



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: SAMUEL MILLS SPROLE

DBN (DISTRICT/ BOROUGH/ NUMBER): 15K032

PRINCIPAL: DEBORAH A. FLORIO

EMAIL: DFLORIO@SCHOOLS.NYC.GOV

SUPERINTENDENT: ANITA SKOP

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Deborah Florio	*Principal	
Anika Scott	*UFT Chapter Leader	
Larissa Bailiff-Goings	*PA/PTA President	
Perniece Roper	DC 37 Representative	
Erica Steinberg	<i>Assistant Principal</i>	
Aliceyn Heasley	UFT Member	
Kathleen Khan	UFT Member	
Bess Hauser	Parent Member	
Brian Gormori	Parent Member	
Jackie Johnson	Parent Member	
Claudia Cantarella	Parent Member	
Christina English	Parent Member	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

By June 2013, the percentage of students performing at or above proficiency (Level 3 and 4) in ELA will increase 3-5% as measured by the 2013 NYS ELA assessment.

Comprehensive needs assessment

An analysis of 2011-2012 Progress Report shows that 46.2% of our students scored a Level 3 or 4. Based on these results we have determined that we need to increase the number of students who reach or exceed proficiency on the NYS ELA exam.

Instructional Strategy/Activity #1

- a) After school programs and Saturday School will be offered to all students in grades 3-5. Students at a Level 1 or 2 will receive instruction to help them meet grade level expectations and standards. Students performing at a Level 3 or 4 will be grouped for enrichment purposes and to help them maintain or exceed proficiency on the NYS ELA exam.
- b) Teachers, data specialist, IEP teacher, literacy coach, and assistant principal are responsible for implementation.
- c) The above staff will analyze data, including Fountas and Pinnell Reading Assessments, classroom assessments and teacher observation, to create instructional groups. Teachers will use the data to guide them in selecting resources from Journeys, test preparation materials, and professional development on text complexity and close reading to create instruction that is differentiated to meet the specific needs of the students in their groups. Teachers will use classroom assessments on an ongoing basis to monitor student progress and adjust instructional groupings and strategies as needed.
- d) The afterschool program will run from November 2012 through January 2013. The Saturday School program will run from January 2013 through April 2013.

Instructional Strategy/Activity #2

- a) AIS will be offered during the school day to students in grades 3-5 that are performing at a Level 1 or 2 as determined by classroom assessments, Fountas and Pinnell Reading Assessments and teacher observation.
- b) Classroom teachers for grade 3-5, data specialist, AIS teachers, IEP teacher, literacy coach, and assistant principal are responsible for implementation.
- c) Classroom teachers will work with AIS teachers to analyze classroom data to identify specific areas of need for Level 1 and 2 students. Students will then be put into groups no larger than 5 to work with an AIS provider 2-4 times per week on the identified needs. This will be in addition to the core literacy instruction that is being provided in the classroom. AIS teachers use the Wilson Reading Program, Journeys Support materials, test preparation materials and book clubs as instructional tools to help students master the identified skills. Classroom assessments will be used on a regular basis to monitor progress and change the frequency and focus of AIS groups as necessary.
- d) AIS teachers will begin pulling students in October 2012 and continue to work with identified students through June 2013.

Instructional Strategy/Activity #3

- a) A variety of professional development opportunities and common grade planning time will be given to teachers to help them improve their literacy instruction of all students. Common planning time will be offered during the day under the guidance of the literacy coach on a bi-monthly basis. Professional development opportunities will be provided before, during, and after school hours. Teachers will attend workshops offered by the Network and turnkey the information to staff.
- b) All classroom teachers in grades pre-K-5, ELA lead teacher, IEP teacher, literacy coach, AIS providers, assistant principal, principal, CFN 409 staff are responsible for implementation.
- c) During common grade planning time with the literacy coach, teachers will examine student work and identify where they need support in planning instruction, interventions, and enrichment opportunities based on the data. Teachers can choose to attend voluntary study groups offered before school and after school to learn new instructional strategies to improve their teaching. An upper and lower grade teacher attending writing leads through the network

