



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME :** P.S. 32 - THE GIFFORDS SCHOOL

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 31R032

**PRINCIPAL:** NANCY SPATARO      **EMAIL:** NSPATAR@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** ERMINIA CLAUDIO

**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
Nancy Spataro	*Principal or Designee	
Gloria Zozula	*UFT Chapter Leader or Designee	
Jeanine Glennerster	*PA/PTA President or Designated Co-President	
	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	
Linda Gassoso	Member/Teacher	
Kristin Corbett	Member/Teacher	
MaryJo Kling	Member/Teacher	
Elizabeth Clinton	Member/Parent	
Joann DeGeorge	Member/Parent	
Jean Canavan	Member/Parent	
Sharron Whyte	Member/Parent	

## 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**

To continue to implement, for the 2011-2012 school year, a comprehensive balanced literacy and differentiated instruction program, based on student data, in order to address each student's individual needs in grades K-5.

By June 2012, 67%-70% (258-270) of the 386 general and special education students in grades 3-5, will receive a level 3 or 4 on the NYS ELA Exam.

Progress will be measured four times a year, by the new TC Running record rubrics that are aligned with the revised NYS ELA exam, resulting in 80% - 85% (679-722) of 849 students in general education and special education, grades K-5 meeting or exceeding grade level benchmarks in reading, by June 2012.

### **Comprehensive needs assessment**

Based on the 2010-2011 Progress Report, 28% of our students in grades 3-5 did not show progress on the NYS ELA Exam.

Based on the 2010-2011 Progress Report, 31% of our students in grades 3-5 are not a Level 3 or 4 on the NYS ELA Exam.

20% of our students in grades K-5 will not be able to demonstrate proficiency (level 3 or 4) on the Spring 2012 math task as measured by the Depth of Knowledge aligned with teacher created rubric.

### **Instructional strategies/activities**

Extended Day Small Group Instruction, Implement Balanced Literacy, Special Events, Technology (Smart boards), Inter-visitations, Professional Development, Ongoing Student Goal Setting, Teacher's College Running Records, Differentiated Instruction, Small Group Instruction, Assistant Principals Provide Small Group Instruction (AIS) 2x Per Week for Bottom Third Students in Grades 3-5, Utilize Acuity, Mini Inquiry Work, Case Study Work with a Target on Inferencing, Wilson Program, Foundations Program, Collection of Students' Work, Ongoing Data Analysis, Curriculum Mapping, Incentive Program, Awards Assembly Program, Smart Response Technology, DYO Assessments K-5 Assembly Program, K-5 Behavioral

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

Incentive Program, Author Study, Library Program, Grade Meetings, Common Planning/Preps, 1:1 Meetings with Teachers and Administrators Monthly, Data Driven Instruction, Special Education Initiative, New Core Standards, Rubrics, Lessons, Team Meetings that Consist of Looking Closely at Current Student Work to Understand the Steps Needed to Reach the Level of Performance that the Common Core Demands, At least One Literacy Task that Asks Students to Read and Analyze Informational Texts and Write Opinions and Arguments In Response and is Aligned Strategically and Selected in the Common Core Standards. This task should be embedded in Common Core-aligned curricula and include multiple

entry points for all learners, including students with disabilities and English language learners (winter/spring 2011-12) task. Team Meetings that Look Closely at Resulting Student Work to Continue the Cycle of Inquiry, Making Future Instructional Adjustments and Communicating Lessons Learned to Other School Staff (spring 2012), Sections of Charlotte Danielson’s Framework for Teaching, or Continue to Use a Research-Based Teaching Framework that is Already in Place, To Articulate Clear Expectations for Teacher Practice and Serve as the Focus for Teacher Development, Short, Frequent Cycles of Classroom Observation, Collaborative Examination of Student Work, and Timely, Specific, Evidence-Based Feedback Teachers Can Act on to Increase the Rigor and Effectiveness of Their Instruction (throughout 2011-12), A System that Provides Teacher Feedback on Student Work on Common Core-Aligned Tasks and on Successes and Challenges Related to Reaching All Students, Including Students with Disabilities and English Language Learners, Professional Development with Support from Network Teams (throughout 2011-12) that Strengthens Admin/Teachers Capacity to Provide High-Quality Feedback, DOK Questioning and Activities, Flexible Grouping, Ongoing Assessments Aligned with Common Core and DOK

**Strategies to increase parental involvement**

Over 60 Parent Workshops, Parent/Teacher Conferences, Special Events/Fairs, Support Group, Monthly PTA Meetings, Monthly PTA Newsletter, Tea With Administration, Monthly Parent Surveys, Environmental Surveys 2x per year, Classroom and Grade Celebrations including Culminating Activities, Thank You Breakfast, Parent Handbook

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

Lunch & Learn, Bi-Monthly Mini Inquiry Team Meetings, Inter & Intra-visitations, Teacher Action Plans, Teacher Self Reflection Checklists, Common Preps, Grade Level Meetings, Faculty Meetings, Assistant Principals meet 1:1 with Teachers Bi-Monthly to Chart Student Progress, Principal Support Group for New Teachers Meet Monthly, Curriculum Mapping, Written/Email Correspondence, Professional Development with Support from Network Teams (throughout 2011-12) that Strengthens Admin/Teachers Capacity to Provide High-Quality Feedback

**Service and program coordination**

Monthly Assemblies – Bullying, Anti-Crime, Fire Dept., NYPD, Author Study, Nutrition Program, Student Council, Food Committee, , 1:1 Meetings with Teachers, Data Driven Instruction, Inquiry Meetings 2x monthly, Intra-visitations, Ongoing Observations, Checklists, & Surveys

**Budget and resources alignment**

Tax Levy Approximately \$5,355,778, IDEA & School Support Supplement Allocation Approximately \$579,000, NYSTL Approximately \$46,100, Title 1 Allocation Approximately \$924, Title 2A Allocation Approximately &143,270, Universal Pre-K allocation Approximately \$156,790  
Total Allocation Approximately \$6,045,190

## 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**

To accelerate the math skills of students in mathematics.

By June 2012, 82-90% (696-764) of 849 students in grades K-5, will receive a level 3 or 4 on the Design Your Own Math Assessment and/or will receive a level 3 or 4 on the revised New York State Math Exam.

Progress will be measured monthly, by the newly developed monthly DYO assessments/rubric that are aligned with the revised NYS Math test, resulting in 82%-90% (696-764) of 849 students in grades K-5 meeting or exceeding grade level, by June 2012.

