



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** PUBLIC SCHOOL 32  
**DBN (i.e. 01M001):** 15K032  
**Principal:** DEBORAH A. FLORIO  
**Principal Email:** [DFLORIO@SCHOOLS.NYC.GOV](mailto:DFLORIO@SCHOOLS.NYC.GOV)  
**Superintendent:** ANITA SKOP  
**Network Leader:** NEAL OPROMALLA

**School Leadership Team (SLT) Signature Page**

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Deborah Florio	*Principal or Designee	
Anika Scott	*UFT Chapter Leader or Designee	
Rosemary Gomez	*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	
Erica Steinberg	Member/ Assistant Principal	
Aliceyn Heasley	Member/ Teacher	
Kathleen Khan	Member/ Teacher	
Bess Hauser	Member/ Parent	
Jackie Johnson	Member/ Parent	
Michelle Pion	Member/ Parent	
Shon Urbas	Member/ Parent	
Christine Caponi	Member/ Parent	
	Member/	

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note:** If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### ***All Schools***

Indicate using an "X" in the box to the left of each section that the section has been completed
<b>School Leadership Team Signature Page</b>
<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
▪ Annual Goal
▪ Comprehensive Needs Assessment
▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
▪ Budget & Resource Alignment section (indicating all funding sources)
<b>Academic Intervention Services (AIS)</b>
<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

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

### Annual Goal #1

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

By June 2014, 20% of students in the bottom third (including SWD's & ELLs) of our school community (6 out of 28 students), will demonstrate an increase in performance (move from Level 1 to Level 2) as evidenced by the 2014 NYS ELA assessment

### Comprehensive Needs Assessment

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

During data analysis and evaluation the School Leadership identified the following:

- a) 8 out of 10, fifth grade students identified in the lowest third of the school scored a Level 1 on the 2013 4<sup>th</sup> grade NYS ELA exam.
- b) 4 out of 16, fifth grade students identified as Students-With-Disabilities scored a Level 1 on the 2013 4<sup>th</sup> grade NYS ELA exam.
- c) 3 out of 3, fifth grade students identified as ELL scored a Level 1 on the 2013 4<sup>th</sup> grade NYS ELA exam.
- d) 2 out of 2, fourth grade students identified in the lowest third of the school scored a Level 1 on the 2013 3<sup>rd</sup> grade NYS ELA exam.
- e) 9 out of 24, fourth grade students identified as Students-With-Disabilities scored a Level 1 on the 2013 3<sup>rd</sup> grade NYS ELA exam.
- f) 2 out of 6, fourth grade students identified as ELL scored a Level 1 on the 2013 3<sup>rd</sup> grade NYS ELA exam.

### Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### A. Strategies/activities that encompass the needs of identified subgroups

1. Classroom Teachers will use materials and training provided by The Teachers College Reading and Writing Project; including professional development with TCRWP Staff Developers, grade-level books such as TCRWP unit guides, writing continuums and reading progressions. Assessment Based Instruction will help identify instructional next steps for Level 1 students. Each instructional progression is varied by grade using the "If...Then...Curriculum, Assessment Based Instruction" guide. During reading and writing workshop, students identified as Level 1 will receive Tier 2 interventions (Response To Intervention) including small group instruction (minimum 2x/week) and one-on-one reading and writing conferences (minimum 2x/week). Students will have increased exposure to nonfiction texts and comprehensive reading interventions include: inference with background knowledge and text clues, identifying important details, using headings to find answers, and summarizing after reading. Increased opportunities to write include: informational writing, persuasive writing, and fictional stories. Students identified as struggling with phonemic awareness will receive additional (30minutes/daily) phonetic instruction using Foundations, a Wilson based program.

2. School based ESL teacher will provide services for students identified as Level 1 English Language Learners. The classroom Teacher, ELS teacher, and AIS provider will collaborate to determine the language capabilities of students in both English and the native language. Instructional strategies will include: 1) Continued exposure to nonfiction material 2) Building of students foundational knowledge through content/theme studies 3) Encouraging the processing and application of knowledge through conversation and writing 4) Encouraging the use of strengths to process new content.

