



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: P.S.32

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

PRINCIPAL: NANCY SPATARO EMAIL: NSPATAROBELLOCCH@SCHOOLS.NYC.GOV

SUPERINTENDENT: ERMINIA CLAUDIO

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Nancy Spataro	*Principal or Designee	
Mary Jo Kling	*UFT Chapter Leader or Designee	
Kathy Restaino	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Linda Gassoso	Member/Teacher	
Jennifer Urgo	Member/Teacher	
Christine Beck	Member/Teacher	
Joanne DeGeorge	Member/Parent	
Denise Olsen	Member/Parent	
Teresa Rodriguez	Member/Parent	
Elizabeth D’Ambrosio	Member/Parent	

** 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

To continue to implement, for the 2012-2013 school year, a comprehensive balanced literacy and differentiated instruction program, based on student data, in order to address each student's individual needs in grades K-5 and strengthen the curriculum in English Language Arts in order to prepare all students for the rigorous performance expectations as specified in the CCSS.

By June 2013, 74.5%-77.5% (286-298) of all 384 general education students in grades 3-5 will achieve a level 3 or 4 on the NYS ELA Exam, thus demonstrating a 3% increase in the percentage of proficient students as compared to 2012.

Comprehensive needs assessment

Based on the 2011-2012 Progress Report, 34% of our students in grades 3-5 did not show progress on the NYS ELA Exam.

Based on the 2011-2012 Progress Report, 25.5% of our students in grades 3-5 are not a Level 3 or 4 on the NYS ELA Exam.

Based on the 2011-2012 Progress Report, 74.5% of our students in grades 3-5 achieved a Level 3 or 4 on the NYS ELA Exam.

20% of our students in grades K-5 will not be able to demonstrate proficiency (level 3 or 4) on the Spring 2013 ELA task as measured and aligned with the Common Core State Standards, and the Depth of Knowledge teacher created rubric.

Instructional strategies/activities

- Professional Development: Professional Development will be given on the following topics:

Inter-visitations, Curriculum Mapping, Smart Response Technology, Ongoing Data Analysis, Instructional Foci: Inferencing, Questioning/Blooms Taxonomy, Prior-Non-Fiction Knowledge, Universal Design of Learning, Ongoing Assessments Aligned with Common Core, Text Complexity, Professional Development with Support from Network Teams (throughout 2012-13) that Strengthens Admin/Teachers Capacity to Provide High-Quality Feedback, Grade Meetings, Common Planning/Preps, 1:1 Meetings with Teachers and Administrators Monthly, Common Core State Standards, Lexile Levels, Text Complexity, Qualitative & Quantitative Evaluations of the Text, Matching Reader & Task, Rubrics, Team Meetings that Consist of Looking Closely at Current Student Work to Understand the Steps Needed to Reach the Level of Performance that the Common Core Demands, Literacy Tasks that Asks Students to Read and Analyze Informational Texts and Write Opinions and Arguments In Response and is Aligned Strategically and Selected in the Common Core Standards. These tasks are embedded in the Common Core-aligned curricula and include multiple entry points for all learners, including students with disabilities and English language learners. Team Meetings that Look Closely at Resulting Student Work to Continue the Cycle of Inquiry, Making Future Instructional Adjustments and Communicating Lessons Learned to Other School Staff, Designing Coherent Instruction, Questioning & Discussion Techniques, To Articulate Clear Expectations for Teacher Practice and Serve as the Focus for Teacher Development, Short, Frequent Cycles of Classroom Observation, Collaborative Examination of Student Work, and Timely, Specific, Evidence-Based Feedback Teachers Can Act on to Increase the Rigor and Effectiveness of Their Instruction

- Target Population: All teachers
- Responsible Staff Members: Principal & Assistant Principals, Instructional Coach from the Network, and Classroom Teachers
- Implementation Timeline: September 2012 through June 2013