### **Comprehensive needs assessment**

Based on the 2010-2011 Progress Report, 27% of our students in grades 3-5 did not show progress on the NYS Math Exam.

Based on the 2010-2011 Progress Report, 20% of our students in grades 3-5 are not a Level 3 or 4 on the NYS Math Exam.

5%-10% of our students in grades K-5 will not meet grade level standards on the Design Your Own Math Assessment.

### **Instructional strategies/activities**

Everyday Mathematics, Calendar Math, Technology (Smart Boards) Extended Day Small Group Instruction, Special Events, Manipulatives, Assistant Principals Provide Small Group Instruction (AIS) 2x Per Week for Bottom Third Students in Grades 3-5, Inter-visitations, Math Bee, Math Bowl, Small Group Instruction, Differentiated Instruction, Monthly Math Exemplars, Ongoing Student Goal Setting, Utilizing Acuity to Drive Instruction, Grade Meetings, Common Planning, Common Preps, 1:1 Meetings with Teachers, Data Driven Instruction, Phase I Special Education Initiative, DYO Assessments, Smart Response Technology (Grades 4 & 5 – PTA Fundraiser), K-5 Assembly Program, Behavioral Incentive Program, Math Mission Program, New Core Standards, Rubrics, Lessons, Team Meetings that Consist of Looking Closely at Current Student Work to Understand the Steps Needed to Reach the Level of Performance that the Common Core Demands, One Math Task Aligned with the Common Core Curricula, Team Meetings that Look Closely at Resulting Student Work to Continue the Cycle of Inquiry, Making Future Instructional Adjustments and Communicating Lessons Learned to Other School Staff (spring 2012), Sections of Charlotte Danielson's Framework for Teaching, or Continue to Use a Research-Based Teaching Framework that is Already in Place, To Articulate Clear Expectations for Teacher Practice and Serve as the Focus for Teacher Development, Short, Frequent Cycles of Classroom Observation, Collaborative Examination of Student Work, and Timely, Specific, Evidence-Based Feedback Teachers Can Act on to Increase the Rigor and Effectiveness of Their Instruction (throughout 2011-12), A System that Provides Teacher Feedback on Student Work on Common Core-Aligned Tasks and on Successes and Challenges Related to Reaching All Students, Including Students with Disabilities and English Language Learners, Professional Development with Support from Network Teams (throughout 2011-12) that Strengthens Admin/Teachers Capacity to Provide High-Quality Feedback, DOK Questioning and Activities, Flexible Grouping, Ongoing

Assessments Aligned with Common Core and DOK

**Strategies to increase parental involvement**

Over 60 Parent Workshops, Parent/Teacher Conferences, Special Events/Fairs, Support Group, Monthly PTA Meetings, Monthly PTA Newsletter, Tea With Administration, Monthly Parent Surveys, Environmental Surveys 2x per year, Classroom and Grade Celebrations including Culminating Activities, Thank You Breakfast, Parent Handbook

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

Lunch & Learn, Bi-Monthly Mini Inquiry Team Meetings, Inter & Intra-visitations, Teacher Action Plans, Teacher Self Reflection Checklists, Common Preps, Grade Level Meetings, Faculty Meetings, Assistant Principals meet 1:1 with Teachers Bi-Monthly to Chart Student Progress, Principal Support Group for New Teachers Meet Monthly, Curriculum Mapping, Written/Email Correspondence, Professional Development with Support from Network Teams (throughout 2011-12) that Strengthens Admin/Teachers Capacity to Provide High-Quality Feedback

**Service and program coordination**

Monthly Assemblies – Bullying, Anti-Crime, Fire Dept., NYPD, Author Study, Nutrition Program, Student Council, Food Committee, Math Bee, Math Bowl, Math Mission, , 1:1 Meetings with Teachers, Data Driven Instruction, Inquiry Meetings 2x monthly, Intra-visitations, Ongoing Observations, Checklists, & Surveys

**Budget and resources alignment**

Tax Levy Approximately \$5,355,778, IDEA & School Support Supplement Allocation Approximately \$579,000, NYSTL Approximately \$46,100, Title 1 Allocation Approximately \$924, Title 2A Allocation Approximately &143,270, Universal Pre-K allocation Approximately \$156,790  
Total Allocation Approximately \$6,045,190

### 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**

To strengthen communication among staff and plan to implement an effective program in Professional Development based on identified needs that result in improved performance of all students. Build capacity in the school.

By June 2012, on each grade level, at least 4 out of 5 of the teachers will utilize the professional development strategies observed/taught/suggested during one to one conferences with administration, during professional development and intra/inter-visitations, as evidenced by daily observation checklists of plan books, observations, teacher surveys and administrative logs.

By June 2012, 95% (51) of our 54 classroom and cluster teachers will utilize the DOE Intranet to communicate with administrators and other staff.

As measured by the professional development surveys teachers complete at every workshop, 95% of our teachers will be satisfied and effectively implementing strategies from our professional development program for the 2010-11 school year.

#### **Comprehensive needs assessment**

1 out of every 5 teachers will not utilize the professional development strategies observed/taught/suggested during one to one conferences with administration, during professional development and intra/intervisitations, as evidenced by daily observation checklists of plan books, observations, teacher surveys and administrative logs.

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

Lunch & Learn, Bi-Monthly Mini Inquiry Team Meetings, Common Preps, Grade Level Meetings, Faculty Meetings, Assistant Principals meet 1:1 with Teachers Bi-Monthly to Chart Student Progress, Principal Support Group for New Teachers Meet Monthly, Curriculum Mapping, Written/Email Correspondence, Professional Development with Support from Network Teams (throughout 2011-12) that Strengthens Admin/Teachers Capacity to Provide High-Quality Feedback

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

Over 60 Parent Workshops, Parent/Teacher Conferences, Special Events/Fairs, Support Group, Monthly PTA Meetings, Monthly PTA Newsletter, Tea With Administration, Monthly Parent Surveys, Environmental Surveys 2x per year, Classroom and Grade Celebrations including Culminating Activities, Thank You Breakfast, Parent Handbook

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

Lunch & Learn, Bi-Monthly Mini Inquiry Team Meetings, Inter & Intra-visitations, Teacher Action Plans, Teacher Self Reflection Checklists, Common Preps, Grade Level Meetings, Faculty Meetings, Assistant Principals meet 1:1 with Teachers Bi-Monthly to Chart Student Progress, Principal Support Group for New Teachers Meet Monthly, Curriculum Mapping, Written/Email Correspondence, Professional Development with Support from Network Teams (throughout 2011-12) that Strengthens Admin/Teachers Capacity to Provide High-Quality Feedback

**Service and program coordination**

Communication via email, Surveys, Checklists, Ongoing Observations

**Budget and resources alignment**

Tax Levy Approximately \$10,000

**ANNUAL GOAL #4 AND ACTION PLAN**

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

**Annual Goal #4**

To implement a comprehensive Arts/Technology program school wide.