3. Academic Intervention Services will be provided to all students having been identified as Level 1. Students are provided Tier 2 (RTI) intensive intervention by an AIS provider in small groups outside of the classroom (minimum 2x/week) during the school day. Additional small group afterschool interventions are provided by classroom teachers during AIS afterschool each Tuesday (November 2013 – January 2014). Instructional Strategies will include: explicit instructional activities will include: A) Building background knowledge using nonfiction texts. B) Teach vocabulary explicitly. C) Check comprehension frequently. D) Teacher and student generated questions that require students to analyze, interpret, or explain what they have read. E) Master the use of graphic organizers for specific strategies (eg Venn Diagram for compare and contrast) F) Summarize: Ask students to use strategies to summarize, orally and in writing, what they have read.

#### B. Key personnel and other resources used to implement each strategy/activity

1. General education classroom Teacher, Special education classroom teacher, Teachers College Reading and Writing Project Staff Developers, TCRWP trade books including unit guides, writing and reading progressions, curriculum maps and assessment rubrics, SMART Board technology.
2. English as a Second Language Teacher, Classroom Teacher, ELS intervention models, nonfiction and fiction texts.
3. Academic Intervention Teacher, Classroom Teachers, Teachers College Reading and Writing curriculum guides, fiction and nonfiction texts, graphic organizers.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. To measure student learning, teachers will compare pre-writing assessments, and pre-reading response assessments against the end of unit reading and writing assessments. Responses will be scored using a TCRWP rubric. Writing samples and reading response student work should demonstrate Level 2 complexity or higher. End of unit student work will be gathered every 4 weeks starting September 2013 – June 2014. Running records will be recorded weekly for all Level 1 students, with steady progress moving up reading levels as measured by the TCRWP Assessment. given every other month starting September 2013. Scores on the 2014 New York State ELA test when compared against the 2013 New York State ELA test will determine instructional effect.
2. For students identified as English Language Learners NYSESLAT assessments taken each spring will provide a baseline. Progress will be measured by comparing NYSESLAT scores against teacher conference notes, student work products and student presentations conducted every 4-6 weeks (Starting in September 2013 and Continuing through June 2014). Additional TCRWP Assessments conducted by the classroom teacher during September 2013 and continuing every other month until June 2014 will determine progress. Collaboration amongst the student services and related services providers and classroom teachers during case conference meetings (every other week) allows us to review the progress of each ELL student. Adjustments in the student's educational plans and goals are made accordingly.
3. Students receiving Academic Intervention Services will demonstrate increased proficiency in their reading level according the TCRWP reading progressions. Running records for Level 1 students will be noted on a weekly basis and will demonstrate student progress when compared to the beginning of the year TCRWP Reading and Writing Assessments. A comprehensive TCRWP reading assessment will be administered every other month (beginning September 2013 –June 2014) to determine instructional effect.

**D. Timeline for implementation and completion including start and end dates**

1. TCRWP reading and writing assessment will be administered during September 2013 and every other month thereafter until June 2014. Running records will be administered weekly starting in September 2013 through June 2014, Teachers College Reading and Writing reading response assessments and writing work products will be administered every 4-6 weeks starting in October 2013 and continuing through June 2014.
2. ESL teacher will use TCRWP assessments from September 2013 to determine reading and writing proficiency. NYSESLAT assessments taken in the Spring 2013 provide a baseline for language proficiency. Conference notes from each session, student demonstrations in language acquisition and student work products (every 2 weeks) will be used to determine benchmark progress. Overall instructional effect will be measured during the NYSESLAT given in March 2014 and New York State 2014 ELA exam.
3. AIS small group pull-out (September 2013 – June 2014), AIS afterschool each Tuesday and Thursday (November 2013 – January 2014).