- Instructional: Students will receive the following instruction

Extended Day Small Group Instruction, ,Implement Balanced Literacy, Technology (Smart boards), Differentiated Instruction, Small Group Instruction, Assistant Principals Provide Small Group Instruction (AIS) 2x Per Week for Bottom Third Students in Grades 3-5, Wilson Program, Foundations Program, DY0 AssessmentsK-5, Awards Assembly Program, Ongoing Assessments Aligned with Common Core, Text Complexity, Flexible Grouping, DOK Questioning and Activities, Mini Inquiry Work, Case Study Work with a Target on Inferencing, Utilization of Non-Fiction Text to Support Details, Frequently Refer to Text in Responses, Author Study, Common Core State Standards, Lexile Levels, Rubrics, Daily CCSS aligned Lessons, Three Literacy Tasks that Asks Students to Read and Analyze Informational Texts and Write Opinions and Arguments In Response and is Aligned Strategically and Selected in the Common Core Standards. These tasks are embedded in the Common Core-aligned curricula and include multiple entry points for all learners, including students with disabilities and English language learners. Designing Coherent Instruction, Questioning & Discussion Techniques, Using Assessment in Instruction and Continue to Use a Research-Based Teaching Framework that is Already in Place

- Target Population: All teachers
- Responsible Staff Members: Assistant Principals, and Classroom Teachers
- Implementation Timeline: September 2012 through June 2013

- Data Analysis: Teachers will receive high quality feedback in order to drive their classroom instruction:
- Collection and Analysis of Students' Work, Data Driven Instruction, A System that Provides Teacher Feedback on Student Work on Common Core-Aligned Tasks and on Successes and Challenges Related to Reaching All Students, Including Students with Disabilities and English Language Learners
- Target Population: All teachers
- Responsible Staff Members: Assistant Principals, and Classroom Teachers
- Implementation Timeline: September 2012 through June 2013

Special Events, Incentive Program, Assembly Program, K-5 Behavioral Incentive Program, , , Library Program, , Special Education Initiative

Strategies to increase parental involvement

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

Budget and resources alignment

- Indicate your school's Title I status: 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:

IDEA & School Support Supplement Allocation Approximately \$349,423

Universal Pre-K allocation Approximately \$142,881

Service and program coordination

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

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

To accelerate the math skills of students in mathematics. To strengthen the curriculum in Math in order to prepare all students for the rigorous performance expectations as specified in the CCSS.

By June 2013, 84.8-87.8% (350-363) of all 413 self contained special education students in grades 3-5 inclusive of students with disabilities will receive a level 3 or 4 on the New York State Math Exam thus increasing the percentage of students attaining proficiency by 3% as compared to 2012.

Comprehensive needs assessment

Based on the 2011-2012 Progress Report, 27% of our students in grades 3-5 did not show progress on the NYS Math Exam.
Based on the 2011-2012 Progress Report, 25.5% of our students in grades 3-5 are not a Level 3 or 4 on the NYS Math Exam.
5%-10% of our students in grades K-5 will not meet grade level standards on the Design Your Own Math Assessment.

Instructional strategies/activities

- Professional Development: Professional Development will be given on the following topics: Inter-visitations, Curriculum Mapping, Smart Response Technology, Ongoing Data Analysis, Instructional Foci: Inferencing, Questioning/Blooms Taxonomy, Prior-Non-Fiction Knowledge, Universal Design of Learning. Ongoing Assessments Aligned with Common Core, Text Complexity, Professional Development with Support from Network Teams (throughout 2012-13) that Strengthens Admin/Teachers Capacity to Provide High-Quality Feedback, Grade Meetings, Common Planning/Preps, 1:1 Meetings with Teachers and Administrators Monthly, Common Core State Standards, Rubrics, Team Meetings that Consist of Looking Closely at Current Student Work to Understand the Steps Needed to Reach the Level of Performance that the Common Core Demands, Team Meetings that Look Closely at Resulting Student Work to Continue the Cycle of Inquiry, Making Future Instructional Adjustments and Communicating Lessons Learned to Other School Staff, Designing Coherent Instruction, Questioning & Discussion Techniques, To Articulate Clear Expectations for Teacher Practice and Serve as the Focus for Teacher Development, Short, Frequent Cycles of Classroom Observation, Collaborative Examination of Student Work, and Timely, Specific, Evidence-Based Feedback Teachers Can Act on to Increase the Rigor and Effectiveness of Their Instruction
- Target Population: All teachers
- Responsible Staff Members: Principal & Assistant Principals, Instructional Coach from the Network, and Classroom Teachers
- Implementation Timeline: September 2012 through June 2013