By June 2012, 90% (764) of 849 students, grades K-5, will receive a level 3 or 4 on their final report card in the area of the arts.

- By June 2012, 90% of students in grades 2-5, will receive a level 3 and/or 4 on their final exit project/performance for the arts as measured by internal rubrics.

**Comprehensive needs assessment**

10% of the students in grades K-5, will not receive grades of 3 and/or 4 on their final report card in the area of the arts.

**Instructional strategies/activities**

Specialty Classes (Grade 3 Meet 1x Per Week, Grades 4 & 5 Meet 2x Per Week; Class Changes 3x per year) Culminating Projects, Small Group Instruction, Computers in every Classroom, School Band Program, Talent Show, Dance Festival, Arts Night, Performances, Enrichment Through the Arts and Sciences which include but not limited to Science Expo, Band, New York Safe Boating, Crossword Puzzles, Logic Problems/Sudoku, Yoga/Meditation, Debate Team, Spanish, Art, Cross Stitch, Computers, Technology Team, Reader's Theater, Knitting, Chess, Visual Arts, Math & Art Connection, and Dance.

**Strategies to increase parental involvement**

Over 60 Parent Workshops, Parent/Teacher Conferences, Special Events/Fairs, Support Group, Monthly PTA Meetings, Monthly PTA Newsletter, Tea With Administration, Monthly Parent Surveys, Environmental Surveys 2x per year, Classroom and Grade Celebrations including Culminating Activities, Thank You Breakfast, Parent Handbook

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

Lunch & Learn, Bi-Monthly Mini Inquiry Team Meetings, Inter & Intra-visitations, Teacher Action Plans, Teacher Self Reflection Checklists, Common Preps, Grade Level Meetings, Faculty Meetings, Assistant Principals meet 1:1 with Teachers Bi-Monthly to Chart Student Progress, Principal Support Group for New Teachers Meet Monthly, Curriculum Mapping, Written/Email Correspondence, Professional Development with Support from Network Teams (throughout 2011-12) that Strengthens Admin/Teachers Capacity to Provide High-Quality Feedback

**Service and program coordination**

Culminating ETAS Projects, Student Presentations, Ongoing Observations, Checklists & Surveys

**Budget and resources alignment**

(Visual Arts & Music Teacher)Tax Levy Approximately \$120,000

## ANNUAL GOAL #5 AND ACTION PLAN

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

### **Annual Goal #5**

To strengthen community/parent relations, bridging the community and the school through better communication and engagement.

#### Parent Communication

By June 2012, 85% (721) of 849 students in grades K-5, and their parents will be able to articulate their goals in all core subject areas and how they planned to achieve them, which is measured by informal observations, conferences with students, completion of three progressive contracts and checklists.

By June 2012, parents in grades K-5 will receive all of the ongoing Periodic Assessments Results, the results of four Teacher's College Assessments/Running Records, and Math DYO assessments created by staff throughout the year to monitor student progress.

#### Parent Engagement

By June 2012, 95% of our parents will be satisfied with the 60+ workshops they attended and as evidenced by parent surveys.

By June 2012, parent engagement/participation will increase by 3%.

### **Comprehensive needs assessment**

By June 2012, 85% of all 736 students in grades K-5, and their parents will be able to articulate their goals in all core subject areas and how they planned to achieve them, which is measured by informal observations, conferences with students, completion of three progressive contracts and checklists.

By June 2012, parents in grades K-5 will receive all of the ongoing Periodic Assessments Results, the results of four Teacher's College Assessments/Running Records, and Math DYO assessments created by staff throughout the year to monitor student progress.

#### Parent Engagement

By June 2012, 95% of our parents will be satisfied with the 60 plus workshops they attended and as evidenced by parent surveys.

By June 2012, parent engagement/participation will increase by 3%.

**Instructional strategies/activities**

Over 60 Parent Workshops, Parent/Teacher Conferences, Special Events/Fairs, Support Group, Monthly PTA Meetings, Monthly PTA Newsletter, Tea With Administration, Monthly Parent Surveys, Environmental Surveys 2x per year, Classroom and Grade Celebrations including Culminating Activities, Thank You Breakfast, Parent Handbook

**Strategies to increase parental involvement**

Over 60 Parent Workshops, Parent/Teacher Conferences, Special Events/Fairs, Support Group, Monthly PTA Meetings, Monthly PTA Newsletter, Tea With Administration, Monthly Parent Surveys, Environmental Surveys 2x per year, Classroom and Grade Celebrations including Culminating Activities, Thank You Breakfast, Parent Handbook

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

Lunch & Learn, Bi-Monthly Mini Inquiry Team Meetings, Inter & Intra-visitations, Teacher Action Plans, Teacher Self Reflection Checklists, Common Preps, Grade Level Meetings, Faculty Meetings, Assistant Principals meet 1:1 with Teachers Bi-Monthly to Chart Student Progress, Principal Support Group for New Teachers Meet Monthly, Curriculum Mapping, Written/Email Correspondence, Professional Development with Support from Network Teams (throughout 2011-12) that Strengthens Admin/Teachers Capacity to Provide High-Quality Feedback

**Service and program coordination**

Over 65 Parent Workshops, Monthly Parent Surveys, Environmental Surveys 2x per year

**Budget and resources alignment**

Tax Levy Approximately \$41,395 (Parent Coordinator & OPTS)

**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>			<b>N/A</b>	<b>N/A</b>	5	2	2	
<b>1</b>	30	22	<b>N/A</b>	<b>N/A</b>	5	2	2	
<b>2</b>	24	24	<b>N/A</b>	<b>N/A</b>	5	2	2	
<b>3</b>	42	8	<b>N/A</b>	<b>N/A</b>	5	2	2	
<b>4</b>	41	41			5	2	2	
<b>5</b>	46	46			5	2	2	
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

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

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

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



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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

## Part I: School ELL Profile

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

Cluster Leader/Network Leader	District <b>31</b>	Borough <b>Staten Island</b>	School Number <b>032</b>
School Name <b>The Gifford School</b>			