and turnkey the information to staff so that it can be incorporated into instruction. Our ELA lead teacher's classroom serves as a lab-site. Teachers have the opportunity to go into the ELA teacher's classroom to observe best practices and then have lead teacher support as they then go try them in their own classrooms. All teachers have created SMART goals for themselves based on the identified Danielson Framework Competencies (1e, 3b, 3d) and teachers that selected goals focused on the literacy content area have received targeted professional development during the day from the ELA lead teacher, literacy coach, and other effective teachers with the identified competencies.

d) Common grade planning time September 2012-June 2013. Ongoing professional development opportunities from September 2012-June 2013.

Strategies to increase parental involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

- Provide materials and training to help parents work with their children to improve their achievement level in literacy
- Provide parents with a letter explaining each of the Instructional Shifts and how they can support their child at home.
- Teachers and administration will host ELA workshops and information sessions with parents. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in our school.
- Parents will be trained on how to use ARIS Parent Link.
- We are currently using School Messenger and send weekly reminders about upcoming workshops and events.
- The school library has a parent section which includes a variety of books on various genres in order to support student reading at home. Books in native languages are also available.
- The librarian hosts a variety of family literacy nights where parents have time to work with teachers on specific literacy skills and to practice the skill with their children.
- The school will maintain a highly qualified Parent Coordinator to serve as a liaison between the school and families, provide parent workshops based on the assessed needs of the parents and will work to ensure that our school environment is welcoming and inviting to all parents.

Budget and resources alignment

• Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

X Tax Levy X Title I x Title IIA x Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- **PS 32 coordinates the following support programs with our instructional program in order to enrich our students' overall educational experience and improve student achievement:**

- ✓ **PBIS** (Positive Behavioral Interventions and Support)-this program is designed to create a common understanding of behavioral expectations and a common language for communicating them to students. It also focuses on the acknowledgement of positive and desired behaviors rather than focusing on punitive measures in response to undesired behaviors. The program allows teachers and students to concentrate on teaching and learning by creating a caring and supportive learning environment.
- ✓ **PS 32 partners with Good Shepherd Services** which provides afterschool services for students five days a week. Students receive training on peer mediation to be used during the afterschool program and this is now being used during the school day.
- ✓ **PS 32 partners with the Food Bank for New York** to provide our students with hands-on exploration and cooking activities to foster children's enjoyment and consumption of healthy foods, as well as appreciation for good nutrition through **CookShop**.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

By June 2013, the percentage of 3rd through 5th grade students scoring at or above grade level (Levels 3 and 4) in Mathematics will increase by 3-5% as measured by the results of the NYS Mathematics exam.

Comprehensive needs assessment

- An analysis of the 2011-2012 Progress report showed that 68.1% of our students scored at a Level 3 or Level 4, with an average mean score of 3.34. Students will need to improve their scale score to proficiency conversions in order to continue to make adequate yearly progress.

Instructional Strategy/Activity #1

- a) After school programs and Saturday School will be offered to all students in grades 3-5. Students at a Level 1 or 2 as will receive instruction to help them meet grade level expectations and standards. Students performing at a Level 3 or 4 will be grouped for enrichment purposes and to help them maintain or exceed proficiency on the NYS math exam.
- b) Teachers, data specialist, IEP teacher, math coach, and assistant principal are responsible for implementation.
- c) The above staff will analyze data, including Acuity Benchmark Assessments, teacher created CCLS aligned assessments, Exemplars, and teacher observations. Teachers will use the data to guide them in selecting resources from Everyday Math, Exemplars, test preparation materials, and Math in the City activities to create instruction that is differentiated to meet the specific needs of the students in their groups. Teachers will use classroom assessments on an ongoing basis to monitor student progress and adjust instructional groupings and strategies as needed.
- d) The afterschool program will run from November 2012 through January 2013. The Saturday School program will run from January 2013 through April 2013.