- Instructional: Students will receive the following instruction
Everyday Mathematics, Two Math Tasks, Calendar Math, Extended Day Small Group Instruction, Manipulatives, Math Bee, Math Bowl ,Technology (Smart boards), Monthly Math Exemplars, Differentiated Instruction, Small Group Instruction, Assistant Principals Provide Small Group Instruction (AIS) 2x Per Week for Bottom Third Students in Grades 3-5, DY0 AssessmentsK-5, Awards Assembly Program, Ongoing Assessments Aligned with Common Core, Text Complexity, Flexible Grouping, DOK Questioning and Activities, Frequently Refer to Text in Responses, Author Study, Common Core State Standards, Lexile Levels, Rubrics, Daily CCSS aligned Lessons, Using Assessment in Instruction and Continue to Use a Research-Based Teaching Framework that is Already in Place
- Target Population: All teachers
- Responsible Staff Members: Assistant Principals, and Classroom Teachers
- Implementation Timeline: September 2012 through June 2013
- Data Analysis: Teachers will receive high quality feedback in order to drive their classroom instruction:
- Collection and Analysis of Students' Work, Data Driven Instruction, A System that Provides Teacher Feedback on Student Work on Common Core-Aligned Tasks and on Successes and Challenges Related to Reaching All Students, Including Students with Disabilities and English Language Learners
- Target Population: All teachers
- Responsible Staff Members: Assistant Principals, and Classroom Teachers
- Implementation Timeline: September 2012 through June 2013

Strategies to increase parental involvement

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

Budget and resources alignment

• Indicate your school's Title I status: 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:

IDEA & School Support Supplement Allocation Approximately \$349,423

Universal Pre-K allocation Approximately \$142,881

Service and program coordination

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

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

To continue to implement, for the 2012-2013 school year, a comprehensive balanced literacy and differentiated instruction program, based on student data, in order to address each student’s individual needs with disabilities in grades 3-5 and strengthen the curriculum in English Language Arts in order to prepare all students with disabilities for the rigorous performance expectations as specified in the CCSS .

By June 2013, 12.9%-15.9% (4-5) of all 28 special education students with disabilities in grades 3-5 will achieve a level 3 or 4 on the NYS ELA Exam thus demonstrating a 3% increase in the percentage of proficient students as compared to 2012.

Comprehensive needs assessment

Based on the 2011-2012 Progress Report, 12.9% of our students with disabilities in grades 3-5 achieved a Level 3 or 4 on the NYS ELA Exam
Based on the 2011-2012 Progress Report, 87.1% of our students with disabilities in grades 3-5 did not achieve a Level 3 or 4 on the NYS ELA Exam.

Based on the 2011-2012 Progress Report, 30.8% of our students with disabilities in grades 3-5 achieved Percent at 75th Growth Percentile or higher on the NYS ELA Exam.

Instructional strategies/activities

• Professional Development: Professional Development will be given on the following topics:
Inter-visitations, Curriculum Mapping, Smart Response Technology, Ongoing Data Analysis, Instructional Foci: Inferencing, Questioning/Blooms Taxonomy, Prior-Non-Fiction Knowledge, Universal Design of Learning. Ongoing Assessments Aligned with Common Core, Text Complexity, Professional Development with Support from Network Teams (throughout 2012-13) that Strengthens Admin/Teachers Capacity to Provide High-Quality Feedback, Grade Meetings, Common Planning/Preps, 1:1 Meetings with Teachers and Administrators Monthly, Common Core State Standards, Lexile Levels, Rubrics, Team Meetings that Consist of Looking Closely at Current Student Work to Understand the Steps Needed to Reach the Level of Performance that the Common Core Demands, Three Literacy Tasks that Asks Students to Read and Analyze Informational Texts and Write Opinions and Arguments In Response and is Aligned Strategically and Selected in the Common Core Standards. These tasks are embedded in the Common Core-aligned curricula and include multiple entry points for all learners, including students with disabilities and English language learners. Team Meetings that Look Closely at Resulting Student Work to Continue the Cycle of Inquiry, Making Future Instructional Adjustments and Communicating Lessons Learned to Other School Staff, Designing Coherent Instruction,