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

Principal <b>Nancy Spataro</b>	Assistant Principal <b>Jodi Rosenberg</b>
Coach <b>n/a</b>	Coach <b>n/a</b>
ESL Teacher <b>Caroline Coraci</b>	Guidance Counselor <b>Nicole Stentella</b>
Teacher/Subject Area <b>Christine Beck/1<sup>st</sup> grade</b>	Parent <b>Barbara Rowland</b>
Teacher/Subject Area <b>Leola Desilva/2<sup>nd</sup> grade</b>	Parent Coordinator
Related Service Provider <b>Riva Janes/Special Ed. 4/5gr.</b>	Other
Network Leader	Other

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

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

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

### D. School Demographics

Total number of students in school	<b>768</b>	Total Number of ELLs	<b>18</b>	ELLs as share of total student population (%)	<b>2.34%</b>
------------------------------------	------------	----------------------	-----------	---	--------------

## 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. 

1. At enrollment, parents are required to complete a Home Language Identification Survey form which indicates a student's home language. This identification process includes informal interviews conducted by trained staff members; ie: ESL teacher and Vice Principal. We will try to secure interpreters in their native language to insure understanding. Once potential ELLs are identified, they are administered the revised Language Assessment Battery (LAB-R) test within ten days of enrollment. The LAB-R results determine whether students are entitled to bilingual/ESL programs and services. The Spanish LAB is administered to Spanish-speaking students, who do not pass the LAB-R, in order to determine language dominance. The assessment is administered only one time, and will be administered during the same time period as the LAB-R. The New York State English as a Second Language Achievement Test (NYSESLAT) measures English Language Arts (ELA) proficiency levels (i.e., beginning, intermediate, advanced) of ELLs and will be administered each spring. Proficiency levels determine the appropriate ratio of English to native language use in educational bilingual programs as well as requirements for ESL instruction. Once the child reaches the proficient level then he/she will exit the ESL program and no longer be entitled for ESL services. The ESL teacher and administrators will continually analyze ATS reports to determine NYSESLAT eligibility of students and make sure all ELLs receive the NYSESLAT annually. The ESL teacher will coordinate the NYSESLAT administration and securing of materials.
2. Once our ELL population is determined, parents are invited to a Parent Choice Orientation meeting to discuss the programs choices available for their child(ren); these choices include: Transitional Bilingual Education, Dual Language and Freestanding ESL. They are also given ELL parent brochures in their home language and are able to view the ELL parent orientation video in their home language.
3. At the conclusion of the Parent Choice Orientation meeting, the parents complete the Parent Survey and Program Selection Form; they will also be given the entitlement and placement letters. At PS 32 we honor parent choice. If we don't have the program that a parent selected we will tell them of schools that do have the program and advise them that if our numbers of students go up enough to open the program then we can honor that choice. If not all ELL parents show up to the Parent Choice Meeting, the school will contact the parent by phone and schedule an appointment to meet with the ESL teacher so that she can explain the program choices and the parents will fill out the Parent Survey, Program Selection Forms and be given the entitlement letters in person to ensure we have these important papers returned and be put on file. If we cannot get a parent to come and fill out the Parent Choice form, the default for ELLs is Transitional Bilingual Education as per CR Part 154.
4. For the students who score at or above proficiency on the LAB-R they will be given the Non Entitlement Letter; those who score below proficiency on the NYSESLAT will be given the Continued Entitlement Letter; those who score at or above proficiency on the NYSESLAT will be given the Non Entitlement/Transition Letter. These letters are available in the parent's home languages.
5. The trend in the program choice that parents have requested for the past few years according to the Parent Choice Forms has been 100% for the ESL program.
6. We have an alignment between parent choice and program offering by having a certified ESL teacher fill the F-Status ESL position at P.S. 32 who services all the ELLs in a pull-out/push-in program, designed to meet parent choice and program's instructional requirements.

# Part III: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	18	Newcomers (ELLs receiving service 0-3 years)	16	Special Education	7
SIFE	0	ELLs receiving service 4-6 years	2	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
Dual Language										0
ESL	18	0	5	0	0	2	0	0	0	18
<b>Total</b>	<b>18</b>	<b>0</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>18</b>

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

### C. Home Language Breakdown and ELL Programs

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

**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
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		1	2	1	1	1								6
Chinese														0
Russian		4	1			1								6
Bengali														0
Urdu		1												1
Arabic	1	1	1											3
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other					1	1								2
<b>TOTAL</b>	1	7	4	1	2	3	0	0	0	0	0	0	0	18

# 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?

1a. A Free-Standing English as a Second Language (ESL) Pull-Out/Push-In Program has been established at P.S. 32. A certified ESL teacher fills the F-Status ESL position at P.S. 32 and services all the ELLs in this pull-out/push-in program, designed to meet the program's instructional requirements.

1b. At this time, it is our plan to continue the ESL pull-out/push-in program that has been established. The ELL students are pulled out according to grade levels, and each grade is heterogeneous.

2. Based upon results of the LAB-R and NYSESLAT exams, our advanced ELLs receive 180 minutes of ESL instruction per week as mandated by CR Part 154 and for students who are at the beginning and/or intermediate level, they will receive 360 minutes of ESL instruction per week as mandated by CR Part 154. For example: We have 1 kindergartener scoring at the advanced level requiring 180 minutes per week or 4 periods per week of instruction. There is 1 first grade student scoring at the beginner level requiring 360 minutes per week or 8 periods per week; 5 first grade students scored at the intermediate level requiring 360 minutes per week or 8 periods per week and 1 first grade student scoring at the advanced level requiring 180 minutes of instruction per week or 4 periods per week. There is 1 second grade student scoring at the beginning level requiring 360 minutes or 8 periods of instruction per week and 1 second grade student scoring at the intermediate level requiring 360 minutes or 8 periods of instruction per week. There are 2 second grade students scoring at the advanced level requiring 180 minutes of instruction per week or 4 periods per week. There is third grade student scoring at the beginner level requiring 360 minutes or 8 periods of instruction per week. There is one fourth grade student scoring at the intermediate level requiring 360 minutes or 8 periods of instruction per week, and 1 student scoring at the advanced level requiring 180 minutes or 4 periods of instruction per week. There is also 1 fifth grade student scoring at the beginner level requiring 360 minutes or 8 periods of instruction per week. One fifth grader at the intermediate level requiring 360 minutes or 8 periods of instruction per week, and one fifth grader at the advanced level requiring 180 minutes or 4 periods per week.