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Teachers College Reading and Writing Project curriculum, guide books, rubrics, and assessments, Case Conferencing, Grade Team Meetings.
2. ESL Teacher, Case Conferencing, curriculum maps, pacing calendar, scope and sequence, data analysis protocols.
3. Academic Intervention Service Teachers, TCRWP guides “If...Then...Assessment Guide”, Case Conferencing, Grade Team Meetings.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Provide materials and training to help parents work with their children to improve their achievement level in literacy

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

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
<b>x</b>	<b>Tax Levy</b>		<b>Title IA</b>	<b>x</b>	<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.										
Fair Student Funding, Title 1 SWP										

**Goal and Action Plan #2**

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

**Annual Goal #2**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, 30% of students in the bottom third (including SWD's & ELLs) of our school community (9 out of 28 students), will demonstrate an increase in performance (move from Level 1 to Level 2) as evidenced by the 2014 NYS Math assessment.

**Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
During data analysis and evaluation the School Leadership identified the following: <ul style="list-style-type: none"> <li>a) 4 out of 10, fifth grade students identified in the lowest third of the school scored a Level 1 on the 2013 4<sup>th</sup> grade NYS Math exam.</li> <li>b) 4 out of 10, fifth grade students identified as Students-With-Disabilities scored a Level 1 on the 2013 4<sup>th</sup> grade NYS Math exam.</li> <li>c) 3 out of 24, fourth grade students identified as Students-With-Disabilities scored a Level 1 on the 2013 3<sup>rd</sup> grade NYS Math exam.</li> <li>d) 1 out of 6, fourth grade students identified as ELL scored a Level 1 on the 2013 3<sup>rd</sup> grade NYS Math exam.</li> </ul>

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
<b>1. Strategies/activities that encompass the needs of identified subgroups</b>
1. All Level 1 students will participate in daily Harcourt Go Math! whole class instruction. This will include morning calendar routines that scaffold number sense, geometric patterns and numeric relationships. "Do Nows" will be implemented daily based on student misconceptions from the previous unit. Go Math SMART Board activities will present students with explicit visual models. Teachers will provide direct instruction and monitor instructional effect within each lesson. Explicit teaching of math skills identified for intervention will be provided by the classroom general education teacher or special education teacher to Level 1 students in small group (minimum 2 x per week) or one-on-one (3 x per week). The Go Math Reteach Resource book provides guidance for TIER 2 interventions as identified in the

Response to Intervention (RTI) model and will be used as a guide for implementation of best-practices.

2. Students identified as Level 1 English Language Learners (ELL) students will be provided small group math intervention by a qualified English as a Second Language (ESL) teacher. The ESL teacher will utilize GO MATH English Language web based supports and Go Math EL resource guide books. Students identified as EL Beginning or Intermediate English Language Learners will meet in small groups for a minimum of 360 minutes/week. Students identified as Advanced English Language Learners will meet with a qualified ESL teacher for a minimum of 180 minutes/week. Tier 2 interventions based on RTI models will include: Creative Grouping, Define and Describing the Problem, Drawing the Problem, Exploring the Context, Identifying Patterns and Identifying Relationships, Modeling the Concepts, Modeling the Language, Rephrasing and Restating the Problem. The ESL teacher will coordinate with the classroom general education teacher, classroom special education teacher and Academic Intervention Services teacher to provide Level 1 EL students with targeted intervention.
3. Students identified as Level 1 in mathematics will receive Academic Intervention Services (AIS) provided by a fulltime Academic Intervention Service Teacher, in small groups outside of the classroom for a minimum of (2x/week). Student misconceptions will be identified in collaboration with the classroom teacher, special education teacher and AIS provider. Go Math Intensive Reteach and Go Math Intervention models will be used for Tier 2 interventions. Additional AIS after school math intervention will be provided for 1 ½ hours each Thursday starting November 2013 and continuing through January 2014.

**2. Key personnel and other resources used to implement each strategy/activity**

1. A full time classroom general education teacher, and fulltime classroom special education teachers will be in every classroom and will collectively implement Tier 1 intervention for Level 1 students.
2. The school has a full time English As A Second Language Teacher to provide English Language Learners with intervention multiple times each week. Go Math resources include the Go Math EL Resource guides and the Grab and Go Teacher Material Bundle. Students identified as English Language Learners will each be provided with Go Math Student Book Bundles (Spanish Edition).
3. A full time Academic Intervention Service provider will implement out of class small group intervention (minimum 2 x per week) for all students identified as Level 1.