Instructional Strategy/Activity #2

- a) AIS will be offered during the school day to students in grades 3-5 that are performing at a Level 1 or 2 as determined by Acuity Benchmark Assessments, teacher created CCLS aligned assessments, Exemplars, and teacher observations.
- b) Classroom teachers for grades 3-5, data specialist, AIS teachers, math coach, IEP teacher, and assistant principal are responsible for implementation.
- c) Classroom teachers will work with AIS teachers to analyze classroom data to identify specific areas of need for Level 1 and 2 students. Students will then be put into groups no larger than 5 to work with an AIS provider 2-4 times per week on the identified needs. This will be in addition to the core math instruction that is being provided in the classroom. AIS teachers use the *Do the Math* (Marilyn Burns), Everyday Math materials, test preparation materials and Exemplars as instructional tools to help students master the identified skills. Classroom assessments will be used on a regular basis to monitor progress and change the frequency and focus of AIS groups as necessary.
- d) AIS teachers will begin pulling students in October 2012 and continue to work with identified students through June 2013.

Instructional Strategy/Activity #3

- a) A variety of professional development opportunities and common grade planning time will be given to teachers to help them improve their math instruction of all students. Common planning time will be offered during the day under the guidance of the math coach on a bi-monthly basis. Teachers will attend workshops offered by the Network and turnkey the information to staff.
- b) All classroom teachers in grades pre-K-5, math lead teacher, IEP teacher, math coach, AIS providers, assistant principal, principal, CFN 409 staff are responsible for implementation
- c) During common grade planning time with the math coach, teachers will examine student work and identify where they need support in planning instruction, interventions, and enrichment opportunities based on the data. An upper and a lower grade teacher attend Exemplar workshops through the network and turnkey the information to staff so that it can be incorporated into instruction. Our math lead teacher's classroom serves as a lab-site. Teachers have the opportunity to go into the math lead teacher's classroom to observe best practices and then have lead teacher support as they then go try them in their own classrooms. All teachers have created SMART goals for themselves based on the identified Danielson Framework Competencies (1e, 3b, 3d) and teachers that selected goals focused on the math content area have received targeted professional development during the day from the math lead teacher and the math coach with the identified competencies.
- d) Common grade planning time September 2012-June 2013. Ongoing professional development opportunities from September 2012-June 2013.

Instructional Strategy/Activity #4

- a) Teachers will engage in regular problem solving instruction within their math units with support from the core inquiry team. Students in grades Pre-K-5 will complete two math tasks that require them to demonstrate fluency, application, and conceptual understanding on the major work of each grade. Preparation for and the administration of these tasks will support students in achieving success on the NYS math exam.
- b) All classroom teachers Pre-K-5, Core Inquiry Team (Math Coach, IEP teacher, and a grade level representative from pre-K through grade 5) assistant principal, and principal are responsible for implementation.
- c) The core inquiry team will meet twice a week to develop monthly problem solving tasks and portfolio pieces that are aligned to the city wide instructional expectations. During meetings, teachers will analyze student work using rubrics and make curriculum and instructional recommendations based on student work samples. The team then supports teachers through monthly meetings and ongoing classroom support. The core inquiry will be involved in creating two performance tasks strategically aligned to the CCLS. Teachers will design the task based on a math unit and prior student assessments and needs. All staff will be led by the core inquiry team in the scoring of the tasks utilizing rubrics from the Common Core Library and teacher created rubrics designed by grade level teams. Results will be analyzed during professional development and will impact lesson plans and small group instruction.
- d) Core inquiry team meetings and monthly school meetings begin in October 2012 and run through June 2013. Task #1 will be implemented in late December and scored by the end of January. Results will be analyzed and used to revise math units and group students for small group instruction. Task #2 will be implemented in May and scored in early June. Results will be analyzed and utilized during June planning sessions to focus curriculum mapping for the following school year.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- Provide materials and training to help parents work with their children to improve their achievement level in math.