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

3. ESL instruction utilizes the Rigby "On Our Way to English" component. This will help the transition of ELL students into the general education classroom when they reach the level of English proficiency. The use of the Rigby program will also provide a basis for collaboration between the ESL teacher and the classroom teacher. Language development is fostered by the classroom and ESL teacher by reading, writing, mini-lessons, social interaction through speaking and drills. Language experience approaches are applied to what is being taught in grade levels. "On Our Way to English!" uses a balanced literacy to mastery in reading and writing. We have identified reading and writing as the modality that needs more assistance. Therefore, we have incorporated descriptive, persuasive, expository writing

## A. Programming and Scheduling Information

in many forms including "How To's", invitations, letters. We have also tried to increase vocabulary development of academic language, figurative language, and descriptive words.

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

4. We insure that our Ells are appropriately evaluated in their native languages by providing them access to bililgual glossaries whenever they are needed (for mathematics and reading). In addition, we administer the Spanish LAB-R to Spanish students who did not pass the English LAB-R in order to determine their dominant language.

5a. At this current time, P.S.32 has no SIFE students. In the future, if we should get SIFE students, we would reassess these SIFE students by checking into their LAB-R and NYSESLAT scores and putting them in the correct English proficiency level and, if necessary, re-administer the LAB-R if that child had more than one year of interrupted education.

5b. Our plan for the ELL newcomers is to first administer the LAB-R to new entrants into our school, based on the Home Language Survey, so that we can identify the proper English proficiency level that child is in: beginner, intermediate, advanced and proficient. Then we make sure each ELL student is administered the NYSESLAT every year to place them in the appropriate English proficiency level for the following year. When they score at the proficient level on the NYSESLAT they will exit out of the ESL program.

5c. For our ELL students who ar receiving service 4 to 6 years, ELLs will receive small group instruction in the content areas of ELA, Math and ESL via Title III program. Teacher will support student reading skills through use of Teacher's College and Balanced Literacy models to enhance reading comprehension and inferencing skills. Extended day services supports the student in various reading areas (main idea, inferencing, reading comprehension, etc.)

5d. Currently, we have no long term ELLs. Long term ELLs would receive continued assessment by taking the NYSESLAT exam and we would make sure we would file for the ESL Extension of Services document for these children for every year that they still need ELL services if they do not become English proficient according to their NYSESLAT results. These ELLs would also be supported through the extended day program. The students who are placed in self-contained special education classes who are in need of ESL services (as a result of LAB-R or indicated in their IEP) will receive the required services as mandated. This may include participation in the pull-out ESL program and/or, if indicated, a bilingual para-professional.

6. Teachers of ELL-SWDs utilize the following instructional strategies and grade-level materials that provide access to academic content areas and accelerate English Language development: Balanced Literacy approach, small group instruction, big books, shared reading, Wilson Program, computer technology, smart board.

7. Our school uses the following to meet the diverse needs of ELL-SWDs within the least restrictive environment: a push-in model for our special education students, simultaneous scheduling of ESL program and literacy blocks, common planning.

### Courses Taught in Languages Other than English

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

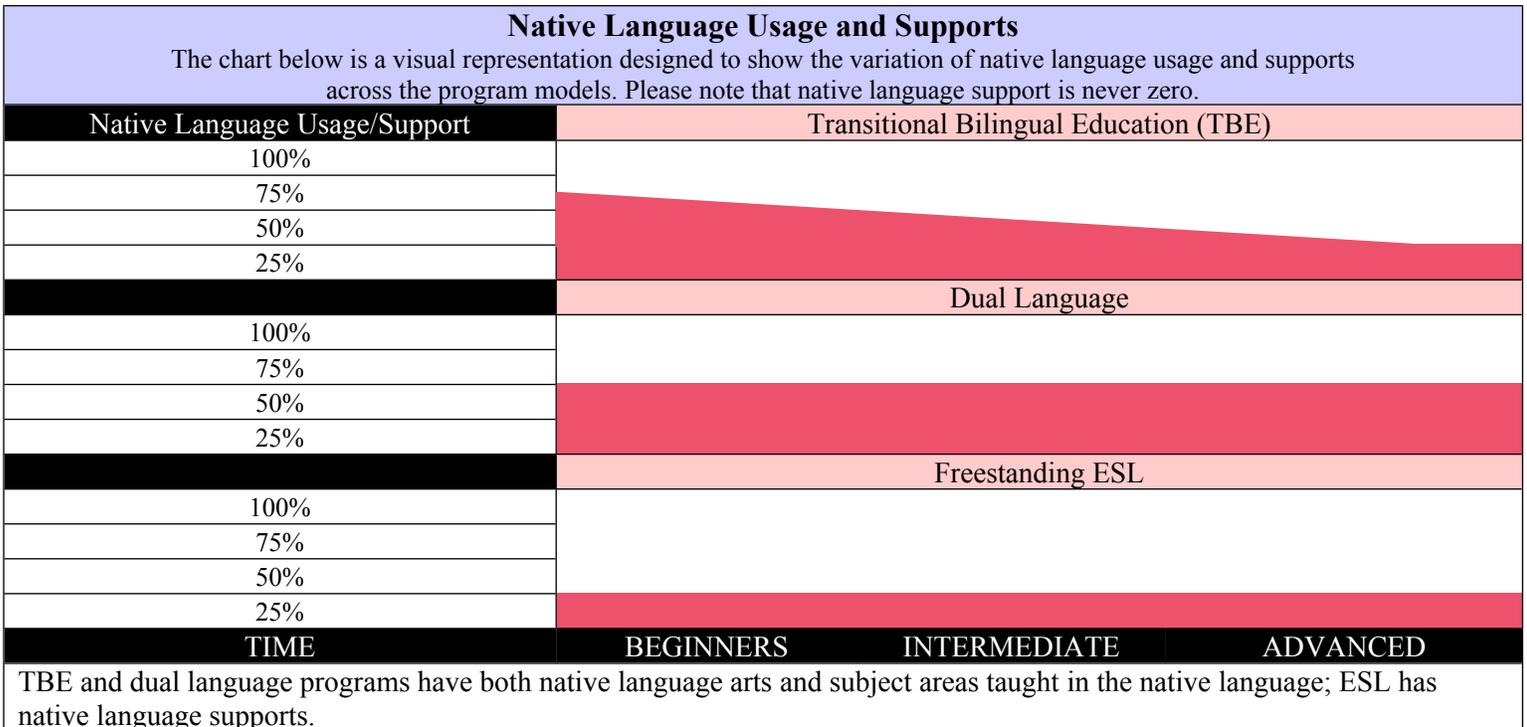
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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



NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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



**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?

## 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?

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

9. The continual transitional support (two years) for ELLs reaching proficiency on the NYSESLAT is that these ELLs will be monitored closely by their classroom teachers and the teachers will make sure that the child is getting proper support in the development of their language skills. The teacher can assess these ELLs through the ELA and Math practice tests and according to the results of these tests, they can see where there are deficiencies that still need to be addressed. Also, ELLs who have tested out of the ESL program will receive testing accommodations (more time on exams: time and a half) for up to two years after testing out on the NYSESLAT.