**3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. All Students will be administered the Go Math Prerequisite and Go Math Beginning of the Year Assessment in September 2013 as a baseline assessment. Based on those results teachers will identify areas for Tier 2 intervention for Level 1 students. Weekly conference notes, student work products and class participation will provide formative assessment data. Go Math Chapter exams administered starting October 2013 and given every 4 weeks through June 2014 will provide additional benchmark formative assessment data. Teachers will use a holistic method using multiple data sources to determine if whole class and/or small group instruction is needed. The Go Math Mid Year Assessment (January 2014) will be compared against the student baseline Go Math Beginning of Year (September 2013) to determine instructional outcome and needed reteach. To determine if the goal is met, students will achieve a Level 2 or higher on The 2014 New York State Math exam. Additional data from the Go Math End of Year Assessment (June 2014) will provide summative instructional outcomes.
2. For students identified as English Language Learners, a baseline EL Predictive Assessment will be administered in October 2013 and again in March 2014. Progress will be measured by comparing NYSESLAT scores against teacher conference notes, student work products and student presentations conducted every 4-6 weeks (Starting in September 2013 and Continuing through June 2014). Additional assessments for mathematical content vocabulary acquisition will be determined by oral and written language results during

ESL sessions and the Go Math Chapter exam given in October 2013 and continuing every 4 weeks until June 2014. Additionally, all students identified as English Language Learners will be administered the NYSESLAT during April of 2014.

3. Academic Intervention Services will be determined by student results on the 2013 New York State Math exam. All students who received Level 1 results will automatically be provided Tier 2, (RTI) out of class Academic Intervention Services starting in September and continuing through June 2014. High leverage intervention strategies will be based on student results from the Go Math Prerequisite and Go Math Beginning of the Year Assessment administered in September 2013 as a baseline assessment. Level 1 students will meet for a minimum of 2x/week. Instructional effect on student learning will be determined by multiple sources of data including student work, teacher conference notes and results on the Go Math Chapter Exams (every 4 weeks). To determine if the goal is met students will achieve a Level 2 or higher on the 2014 New York State Math Exam. Additional data from the Go Math End of Year Assessment (June 2014) will provide summative instructional outcomes.

**4. Timeline for implementation and completion including start and end dates**

1. September 2013 – June 2014
2. September 2013 – June 2014
3. September 2013 – June 2014

**5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Go Math is a comprehensive Kindergarten through grade 6 common core aligned mathematics program. Go Math will be implemented daily in each classroom. Students identified as Level 1 will participate in three classroom based Go Math activities 1) Morning Calendar Work (20 minutes) 2) Problem of The Day (10-15 minutes) 3) Whole Class Mathematics instruction (50 minutes). Go Math! grade level kits and materials will be provided for each classroom. This will include Teacher Instructional Guides that provide color coded chapter instructional guides with color coded “critical areas” for instructional teaching points. Students will each be provided take home workbook and Classroom Go Math Work. Additional teacher supports include This will include all classroom based general teachers and classroom special education teachers. student materials to implement effective and Math Content Leaders, and School Administrators. UDL /Special Ed. Coordinator will periodically collect and manage Go Math data ( every 4-5 weeks) for all grades to monitor student progress. Administrators offer guidance through instructional observation and instructional feedback. Bi-monthly mathematics grade team meetings will be facilitated by the school’s Math Content Leader who will monitor student progress and facilitate discussions on instructional practice and interventions. Support from Network CFN409 will provide Lower & Upper Grade Math Leaders with resources and instructional guidance. Additional professional development for school based instructional leaders will be provided by Harcourt Go Math!. Additional professional development will be provided to teachers (3x /year).
2. Instructional intervention for Level 1 English Language Learners in mathematics will be guided by our schools fulltime English as a Second Language Teacher. English Language Learners identified as Beginner or Intermediate English language learners will meet in small groups for a minimum of 360 minutes/week and students identified as Advanced English Language Learners will meet with a qualified ESL teacher for a minimum of 180 minutes/week. The ESL teacher will coordinate with classroom based teachers to determine interventions needed. Additional resources including GO MATH Student Edition and Practice Book Bundle (Spanish Edition) will be provided to English Language Learners. To align ELL mathematics and instruction with classroom activities and instructional goals, the ESL teacher will be provided with Go Math ESL Resource Guide.
3. AIS small group pull-out (September 2013 – June 2014) will be provided a minimum of 2x per week. All Level 1 students will receive Tier 2 interventions based on the school’s Response to Intervention model. Instructional activities will be guided by the school’s Go Math Reteach Guidebook and Go Math Intensive intervention resources. AIS afterschool each Thursday for 1 ½ hours between November 2013 – January 2014,