- Provide parents with a letter explaining each of the Instructional Shifts and how they can support their child at home.
- Teachers and administration will host Math workshops and information sessions with parents. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in our school.
- Parents will be trained on how to use ARIS Parent Link.
- We are currently using School Messenger and send weekly reminders about upcoming workshops and events.
- The school will maintain a highly qualified Parent Coordinator to serve as a liaison between the school and families, provide parent workshops based on the assessed needs of the parents and will work to ensure that our school environment is welcoming and inviting to all parents.

Budget and resources alignment

- Indicate your school’s Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

 x Tax Levy x Title I Title IIA x Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- **PS 32 coordinates the following support programs with our instructional program in order to enrich our students’ overall educational experience and improve student achievement:**
 - ✓ **PBIS** (Positive Behavioral Interventions and Support)-this program is designed to create a common understanding of behavioral expectations and a common language for communicating them to students. It also focuses on the acknowledgement of positive and desired behaviors rather than focusing on punitive measures in response to undesired behaviors. The program allows teachers and students to concentrate on teaching and learning by creating a caring and supportive learning environment.
 - ✓ **PS 32 partners with Good Shepherd Services** which provides afterschool services for students five days a week. Students receive training on peer mediation to be used during the afterschool program and this is now being used during the school day.
 - ✓ **PS 32 partners with the Food Bank for New York** to provide our students with hands-on exploration and cooking activities to foster children’s enjoyment and consumption of healthy foods, as well as appreciation for good nutrition through **CookShop**.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

By June 2013, the percentage of all 3rd through 5th grade English Language Learners scoring at or above grade level (Levels 3 and 4) in English Language Arts will increase by 3-5% as measured by the 2013 NYS English Language Arts examination.

Comprehensive needs assessment

- An analysis on NYS data with a focus on targeted sub groups revealed that English Language Learners are performing lower than English proficient learners. The performance of English proficient students in ELA is 46.2% performing at levels 3 and 4 while only 33.3% of English Language Learners are performing at levels 3 and 4.

Instructional Strategy/Activity #1:

- a. Create a flexible ESL program in which the ESL teacher can push-in to support ELL's in their classroom environment and provide general education teachers with ESL strategies, while having the flexibility to pull out students as needed to support them on their specific needs.
- b. All K-5 classroom teachers, an ESL certified teacher, assistant principal, principal, literacy coach, CFN 409 staff are responsible for implementation
- c. The ESL teacher will use the results of LAB-R and NYSESLAT assessments to group students by levels of language acquisition proficiency. Classroom and ESL teachers collaborate to create an ESL schedule that will provide comprehensive services to students during literacy instruction. Classroom teachers share curriculum and the results of the Fountas and Pinnell assessments with ESL teachers to assess the effectiveness of the ESL program.
- d. From September to June teachers assess and plan accordingly.

Instructional Strategy/Activity #2:

- a. Create an ESL after school program utilizing Title III funds. The purpose of the program is to provide enriched vocabulary support and model strategies of good reading and writing.
- b. ESL licensed teacher, classroom teachers, assistant principal, are responsible for implementation.
- c. The ESL teacher will use the results of LAB-R and NYSESLAT assessments to group students by levels of language acquisition proficiency. Staff will meet monthly to assess the effectiveness of the program.
- d. From September to November ESL students are assessed. ESL students attend the school wide after school program from November to January. Beginning in February the Title III program begins and runs through May.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
 - Provide materials and training to help parents work with their children to improve their achievement level in literacy
 - Provide parents with a letter explaining each of the Instructional Shifts and how they can support their child at home.
 - Teachers and administration will host ELA workshops and information sessions with parents. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in our school.
 - Parents will be trained on how to use ARIS Parent Link.
 - We are currently using School Messenger and send weekly reminders about upcoming workshops and events.
 - The school library has a parent section which includes a variety of books on various genres in order to support student reading at home. Books in native languages are also available.
 - The librarian hosts a variety of family literacy nights where parents have time to work with teachers on specific literacy skills and to practice

the skill with their children.