Questioning & Discussion Techniques, To Articulate Clear Expectations for Teacher Practice and Serve as the Focus for Teacher Development, Short, Frequent Cycles of Classroom Observation, Collaborative Examination of Student Work, and Timely, Specific, Evidence-Based Feedback Teachers Can Act on to Increase the Rigor and Effectiveness of Their Instruction

- Target Population: All teachers
- Responsible Staff Members: Principal & Assistant Principals, Instructional Coach from the Network, and Classroom Teachers
- Implementation Timeline: September 2012 through June 2013

- Instructional: Students will receive the following instruction

Extended Day Small Group Instruction, Implement Balanced Literacy, Technology (Smart boards), Differentiated Instruction, Small Group Instruction, Assistant Principals Provide Small Group Instruction (AIS) 2x Per Week for Bottom Third Students in Grades 3-5, Wilson Program, Foundations Program, DYQ Assessments K-5, Awards Assembly Program, Ongoing Assessments Aligned with Common Core, Text Complexity, Flexible Grouping, DOK Questioning and Activities, Mini Inquiry Work, Case Study Work with a Target on Inferencing, Utilization of Non-Fiction Text to Support Details, Frequently Refer to Text in Responses, Author Study, Common Core State Standards, Lexile Levels, Rubrics, Daily CCSS aligned Lessons, Three Literacy Tasks that Asks Students to Read and Analyze Informational Texts and Write Opinions and Arguments In Response and is Aligned Strategically and Selected in the Common Core Standards. These tasks are embedded in the Common Core-aligned curricula and include multiple entry points for all learners, including students with disabilities and English language learners. Designing Coherent Instruction, Questioning & Discussion Techniques, Using Assessment in Instruction and Continue to Use a Research-Based Teaching Framework that is Already in Place

- Target Population: All teachers
- Responsible Staff Members: Assistant Principals, and Classroom Teachers
- Implementation Timeline: September 2012 through June 2013

- Data Analysis: Teachers will receive high quality feedback in order to drive their classroom instruction:

- Collection and Analysis of Students' Work, Data Driven Instruction, A System that Provides Teacher Feedback on Student Work on Common Core-Aligned Tasks and on Successes and Challenges Related to Reaching All Students, Including Students with Disabilities and English Language Learners
- Target Population: All teachers
- Responsible Staff Members: Assistant Principals, and Classroom Teachers
- Implementation Timeline: September 2012 through June 2013

Special Events, Incentive Program, Assembly Program, K-5 Behavioral Incentive Program, , , Library Program, , Special Education Initiative

Strategies to increase parental involvement

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

Budget and resources alignment

• Indicate your school's Title I status: 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:

IDEA & School Support Supplement Allocation Approximately \$349,423

Universal Pre-K allocation Approximately \$142,881

Service and program coordination

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

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

To implement a comprehensive Arts/Technology program school wide.

By June 2013, 90% (485) of 536 students in grades 2-5, will receive a level 3 and/or 4 on their final exit project/performance for the arts as measured by standards-based, internal rubrics.

Comprehensive needs assessment

Based on the 2011-2012 Learning Environmental Survey, 26% of our parents do not agree that we offer a wide variety of courses and activities to keep their child interested in school.