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Provide materials and training to help parents work with their children to improve their achievement level in mathematics.
- Teachers and administration will host math workshops and information sessions with parents. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in our school.
- We are currently using School Messenger and send weekly reminders about upcoming workshops and events.
- The school library has a parent-section which includes a variety of books on various genres in order to support student reading at home. Books in native languages are also available.
- The school will maintain a highly qualified Parent Coordinator to serve as a liaison between the school and families, provide parent workshops based on the assessed needs of the parents and will work to ensure that our school environment is welcoming and inviting to all parents.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	x	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Lead Teacher Funding, Title 1 SWP, TL Citywide Instructional Expectation Funding, TL Children First Network Support Funding

**Goal and Action Plan #3**

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

**Annual Goal #3**

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

By June 2014, the percentage of students performing at or above proficiency (Level 3 and 4) in ELA will increase 7% as measured by the 2014 NYS ELA assessment.

**Comprehensive Needs Assessment**

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

- According to the 2013 New York State Math CCS Test 11% of students in self-contained special education classes scored a level 3 or 4.
- According to the 2013 New York State ELA CCS Test 25% of students in identified as English Language Learners scored a level 3 or 4.
- According to the 2013 New York State ELA CCS Test 22% of students in Integrated Co-teaching classroom scored a level 3 or 4.
- According to the 2013 New York State ELA CCS Test 20% of third graders scored a level 3 or 4.
- According to the 2013 New York State ELA CCS Test 30% of 4<sup>th</sup> graders scored a level 3 or 4.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**1. Strategies/activities that encompass the needs of identified subgroups**

- All teachers K-5 will participate in TCRWP professional development by a TC staff developer. Staff developers work with grade teams to design language goals in reading and writing workshops, build curriculum and practice in the classroom to develop more academic language. TCRWP staff developers work with teachers to design curriculum, plan small groups, methods and structures in the

classroom with the goal that students participate in classroom instruction, acquiring literacy skills. Staff developers and teachers examine the use of visuals, oral language rehearsal, partnerships, and powerful demonstrations (among other methods) to respond to the linguistic and literacy needs in a classroom.

2. After school programs and Early Bird Enrichment programs will be offered to all students in grades 3-5. Students performing at a Level 3 or 4 will be grouped for enrichment purposes and to help them maintain or exceed proficiency on the NYS ELA exam. Collaboration between classroom teachers, grade teams and AIS providers will determine instructional activities.
3. Classroom teachers will implement literacy based social studies enrichment program that will include book clubs for higher level readers using student led Reciprocal teaching models. Students will lead discussions where literacy skills such as predicting, clarifying, and summarizing.  
Independent Reading followed by reading responses and or student initiated projects.  
Jigsaw reading for whole class research topics where high-level nonfiction texts are summarized and shared with their peers on a lower level reading level.  
Independent or Partner based Research Projects for students in Social Studies. Students will utilize media and text-based resources to expand upon their understanding of the topic.

**2. Key personnel and other resources used to implement each strategy/activity**

1. All classroom teachers including special education teachers (2) in ICT classes or Micro-Inclusion classrooms. Teachers College Reading and Writing Staff Developers, Assistant Principal, Principal. TCRWP teacher's guides, TCRWP teacher online resources including Treasure Chest, Curriculum Maps, and video models of best practices.
2. Classroom teachers including special education teachers (2) in ICT classes or Micro-Inclusion classrooms.
3. All classroom teachers including special education teachers (2) in ICT classes or Micro-Inclusion classrooms.