- The school will maintain a highly qualified Parent Coordinator to serve as a liaison between the school and families, provide parent workshops based on the assessed needs of the parents and will work to ensure that our school environment is welcoming and inviting to all parents.

Budget and resources alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- **PS 32 coordinates the following support programs with our instructional program in order to enrich our students' overall educational experience and improve student achievement:**
 - ✓ **PBIS** (Positive Behavioral Interventions and Support)-this program is designed to create a common understanding of behavioral expectations and a common language for communicating them to students. It also focuses on the acknowledgement of positive and desired behaviors rather than focusing on punitive measures in response to undesired behaviors. The program allows teachers and students to concentrate on teaching and learning by creating a caring and supportive learning environment.
 - ✓ **PS 32 partners with Good Shepherd Services** which provides afterschool services for students five days a week. Students receive training on peer mediation to be used during the afterschool program and this is now being used during the school day.
 - ✓ **PS 32 partners with the Food Bank for New York** to provide our students with hands-on exploration and cooking activities to foster children's enjoyment and consumption of healthy foods, as well as appreciation for good nutrition through **CookShop**.

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<p>Students at risk for ELA will be instructed utilizing the following programs/strategies: re-teach of the mini lesson, guided reading, strategy lessons, Wilson/Fundations support, Level Literacy Intervention, and/or Journeys support.</p> <p>All students in grades 3-5 may attend after school and Saturday school programs for at-risk instruction (Level 1 and 2 students) or enrichment instruction (Level 3 and 4).</p>	<p>Staff will deliver the instruction through flexible, small groups and one-to-one.</p> <p>Staff will deliver the instruction through whole group and flexible small groups.</p>	<p>These services will be provided during the school day.</p> <p>After school is offered on Tuesdays from 3:30-4:45. Saturday school is offered from 9:00-12:30.</p>
Mathematics	<p>Students at risk for Math will be instructed utilizing the following programs/strategies: re-teach of the mini lesson, remedial strategy work, automaticity with math facts, and/or <i>Do the Math</i> program.</p> <p>All students in grades 3-5 may attend after school and Saturday school programs for at-risk instruction (Level 1 and 2 students) or enrichment instruction (Level 3 and 4).</p>	<p>Staff will deliver the instruction through flexible, small groups and one-to-one.</p> <p>Staff will deliver the instruction through whole group and flexible small groups.</p>	<p>These services will be provided during the school day.</p> <p>After school is offered on Thursdays from 3:30-4:45. Saturday school is offered from 9:00-12:30.</p>
Science	Students will receive support in	Staff will deliver the instruction	These services will be provided

	science by engaging students in grade appropriate reading of targeted non-fiction science texts through shared, close reading, guided and independent reading.	through flexible, small groups and one-to-one.	during the school day.
Social Studies	Students will receive support in social studies by engaging students in grade appropriate reading of targeted non-fiction social studies texts through shared, close reading, guided and independent reading.	Staff will deliver the instruction through flexible, small groups and one-to-one.	These services will be provided during the school day.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At-risk guidance service supports students in need and provides whole class support. Other types of counseling supports are pulling out/pushing in to support students that are struggling due to either academic or school issues. This service is provided to specific students identified by our CARE Team. Identified students are pulled out to work one on one with the psychologist or social worker.	Staff will deliver the instruction through flexible, small groups and one-to-one. Additionally, some of these services will be whole group.	These services will be provided during the school day.

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

In order to ensure that our staff is highly qualified under NCLB our teachers participate in high quality professional that:

- Deepens teachers' knowledge of content and how to teach it to students
- Helps teachers understand how students learn specific content
- Provides opportunities for active, hands-on learning
- Enables teachers to acquire new knowledge, apply it to practice and reflect on the results with colleagues.
- Is intensive and sustained over time
- Is collaborative and collegial

Our professional development includes Vertical Planning Meetings, Classroom modeling, participation in study groups, Collaborative Planning, Curriculum Writing, In-Network Workshops, Mentoring a new teacher, professional conferences, professional portfolio, School Visitation, School-University Partnerships, Self-Evaluation/Self-Reflection.