10. There are no new programs for the upcoming school year.

11. At the present time our ELL population is sufficient to continue ESL services, therefore, there is no need to discontinue ELL services.

12. All our ELL students are afforded equal access to all school programs. These school programs include: the Extended Day Program and after-school tutoring program which enhance literacy instruction by using reading intervention focused on helping the ELLs achieve grade-level proficiency in the reading components of: phonics, phonemic awareness, letter recognition, writing, and reading comprehension skills: (main idea, inferencing, context clues, etc.). Other programs that foster interest in pursuing the development of student talents are: ETAS (Enrichment Through the Arts), band, talent show, and any kind of fairs that we may have in science and social studies content areas. Translated letters are sent home when needed to make parents aware of our offerings.

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

14. We offer native language support to our ELLs by offering translation dictionaries/glossaries for use in class and during the the state ELA and Math testing. We also have a bilingual para who assists a first grade ELL child who speaks Arabic.

15. All our required services support and resources correspond to the ELL's ages and grade levels.

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

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

School-wide Instructional Component- Balanced Literacy Program:

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

- Read Aloud and Accountable Talk provides a structure for meaningful conversation and authentic discussions related to text. The read aloud fosters oral language development, and enhances listening and speaking skills.
- Reader's/Writer's Workshop – At the beginning of the workshop, the teacher clearly defines the teaching point. The teacher presents a 10-15 mini-lesson. The teacher then provides scaffolding support during the active engagement. The classroom teacher

## 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?

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

9. The continual transitional support (two years) for ELLs reaching proficiency on the NYSESLAT is that these ELLs will be monitored closely by their classroom teachers and the teachers will make sure that the child is getting proper support in the development of their language skills. The teacher can assess these ELLs through the ELA and Math practice tests and according to the results of these tests, they can see where there are deficiencies that still need to be addressed. Also, ELLs who have tested out of the ESL program will receive testing accommodations (more time on exams: time and a half) for up to two years after testing out on the NYSESLAT.

10. There are no new programs for the upcoming school year.

11. At the present time our ELL population is sufficient to continue ESL services, therefore, there is no need to discontinue ELL services.

12. All our ELL students are afforded equal access to all school programs. These school programs include: the Extended Day Program and after-school tutoring program which enhance literacy instruction by using reading intervention focused on helping the ELLs achieve grade-level proficiency in the reading components of: phonics, phonemic awareness, letter recognition, writing, and reading comprehension skills: (main idea, inferencing, context clues, etc.). Other programs that foster interest in pursuing the development of student talents are: ETAS (Enrichment Through the Arts), band, talent show, and any kind of fairs that we may have in science and social studies content areas. Translated letters are sent home when needed to make parents aware of our offerings.

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

14. We offer native language support to our ELLs by offering translation dictionaries/glossaries for use in class and during the the state ELA and Math testing. We also have a bilingual para who assists a first grade ELL child who speaks Arabic.

15. All our required services support and resources correspond to the ELL's ages and grade levels.

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

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

### School-wide Instructional Component- Balanced Literacy Program:

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

- Read Aloud and Accountable Talk provides a structure for meaningful conversation and authentic discussions related to text. The read aloud fosters oral language development, and enhances listening and speaking skills.
- Reader's/Writer's Workshop – At the beginning of the workshop, the teacher clearly defines the teaching point. The teacher presents a 10-15 mini-lesson. The teacher then provides scaffolding support during the active engagement. The classroom teacher

## E. Parental Involvement

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

### Parent Involvement:

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

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

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

### 2. Partnerships with agencies or Community Based Organizations:

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

3. We evaluate the needs of parents by having the Parent Coordinator hand out surveys at the end of every meeting or workshop that give the parents an opportunity to evaluate the workshop; complete a check-off list of possible topics parents will be interested in and blank lines for parents to fill in with subject matter that is not listed so that the school can plan various meetings/workshops to accommodate the parents' needs and wishes. Some of the parent workshops topics that are offered at P.S. 32 include: Health Insurance, Bullying, Depression in Kids, Divorce, Peer Pressure, Study and Homework Skills, Student Goal Setting, Maladaptive Behavior, Healthy Eating Habits, Anxiety, Healthy Relationships.

### Translation Services Available:

For parents who speak another language and have difficulty in communicating we have translators available in our school who help in the translation: Mrs. Eleanor Pessa, Vice Principal, speaks Spanish; Marina Treybick, Psychologist, speaks Russian; Omima Abdalla, Paraprofessional, speaks Arabic. We have used the Translation and Interpretation Service whenever we did not have a translator available. We also have a deaf parent in the school and for this parent we have used the Sign Language Interpretation Service for parent-teacher conferences, school meetings, classroom projects. For parents who request written information in a different language we will provide them with materials in their home language.

4. P.S. 32 values and respects the parental involvement in the decision making of their children's education. As a result, parents are

## E. Parental Involvement

### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

children etc. Workshops and meetings are conducted by teachers, supervisors, psychologist, social worker, nurses, police department. The parents also get involved with their children through "Arts Night", "Math Night", Talent show, concerts, etc. Parents of ELL students are invited to all of the various workshops and activities offered at our school especially the workshops that are specifically geared for ELL parents.

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

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

#### 2. Partnerships with agencies or Community Based Organizations:

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

3. We evaluate the needs of parents by having the Parent Coordinator hand out surveys at the end of every meeting or workshop that give the parents an opportunity to evaluate the workshop; complete a check-off list of possible topics parents will be interested in and blank lines for parents to fill in with subject matter that is not listed so that the school can plan vairous meetings/workshops n to accomodate the parents' needs and wishes. Some of the parent workshops topics that are offered at P.S. 32 include: Health Insurance, Bullying, Depression in Kids, Divorce, Peer Pressure, Study and Homework Skills, Student Goal Setting, Maladaptive Behavior, Healthy Eating Habits, Anxiety, Healthy Relationships.