Instructional strategies/activities

Specialty Classes

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

Target Population: Students in Grades 3-5

Responsible Staff Members: Teachers of Grades 3-5 and all cluster teachers

Implementation Timeline: September 2012-June 2013

Strategies to increase parental involvement

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

Budget and resources alignment

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

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

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

By June 2013, parent engagement/participation will increase by 3%as measured by the 2011-2012 parent workshop engagement/participation.

Comprehensive needs assessment

Based on the 2011-2012 Learning Environmental Survey, 50% of our parents are not aware of the various workshops, program, performance, or other event in the school that are offered more than once a month.

Based on our 2011-2012 Parent workshops, 3,929 parents attended a total of 84 workshops.

Instructional strategies/activities

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

Target Population: All Parents

Responsible Staff Members: Administration and Classroom Teachers

Timeline: September 2012-June 2013

Strategies to increase parental involvement

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

Budget and resources alignment

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

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

X Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

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

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	Extended day-tutoring grades 1-5. Instruction provided to small groups of students by teachers in ELA. Foundations, Balanced Literacy, Scholastic Materials, Push In/Push Out AIS Program, AM/PM Tutoring Program 2x per week	Small Group Instruction	During the School Day, Before & After the School Day
Mathematics	Extended Day - 3x per week, 50 minutes per day, small group instruction, Push In/Push Out AIS Program	Small Group Instruction	During the School Day
Science	AIS in Science grades 3-5 -extended day grades 3-5 through reading in the content area	Small Group Instruction	During the School Day
Social Studies	AIS in Social Studies grades 3-5 -extended day grades 3-5 through reading in the content area.	Small Group Instruction	During the School Day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	The school guidance counselor provides one on one services as well as meets with students in a small groups addressing the following skills: social, peer socialization, boundaries, appropriate classroom behavior, and compliance with authority The school psychologist provides one on one service to students as needed. These services include but not limited to social emotional functioning, trauma, counseling, anxiety, anger management, and grief and bereavement. Parent Support Group – 1x -2x per month	1:1, Small Group Instruction	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.

Lunch & Learn, Bi-Monthly Mini Inquiry Team Meetings, Inter & Intra-visitations, Teacher Action Plans, Teacher Self Reflection Checklists, Common Preps, Grade Level Meetings, Faculty Meetings, Assistant Principals meet 1:1 with Teachers Bi-Monthly to Chart Student Progress, Curriculum Mapping, Written/Email Correspondence, Professional Development with Support from Network Teams (throughout 2012-13) that Strengthens Admin/Teachers Capacity to Provide High-Quality Feedback

**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) TEMPLATE

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;

- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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.

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	District 31	Borough Staten Island	School Number 032
School Name The Gifford School			

B. Language Allocation Policy Team Composition

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

C. Teacher Qualifications

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

Number of certified ESL teachers	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	768	Total Number of ELLs	18	ELLs as share of total student population (%)	2.34%
------------------------------------	------------	----------------------	-----------	---	--------------

Part II: ELL Identification Process

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

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

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

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input 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 <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In				2	2	2								6
Total	0	0	0	2	2	2	0	0	0	0	0	0	0	6

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	18	Newcomers (ELLs receiving service 0-3 years)	16	Special Education	7
SIFE	0	ELLs receiving service 4-6 years	2	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	18	0	5	0	0	2	0	0	0	18
Total	18	0	5	0	0	2	0	0	0	18

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

C. Home Language Breakdown and ELL Programs

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

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Other									0	0
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		1	2	1	1	1								6
Chinese														0
Russian		4	1			1								6
Bengali														0
Urdu		1												1
Arabic	1	1	1											3
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other					1	1								2
TOTAL	1	7	4	1	2	3	0	0	0	0	0	0	0	18