When a new position arises, the administration recruits student teachers through our partnerships with colleges and universities to ensure our teachers of highly qualified. If a highly qualified teacher is not found, the administration will ensure that the teacher selected is supported to become highly qualified.

All untenured teachers are assigned to an in-house mentor to support them throughout their probationary period.

Professional Development is provided to support the retention of Highly Qualified Teachers and when reorganizing, the administration ensures that the assignment matches the teacher's license area.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP)

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School

Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn
- strive to be a STAR student (Safe, Tolerant, Always Kind, Responsible)

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 C. Groll/Neal Opromalla	District 15	Borough Brooklyn	School Number 032
School Name Samuel Mills Sprole			

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

Principal Deborah A. Florio	Assistant Principal Erica Steinberg
Coach Wanda Troy	Coach Frances Schuff
ESL Teacher Andrea Schulman	Guidance Counselor Adrian Straker
Teacher/Subject Area Francine Cuomo /AIS/Inquiry	Parent Larissa Bailiff
Teacher/Subject Area Erica Tutone/AIS/IEP/PBIS	Parent Coordinator Angela Bowie
Related Service Provider Katie Bradley	Other
Network Leader Neal Opromallal	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	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

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

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

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

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

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

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

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

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

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

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0								0
Dual Language (50%:50%)	0	0	0	0	0	0								0
Freestanding ESL														
Self-Contained	0	0	0	0	0	0								0
Push-In	0	0	0	0	0	0								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	32	Newcomers (ELLs receiving service 0-3 years)	25	Special Education	11
SIFE	0	ELLs receiving service 4-6 years	7	Long-Term (completed 6 years)	0

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

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
Dual Language										0
ESL	25	0	4	6	0	4	1	0	1	32
Total	25	0	4	6	0	4	1	0	1	32

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

C. Home Language Breakdown and ELL Programs

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

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers: _____

Ethnic breakdown of EPs (Number):

African-American: _____

Asian: _____

Hispanic/Latino: _____

Native American: _____

White (Non-Hispanic/Latino): _____

Other: _____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

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

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

A. Programming and Scheduling Information

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

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

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports

across the program models. Please note that native language support is never zero.

across the program models. Please note that native language support is never zero.			
Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

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

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

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

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

C. Schools with Dual Language Programs

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

Not Applicable

D. Professional Development and Support for School Staff

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

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

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

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

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

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

E. Parental Involvement

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	2	2	1	0	2	0								7
Intermediate(I)	0	2	1	1	3	1								8
Advanced (A)	1	1	0	2	1	1								6
Total	3	5	2	3	6	2	0	0	0	0	0	0	0	21

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

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	I		2	2	1	3	1							
	A	1	1		2	1	1							
	P		2		1	4								

NYS ELA

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

NYS Math

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

NYS Science

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

New York State Regents Exam

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

Part IV: Assessment Analysis

The administration of PS 32 has decided to use Fountas and Pinnell to assess early literacy skills. This assessment offers crucial data not only on accuracy and comprehension, but also students' reading fluency, their ability to self-correct while reading, and writing. This information provides data to drive instruction and guides teachers in creating effective lessons to address areas of weakness in need of growth. Fountas and Pinnell also offers benchmarks for students and a vision and a vocabulary for what the very next steps from those benchmarks might be, making differentiation of instruction much more realizable.