#### Translation Services Available:

For parents who speak another language and have difficulty in communicating we have translators available in our school who help in the translation: Mrs. Eleanor Pessa, Vice Principal, speaks Spanish; Marina Treybick, Psychologist, speaks Russian; Omima Abdalla, Paraprofessional, speaks Arabic. We have used the Translation and Interpretation Service whenever we did not have a translator available. We also have a deaf parent in the school and for this parent we have used the Sign Language Interpretation Service for parent-teacher conferences, school meetings, classroom projects. For parents who request written information in a different language we will provide them with materials in their home language.

4. P.S. 32 values and respects the parental involvement in the decision making of their children's education. As a result, parents are provided with an orientation. This orientation focuses on providing parents with information about the school and explains the program

## 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.

1. Professional Development is provided for the entire staff (classroom teachers: general and special education, ESL teacher, clusters, paraprofessionals, guidance counselor, school psychologist and social worker) during grade/department differentiated professional development sessions. The timeline for the professional development program is September through June. Topics for professional development sessions include: differentiated instruction, case study, analyzing data to drive instruction, guided reading, running records, writer's workshop, curriculum planning/mapping, acuity, inquiry team meetings, data review, how to read an IEP, Balanced Literacy, data driven Instruction, design your own assessments in math, data/ELA item skills analysis. These workshops help teachers differentiate instruction for the ELLs. They also explain how the teachers will use the data gathered for all students, ELLs, Special Education, AIS, etc. to instruct the skill their students need to make academic gains.

2. The supports our school provides staff to assist ELLs as they transition from elementary to middle school are: parent and student orientations which give an overview of expectations for middle school and help students/parents choose which middle school is right for them; inviting representatives from various middle schools, like I.S. 75 and I.S. 24, who come and describe their school and what programs they offer. The ELL teacher supports the staff in assisting the ELLs by making sure that all ELLs will take the NYSESLAT so that each student will be put in the proper English proficiency level as he/she transitions from elementary to middle school.

3. For those teachers in need of the 7.5 hours or 10 hours of ESL professional development, they were kept informed of ESL workshops offered by the ISC and UFT. Attendance records and agendas will be kept.

## E. Parental Involvement

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

Parent Involvement:

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

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

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

## E. Parental Involvement

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

### Parent Involvement:

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

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

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

### 2. Partnerships with agencies or Community Based Organizations:

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

3. We evaluate the needs of parents by having the Parent Coordinator hand out surveys at the end of every meeting or workshop that give the parents an opportunity to evaluate the workshop; complete a check-off list of possible topics parents will be interested in and blank lines for parents to fill in with subject matter that is not listed so that the school can plan various meetings/workshops to accommodate the parents' needs and wishes. Some of the parent workshops topics that are offered at P.S. 32 include: Health Insurance, Bullying, Depression in Kids, Divorce, Peer Pressure, Study and Homework Skills, Student Goal Setting, Maladaptive Behavior, Healthy Eating Habits, Anxiety, Healthy Relationships.

### Translation Services Available:

For parents who speak another language and have difficulty in communicating we have translators available in our school who help in the translation: Mrs. Eleanor Pessa, Vice Principal, speaks Spanish; Marina Treybick, Psychologist, speaks Russian; Omima Abdalla, Paraprofessional, speaks Arabic. We have used the Translation and Interpretation Service whenever we did not have a translator available. We also have a deaf parent in the school and for this parent we have used the Sign Language Interpretation Service for parent-teacher conferences, school meetings, classroom projects. For parents who request written information in a different language we will provide them with materials in their home language.

4. P.S. 32 values and respects the parental involvement in the decision making of their children's education. As a result, parents are

## E. Parental Involvement

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

### Parent Involvement:

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

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

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

### 2. Partnerships with agencies or Community Based Organizations:

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

3. We evaluate the needs of parents by having the Parent Coordinator hand out surveys at the end of every meeting or workshop that give the parents an opportunity to evaluate the workshop; complete a check-off list of possible topics parents will be interested in and blank lines for parents to fill in with subject matter that is not listed so that the school can plan various meetings/workshops to accommodate the parents' needs and wishes. Some of the parent workshops topics that are offered at P.S. 32 include: Health Insurance, Bullying, Depression in Kids, Divorce, Peer Pressure, Study and Homework Skills, Student Goal Setting, Maladaptive Behavior, Healthy Eating Habits, Anxiety, Healthy Relationships.

### Translation Services Available:

For parents who speak another language and have difficulty in communicating we have translators available in our school who help in the translation: Mrs. Eleanor Pessa, Vice Principal, speaks Spanish; Marina Treybick, Psychologist, speaks Russian; Omima Abdalla, Paraprofessional, speaks Arabic. We have used the Translation and Interpretation Service whenever we did not have a translator available. We also have a deaf parent in the school and for this parent we have used the Sign Language Interpretation Service for parent-teacher conferences, school meetings, classroom projects. For parents who request written information in a different language we will provide them with materials in their home language.

4. P.S. 32 values and respects the parental involvement in the decision making of their children's education. As a result, parents are provided with an orientation. This orientation focuses on providing parents with information about the school and explains the program

## 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.

### Sample Student Schedule 2011-2012 ESL

ESL Program Type: Pull-out

Proficiency Level: Beginning

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	8:30 - 9:15	ESL	ESL	ESL	ESL	Literacy Block
2	9:18 - 10:03	ESL	ESL	ESL	ESL	Literacy Block
3	10:06 - 10:51	Literacy	Literacy	Music Prep	Science Prep	Literacy
4	10:45 - 11:44	Lunch	Lunch	Lunch	Lunch	Lunch
	11:47 - 12:17	Math	Math	Math	Math	Math
5	12:20 - 1:05	Math	Math	Math	Math	Math
6	1:12 - 1:57	Art	Library	Music	Literacy	Science Prep
7	2:00 - 2:45	Music/Gym	Gym	Arts/Social Studies	Gym	Art

### Sample Student Schedule 2011-2012 ESL

ESL Program Type: Pull-out

Proficiency Level: Intermediate

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	8:30 - 9:15	ESL	ESL	ESL	ESL	Morn. Routines
2	9:18 - 10:03	ESL	ESL	ESL	ESL	Literacy Block
3	10:06 - 10:51	Literacy Block	Literacy BLock	Prep/Science	Prep/Science	Literacy Block
4	10:45 - 11:44	Literacy Block	Writing	Literacy	Reading Block	Music
	11:47 - 12:17	Writing	Health/Outdoor Play	Writing	Wriitng	Writing
5	12:20 - 1:05	Lunch	Lunch	Lunch	Lunch	Lunch
6	1:12 - 1:57	Math	Social Studies	Literacy/Library	Math	Math
7	2:00 - 2:45	Gym	Math	Math	Literacy	Math Center Games

