way to English(3-5), Time for Kids Readers(k-3), and Breakthrough by Streck-Vaughn(4-7), Eye on History- Thematic Units, Prentice Hall- American History of Our Nation, Document Reader and Smartboard, Guide Reading Leveled books, Differentiated Literacy Strategies, Prentice Hall: Writing and Grammar, Junior Great Books-Roundtable, Strategies that Work by Harvey & Goudvis, The Common Core Texts, Test Prep, Teachertube Videos-non-fiction speeches, and Bridging English-Prentice Hall. Computer lessons and projects focus on both technology skills and major themes in the academic content areas. Lower grade students focus on comparing Mac and PC platforms, Microsoft Word, Excel, and PowerPoint, as well as Internet applications. Upper grade students use these technology skills on a more advanced level. They also use multimedia applications such as photography, video editing and animation. All computer lessons are created to incorporate Common Core Standards in addition to the Core Knowledge Framework.

## Part C: Professional Development

### 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: Professional development at P.S. 232Q for 2011-2012 will provide opportunities for teachers, assistant principals, literacy coaches, math coach, subject area teachers, paraprofessionals, guidance counselors, special education teachers, and ESL specialists to have renewed confidence in working with ESL students. The following activities are scheduled for the school-year and will demonstrate development and learning for both students and teachers:

1. Mandated staff development sessions for new staff and classroom teachers of ELL's
2. Monthly scheduled district/cohort sponsored staff development sessions for ESL are echoed to the classroom teachers
3. Scheduled conferences to discuss continuous study of research on writing, reading, and English as a Second Language
4. Review of instructional strategies to help ELL's maximize learning potential

ESL Professional Development Plan for 2011-2012

" ESL Activities for Every Classroom", October, 2011

" Literature Links to Phonics- A Balanced Approach", December,2011

" Improving Comprehension with Think-Aloud Strategies", February,2012

" Determining What's Important When Writing Information" April,2012

School Year - Common Core State Standards in ELA and Math

### 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

## Part D: Parental Engagement Activities

- how parents will be notified of these activities

Begin description here:

PS 232 will coordinate and intergrate Title III parental involvement strategies under the following other programs and activities:

1. With the guidance and support of the school, family members can assist their children with homework and other related activities. Our school will encourage parents to join in learning activities at home and in the school ( library cards, home reading, resource centers, book sales, following directions, reading recipes, workshops, Parent Teacher Association, Parent Volunteer Program, and School Leadership Teams).
2. Parents will be encouraged to attend PTA meetings that will be held at times that are convenient for parents. When necessary, translators will be available, so those parents will understand all of the proceedings at PTA meetings. Additional acommodations will be made for parents with disabilities so that they too can attend meetings.
3. Through the efforts of the Parent Coordinator and the PTA Co-Presidents and with dictrict support, an outreach will be made to parents of students so that families will be involved in all parent/school activities.
4. Parents are invited to attend an annual "Open House" meeting to inform them about the school's participation in Title III programs and explain the requirements and their right to be involved.
5. School publications like the Principal's newsletters and letters to parents (Translated) will be used to apprise parents of important events including dates, school events and open school.
6. Our school website can be completely translated into several languages by a click of a link ([www.232q.org](http://www.232q.org)).
7. The administration continues to reach out through monthly calendar and principal's monthly newspaper
8. English as a Second Language (ESL) workshops are held for parents. PTA volunteers are available as interpreters.

## Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	\$1,752	Afterschool ELL Program
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	\$9,448	Books and Supplies for day program and afterschool program
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>	\$11,200	Per Session and Books and Supplies for day program and afterschool program