Benchmarks for Student Progress

There is no single pathway along which all students will progress. However, if we expect that children will begin Kindergarten as emergent readers who are working toward Level A books and that they will finish 8th grade reading Level Z books, we can imagine how they might develop during their reading journey. It is helpful to have benchmarks to guide our instruction and to determine when a student's progress is too slow for us to reasonably expect that child will finish 8th grade as a level Z reader. These benchmarks act as indicators for when a child requires additional intervention, which allows the educator to respond immediately to that child's needs. Fountas and Pinnell offer benchmarks for Independent Reading Level Progress, Oral Reading Progress and Primary Reading Progress (Concepts of Print, High Frequency Words, Letter ID, and Letter/Sound Identification).

Assessing Reading Using their Independent Reading Book

The In-Book Assessment provides teachers with a method for assessing a students' reading level using their independent reading book.

Assessing Comprehension Proficiency

In addition to assessing reading levels, teachers are often looking for tools to help with assessing the proficiency at which students are using their reading skills. These types of assessments can become the basis of both curriculum planning and planning individual conferences.

Monitoring Reading Volume and Stamina

The students in grades 2-5 each maintain a daily record of the books they have read in school and at home. These logs are not places for responses to reading, nor do students write book summaries in them. They are simply records of time spent reading and the volume of reading accomplished. After a few weeks, the students and teachers study the reading logs in order to articulate their reading habits. The logs provide an irreplaceable window into students' reading lives.

Fountas and Pinnell Assessment Break Down

Number of students by grade in the Independent Reading Level

	EE	A	B	C	D	E	F	G	H	I
K	-	-	-	-	-	-	-	-	-	-
1	-	1	1	-	1	-	-	-	-	-
2	-	-	1	1	1	1	-	2	-	1

Fountas and Pinnell Benchmarks

Number of students by grade in the Benchmark Level

	1	2	3
K	-	-	-
1	1	1	1
2	6	-	1

As we examine the NYSESLAT results across the grades in proficiency levels. The following patterns are observed. For the Listening and Speaking there is a steady increase. It is also observed that there is a consistent discrepancy between the Listening and Speaking scores and the Reading and Writing scores. In Listening and Speaking, 17 of 28 students taking the NYSESLAT scored proficient: 1 of 3 in Kindergarten, 4 of 7 in 1st grade, 1 of 2 in 2nd grade, 3 of 4 in 3rd grade, 7 of 10 in 4th grade, and 1 of 2 in 5th grade. Of the remaining 11 students 7 students have IEPs and special needs which impact on their level of achievement and 3 students have received fewer than 2 years of ESL instruction.

As we examine the NYSESLAT results across the grades in proficiency levels, none of the students still eligible of ESL services achieved proficiency on the Reading and Writing portion of the test. Students received the following levels in reading and writing: Kindergarten - 1 advanced and 2 beginner; 1st grade - 2 beginner, 2 intermediate, 1 advanced; 2nd grade - 2 intermediate; 3rd grade 1 intermediate, 2

advanced; 4th grade - 2 beginner, 3 intermediate, 1 advanced; 5th grade - 1 intermediate, 1 advanced. Of the students who did not score in the advanced category, all had IEPs and special needs which impact on their level of achievement or had received fewer than 2 years of ESL instruction.

As assessment data drives instruction, so will this data guide instructional decisions. Some of the instructional focuses are:

- Targeting content vocabulary by previewing and explicitly teaching vocabulary using multi-modality techniques;
- Explicitly teaching vocabulary skills;
- Using Everyday Math differentiation for the ELL students;
- Increase student’s exposure to non-fiction material;
- Build students’ foundational knowledge through content/theme studies;
- Encourage the processing and application of knowledge through conversation and writing; encourage the use of strengths to process new content information;
- Encourage newcomers to process information with their peers who speak the same language prior to applying the information to the class work;
- Encourage the students’ use of and build their strengths to process the new content

With the help of our Data Specialist working with the administration and teachers, we are analyzing the ELL Periodic Assessment as a predictor of the NYSESLAT scores. The use of the website tools allows us to “drill down” into the specific strengths and weaknesses of each student. This information will assist us in aligning students for small group instruction and identifying the focus of those lessons. Moreover, the native language is used as support when appropriate, through reading selections in the native language to bilingual glossaries and dictionaries.