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

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

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

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

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

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

A. Programming and Scheduling Information

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

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

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

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

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

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

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

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

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

Courses Taught in Languages Other than English ⓘ

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

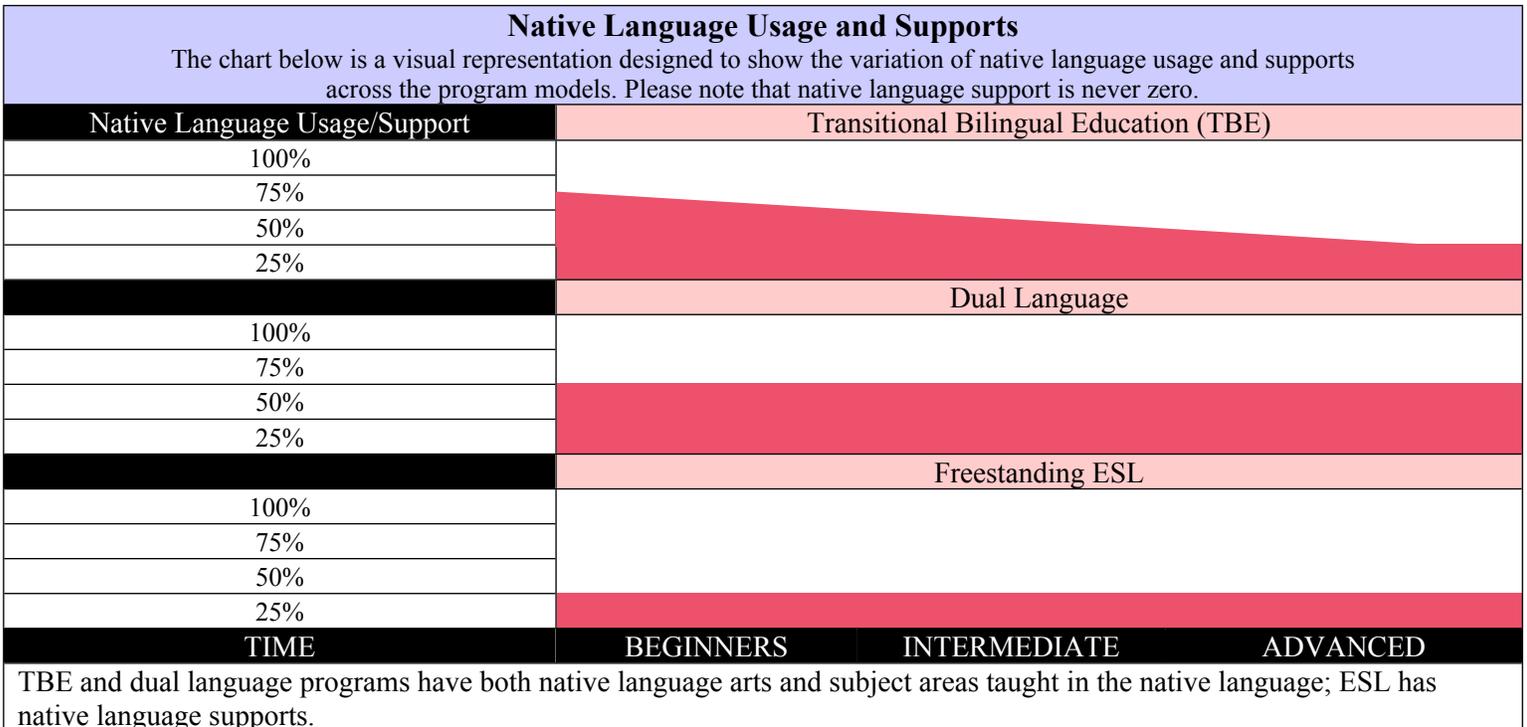
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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

Class/Content Area	Language(s) of Instruction

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

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



B. Programming and Scheduling Information--Continued

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

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

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

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

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

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

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

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

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

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

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

School-wide Instructional Component- Balanced Literacy Program:

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

- Read Aloud and Accountable Talk provides a structure for meaningful conversation and authentic discussions related to text. The

read aloud fosters oral language development, and enhances listening and speaking skills.