### Sample Student Schedule 2011-2012 ESL

ESL Program Type: Pull-out

Proficiency Level: Advanced

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	8:30 - 9:15	ESL	ESL	Literacy Block	Literacy Block	Literacy Block
2	9:18 - 10:03	ESL	ESL	Literacy Block	Literacy Blook	Literacy Block
3	10:06 - 10:51	Literacy	Literacy	Music Prep	Science Prep	Literacy
4	10:45 - 11:44	Lunch	Lunch	Lunch	Lunch	Lunch
	11:47 - 12:17	Math	Math	Math	Math	Math
5	12:20 - 1:05	Math	Math	Math	Math	Math
6	1:12 - 1:57	Art	Library	Music	Literacy	Science Prep
7	2:00 - 2:45	Music/Gym	Gym	Arts/Social Studies	Gym	Art

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)		1	1	1		1								4
Intermediate(I)		5	1		1	1								8
Advanced (A)	1	1	2		1	1								6
Total	1	7	4	1	2	3	0	0	0	0	0	0	0	18

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

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

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

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4					1				1
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**

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

## 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.

### Sample Student Schedule 2011-2012 ESL

ESL Program Type: Pull-out

Proficiency Level: Beginning

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	8:30 - 9:15	ESL	ESL	ESL	ESL	Literacy Block
2	9:18 - 10:03	ESL	ESL	ESL	ESL	Literacy Block
3	10:06 - 10:51	Literacy	Literacy	Music Prep	Science Prep	Literacy
4	10:45 - 11:44	Lunch	Lunch	Lunch	Lunch	Lunch
	11:47 - 12:17	Math	Math	Math	Math	Math
5	12:20 - 1:05	Math	Math	Math	Math	Math
6	1:12 - 1:57	Art	Library	Music	Literacy	Science Prep
7	2:00 - 2:45	Music/Gym	Gym	Arts/Social Studies	Gym	Art

### Sample Student Schedule 2011-2012 ESL

ESL Program Type: Pull-out

Proficiency Level: Intermediate

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	8:30 - 9:15	ESL	ESL	ESL	ESL	Morn. Routines
2	9:18 - 10:03	ESL	ESL	ESL	ESL	Literacy Block
3	10:06 - 10:51	Literacy Block	Literacy BLock	Prep/Science	Prep/Science	Literacy Block
4	10:45 - 11:44	Literacy Block	Writing	Literacy	Reading Block	Music
	11:47 - 12:17	Writing	Health/Outdoor Play	Writing	Wriitng	Writing
5	12:20 - 1:05	Lunch	Lunch	Lunch	Lunch	Lunch
6	1:12 - 1:57	Math	Social Studies	Literacy/Library	Math	Math
7	2:00 - 2:45	Gym	Math	Math	Literacy	Math Center Games

### Sample Student Schedule 2011-2012 ESL

ESL Program Type: Pull-out

Proficiency Level: Advanced

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	8:30 - 9:15	ESL	ESL	Literacy Block	Literacy Block	Literacy Block
2	9:18 - 10:03	ESL	ESL	Literacy Block	Literacy Blook	Literacy Block
3	10:06 - 10:51	Literacy	Literacy	Music Prep	Science Prep	Literacy
4	10:45 - 11:44	Lunch	Lunch	Lunch	Lunch	Lunch
	11:47 - 12:17	Math	Math	Math	Math	Math
5	12:20 - 1:05	Math	Math	Math	Math	Math
6	1:12 - 1:57	Art	Library	Music	Literacy	Science Prep
7	2:00 - 2:45	Music/Gym	Gym	Arts/Social Studies	Gym	Art

## Part VI: LAP Assurances

**School Name:** \_\_\_\_\_

**School DBN:** \_\_\_\_\_

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	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: **31R032** School Name: **The Gifford School**

Cluster: **4** Network: **CFN409**

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

**Part A: Needs Assessment Findings**

---

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

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

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.

According to the Home Language Identification Survey Forms, P.S. 32 mostly has English speaking parents. There is a small need for translators. Teachers and staff are made aware of the families who do need translators (they are provided class lists with student languages) and are supported by the LAP team for any needs that may arise such as communication. During parent workshops it seems that parents shared their involvement in school and the need for translation is not in high demand. The major languages in our school in addition to English are: Spanish, Russian, and Arabic.

## Part B: Strategies and Activities

---

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

Most notices that are received by parents (example: permission slips, report cards, pamphlets, parent involvement activity letters, etc.) are available in a variety of languages. Based on the answers on the Home Language Identification Surveys, we will assess the need of the language assistance for parents. We will ensure timely provision of translated documents by making sure we call a translation unit in advance if needed. We also have in-house staff that will assist with translations if needed. We will schedule a time in advance to meet with parents and have our pedagogues present at the meeting who also speak their language. Examples of pedagogues who assist in the written and oral translations are: Mrs. Eleanor Pessa, Vice Principal, who speaks Spanish, Marina Treybick, psychologist, who speaks Russian and Omima Abdalla, paraprofessional, who speaks Arabic. The PTA also has provided access to parents who speak other languages to assist when necessary.

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.

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

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>.

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



# Title III Plan Review Form 2011-12

Senior ELL CPS/Reviewer: Nilda Kraft

Borough: Staten Island District: 31 School Number: 032 School Name: The Gifford School  
Cluster Leader: C. Groll Network Leader: N. Opromalla Title I Schoolwide Plan (Conceptual Consolidation?) no

Intent and Purpose	Was there evidence of this intent/purpose?	
	YES	NO
<b>Title III supplemental services for ELLs</b> Direct instruction and direct supplemental services should be provided for: before/afterschool and Saturday programs, reduced class-size, and/or push-in services. These services are beyond the mandated units of service as per CR Part 154.	☼ Yes	<input checked="" type="radio"/> No Comments:
<b>Professional Development</b> High quality professional development that is "of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in classrooms."	☼ Yes	<input checked="" type="radio"/> No Comments:
<b>Parent Activities</b>	☼ Yes	<input checked="" type="radio"/> No Comments:
<b>Budget</b>	☼ Yes <input checked="" type="radio"/> NA (Title I SWP)	<input checked="" type="radio"/> No <input checked="" type="radio"/> NA (Title I SWP) Comments:
Approved? Yes ☼    No <input checked="" type="radio"/> Date: 2/ 16 /12    Senior ELL CPS: Nilda Kraft		
Additional Comments:		