Our school conducts on going formal and informal assessments of our students. Collaboration amongst the support staff and classroom teachers during case conferencing meetings allows us to review the progress of each ELL student. Adjustments in the student’s educational plans and goals are made accordingly. Success is based not only on formal assessment results such as the NYSESLAT and state ELA and Math tests, but on informal assessments and observational growth in the classroom.

Additional Information

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

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)
Deborah Florio	Principal		

School Name: _____ **School DBN:** _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Erica Steinberg	Assistant Principal		
Angela Bowie	Parent Coordinator		
Andrea Schulman	ESL Teacher		
Larissa Bailiff	Parent		
Francine Cuomo/AIS/Inquiry	Teacher/Subject Area		
Erica Tutone/AIS/IEP/PBIS	Teacher/Subject Area		
Frances Schuff	Coach		
Wanda Troy	Coach		
Adrian Straker	Guidance Counselor		
Neal Opramalla	Network Leader		
Katie Bradley	Other <u>Relates Services</u>		
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

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

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

Part A: Needs Assessment Findings

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

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: Samuel Mills Sprole	DBN: 15K032
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

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

P.S. 32 will offer our ESL students an afterschool program. The purpose of this program is to help our ESL students to gain more content area vocabulary skills and comprehension skills. This will help the ESL students succeed on all the content area exams: ELA, Math, Science, and NYSESLAT. The teachers in this afterschool classes are ESL, bi-lingual and common branch teachers. The program will run for grades 3 through 5 from November to December for 11 sessions, 1 hour each session; and from January to March for Kindergarten through 2nd grade, for 12 sessions, 1 hour each session. There will be 4 teachers: 2 common branch and 2 ESL certified who will co-teach and plan together, focusing on ELA and Math to prepare these students for the ELA and Math state assessments.

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

P.S. 32 will purchase with Title III funds supplementary books which will include Treasures with the ESL component Treasure Chest, to work with students on speaking, listening, reading, and writing skills and through this prepare the students for the NYSESLAT Assessment in May.

Part C: Professional Development

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

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

Begin description here:

Professional development is provided through weekly Study Groups throughout the year to help the ESL teacher and all teachers to serve English Language Learners and general education students better. Two of our Study Group topics are Universal Design for Learning from October 8, 2012 through December 17,

Part C: Professional Development

2012 and Text Complexity which starts on November 13, 2012. Our ESL teacher will also take part in professional development on Literacy Circles on to provide ELL students additional support in developing their English language skills so they will make steady progress alongside their English dominant peers. Our ESL teacher has already participated in a one day workshop on Non-fiction Writing for ELLs and on November 6, 2012 will attend a workshop on Strengthening Instructions. She will attend Professional Development activities offered by our network and the Office of English Language Learners. These activities are at no cost to Title III.

Part D: Parental Engagement Activities

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

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

Begin description here:

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

Part D: Parental Engagement Activities

8-week Nutrition Workshop with Cornell University Cooperative Extension; Hispanic Heritage Month including opportunities to speak with local representatives; Math & Science Family Fun Night - to bring families together to support math and science learning in the classroom; Physical Fitness Night - workshops for parents and guardians about physical fitness as well as organized, fun activities for all; Black History Month Celebration; Music Family Fun Night - opportunities to learn about music opportunities and the importance of music in school; Art Family Night - learning about the importance of arts in the curriculum and creatively expressing oneself. All workshops big and small are announced through translated newsletters, translated phone messages through School Messenger, as well as personal follow-up with the parent coordinator with our non-English speaking families to encourage more active participation in our school community. Translators are available at all events in Spanish and American Sign Language and can be made available in both Chinese and Arabic. All PTA meetings offer oral translation and signs are posted for parent to know who they can speak to as an oral language translator.

Part E: Budget

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

Allocation Amount: \$

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

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
TOTAL		