- Reader's/Writer's Workshop – At the beginning of the workshop, the teacher clearly defines the teaching point. The teacher presents a 10-15 mini-lesson. The teacher then provides scaffolding support during the active engagement. The classroom teacher conferences individually with students and conduct small group (approximately 4-6 students) strategy lessons to meet the needs of the all the students including the ELL students.
- o Shared Reading: The teacher scaffolds comprehension through repetition, visuals, accountable talk and focuses on oral language development.
- o Interactive Writing: The teacher shares the task of composing written messages with children focusing on the writing process.
- o Running Records: Based on the Teacher's College model, the reading running record is a tool used to help the teacher evaluate the needs of the student. This comes most helpful when assessing the ELL student's areas of weakness. It helps in driving further instruction that will benefit the students.

Classroom Environment

Every classroom is print rich and reflects evidence of rigorous instruction in Literacy and Math. Displaying as much terminology and vocabulary used in literacy and mathematics not only benefits the ELL student but all of the students. The exposure to language is a beneficial tool which ultimately aids in the understanding of content being taught.

The classroom environment also reflects the following:

- Flow of the Day: A daily schedule reflects the subject area of instruction, time and duration of the lesson.
- Interest Areas/Centers: Classrooms are divided into different centers including:
 - o Books are leveled to meet the needs of beginners, intermediate and advanced students.
 - o The Math Centers includes assorted manipulatives and activities related to the workshop model.
 - o Listening Centers are equipped with cassette/cd players, earphones, story audio cassettes/cd's.
 - o Other centers include writing, technology, science and social studies.

Mathematics Workshop Model

The Balanced Mathematics Program is implemented utilizing the Everyday Mathematics Program in grades Pre-K – 5. This program is used in English only. A Math Block is implemented daily school wide in all classrooms. Manipulatives develop math concepts and is also incorporated throughout all the grades with an emphasis on problem solving skills.

Everyday Math Program is a research based program created by the University of Chicago School Math Program. It is a curriculum which emphasizes conceptual understanding, while developing basic math skills. The program helps the students learn concepts and skills through repeated exposure and distributed practice. Furthermore, concepts and skills are not taught in isolation but rather built and integrated within problem contexts.

One of the benefits of the Everyday Math Program is that it helps the Ells acquire English proficiency. Mathematical language is developed through the use of manipulatives, demonstrations and modeling. Students are formally introduced to relevant vocabulary within each lesson. Their vocabulary development is supported through the use of diagrams and concrete examples to help students recall and retain meaning.

Students are involved in daily group work. Working in groups allows students the opportunities for greater language and cultural development. Small groups also provides a low risk environment in which children fell more comfortable expressing their ideas and asking questions.

Everyday Math lessons support students acquiring proficiency in English because the program incorporates many proven strategies that help linguistically diverse students. The hands-on program develops concepts and skills through the use of concrete materials, places a great emphasis on habits of communication, and provides mathematical thinking and work. This balanced program has the necessary pieces to make the math content more accessible to all our students.

17. Currently, we do not have language electives at our school, although we are looking into it.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

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

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

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

E. Parental Involvement

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

Parent Involvement:

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

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

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

2. Partnerships with agencies or Community Based Organizations:

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

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

Translation Services Available:

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

4. P.S. 32 values and respects the parental involvement in the decision making of their children’s education. As a result, parents are provided with an orientation. This orientation focuses on providing parents with information about the school and explains the program available at P.S. 32. For students who enter the school for the first time, the Home Language Survey indicates those students who are to be assessed with the LAB-R. Once the ELL population is determined, parents are invited to a Parent Orientation to discuss programs available and which program P.S. 32 has to offer. Additionally, parents are provided with an explanation of the state and city standards, the core curriculum, assessment and students’ expectations. Also, as mentioned earlier, our parent activities reflects the wishes and needs of parents by accommodating their requests they write in or check off on our parents surveys.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)		1	1	1		1								4
Intermediate(I)		5	1		1	1								8
Advanced (A)	1	1	2		1	1								6
Total	1	7	4	1	2	3	0	0	0	0	0	0	0	18

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	1			2
4		2			2
5					0
6					0

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4					1				1
8									0
NYSAA Bilingual Spe Ed									0

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

Assessment for ELL's

1. The assessment tools our school uses to assess the early literacy skills of our ELLs include: TCRWP (Teacher's College Model) which includes running records, reading accuracy, fluency, reading comprehension; the NYSESLAT exam that evaluates: reading, writing, listening and speaking skills and groups students homogenously (beginners, intermediates, advanced) within regular classes in order to provide appropriate push-out/push-in ESL services, the LAB-R assesses potential ELLs in their English proficiency; Balanced Literacy which uses guided reading and small group instruction which helps to evaluate reading and writing skills; the ELL Periodic Assessment; teacher created exams to assess reading and math skills. Grades 3-5 will also utilize City/State tests, Acuity, NYSTART. All of these assessment tools will help to identify specific student needs and align instruction.

The following is example of the breakdown for ELL's performance levels in reading using the Teacher's College Model:
Kindergartners - 1 ELL in Emergent Reading

Grade 1 - 1 ELL in Level A
2 ELLs in Level B

2 ELLs in Level C
1 ELL in Level D
1 ELL in Level E

Grade 2 - 1 ELL in Level B
1 ELL in Level E
1 ELL in Level J
1 ELL in Level K

Grade 3 - 1 ELL in Level A

Grade 4 - 1 ELL in Level P
1 ELL in Level K

Grade 5 - 1 ELL in Level A
1 ELL in Level K
1 ELL in Level M

2. The data on the NYSESLAT and LAB-R proficiency levels indicate that there are more Intermediate level students especially in the early grades (grades 1 & 2).

3. When analyzing the NYSESLAT Modality Analysis, the weaknesses of the ELL students lie in the Reading and Writing components. This information will help to guide decisions of what kinds of instructional materials to purchase and professional development topics to pursue. It will also guide the ELL teacher and regular teachers in planning instruction to help guide the ELLs in these weaker areas.

Examples of some of the skills the students are working on include but not limited to:

- Identify a detail: explicitly stated in a text
- Use context clues to determine the meaning of unknown words
- Identify the root words with a prefix
- Summarizing a passage
- Determining the authors purpose in a text
- Identify and detail a problem and/or solution as stated in a text.
- Make a prediction using prior knowledge
- Answering questions using details from the story to support his/her answer
- Demonstrate the control of written English
- Capitalization, Punctuation and Grammar

The classroom teachers provide a print rich environment and work with these students in small groups as well as 1:1 conferencing within a balanced literacy classroom. Both, the classroom teacher and the ESL teacher are continually discussing the strengths and weakness of each student, in order to meet the needs of each student. Our goal is to have every ESL student achieve grade level standards in all academic areas as well as becoming proficient in the English language.

4a. The patterns across proficiencies and grades show that there are more intermediate level students concentrated in the early grades. The fewest amount of students in all grades are at the Beginner level.

4b. ELL Periodic Assessment results will be shared with all teachers of ELL students so that each teacher can pinpoint the weaknesses of each ELL student and address their academic needs.

4c. Each of the assessments provides information about individual students and details problem areas. The information is used to plan appropriate instructional pieces to address these needs. We also have Collaborative Team Teaching classes in grades 1, 2 and 5; and SETSS in grades K, 3, and 4. All other students with I.E.P.'s are included in regular education classes.

5. n/a

6. We will evaluate the success of our program with ELLs by analyzing the results of the NYSESLAT exam and comparing results of each child from year to year to see if the child is progressing to the next level (example: from intermediate to advanced level); and also look at

state test results (ELA and Math State tests) to see if the ELLs are progressing and conferring with the ELL's classroom teachers to see how they are progressing 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.

Sample Student Schedule 2011-2012 ESL

ESL Program Type: Pull-out

Proficiency Level: Beginning

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

Sample Student Schedule 2011-2012 ESL

ESL Program Type: Pull-out

Proficiency Level: Intermediate

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

Sample Student Schedule 2011-2012 ESL

ESL Program Type: Pull-out

Proficiency Level: Advanced

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

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013

Requirement under Chancellor's Regulations – for all schools

DBN: **31R032** School Name: **The Gifford School**

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

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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