**3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Teachers will demonstrate continued progress in their implementation of strong literacy pedagogy as evidenced during observation and student work products. End of the unit work student reading and writing responses (every 4-5 weeks) will de
2. Teachers College Reading and Writing Assessments given every other month starting September 2013 through June 2014. Scores on the 2014 New York State ELA test will determine instructional effect.
3. Teachers College Reading and Writing Assessments given every other month starting September 2013 through June 2014. Scores on the 2014 New York State ELA will determine instructional effect.

**4. Timeline for implementation and completion including start and end dates**

1. Common grade planning time September 2013-June 2014. Ongoing professional development opportunities from September 2013-June 2014.
2. The afterschool program will run from November 2013 through February 2014. The Early Bird Enrichment program will run from January 2014 through April 2014.
3. Social studies literacy based enrichment will be implemented from September 2013 through June 2014.

**5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. A variety of professional development opportunities and common grade planning time will be given to teachers to help them improve their literacy instruction of all students. Common planning time will be offered during the day under the guidance of the lead teacher or

assistant principal on a bi-monthly basis. Professional development opportunities will be provided before, during, and after school hours. Teachers will attend workshops offered by the Network and turnkey the information to staff.

a) During common grade planning time with the lead teachers, grade leaders or Assistant Principal, teachers will examine student work and identify where they need support in planning instruction, interventions, and enrichment opportunities based on the data. Teachers can chose to attend voluntary study groups offered before school and after school to learn new instructional strategies to improve their teaching. Any teacher attending professional development at TC or at the network will turnkey the information to staff so that it can be incorporated into instruction. Our ELA lead teacher’s classroom serves as a lab-site. Teachers have the opportunity to go into the ELA teacher’s classroom to observe best practices and then have lead teacher support as they then go try them in their own classrooms. All teachers have created SMART goals for themselves based on the identified Danielson Framework Competencies and teachers that selected goals focused on the literacy content area have received targeted professional development during the day from the ELA lead teacher, grade leaders, administration, and other effective teachers with the identified competencies.

2. Afterschool and Early Bird enrichment activities will be determined by classroom teachers in collaboration with grade level teams.

3. School based Professional Learning Communities and Inquiry Team will develop social studies units and book clubs.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

- PS 32’s school website, *ps32.org* includes helpful parent links to valuable ELA resources; including grade level web pages, links to the school library, recommended websites and apps, parent updates on the current standards being taught.
- Provide parents with a letter of students current reading level and materials and training to help parents work with their children to support and improve their achievement level in literacy
- Provide parents with a letter explaining each of the Instructional Shifts and how they can support their child at home.
- Teachers and administration will host ELA workshops and information sessions with parents. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in our school.
- We are currently using School Messenger and send weekly reminders about upcoming workshops and events.
- The school library has a parent section which includes a variety of books on various genres in order to support student reading at home. Books in native languages are also available.
- The librarian hosts a variety of family literacy nights where parents have time to work with teachers on specific literacy skills and to practice the skill with their children.
- The school will maintain a highly qualified Parent Coordinator to serve as a liaison between the school and families, provide parent workshops based on the assessed needs of the parents and will work to ensure that our school environment is welcoming and inviting to all parents.

**Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	x	Title IIA	X	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Title 1 SWP, Lead Teacher Funding, TL Citywide Instructional Expectation Funding, TL Children First Network Support Funding

**Goal and Action Plan #4**

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

#### **Annual Goal #4**

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

By June 2014, the percentage of students performing at or above grade level standards (Level 3 and 4) in Math will increase by 10% as measured by the 2014 NYS Math assessment.

#### **Comprehensive Needs Assessment**

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

- According to the 2013 New York State Math CCS Test 11% of students in self-contained special education classes scored a level 3 or 4.
- According to the 2013 New York State Math CCS Test 13% of students in identified as English Language Learners scored a level 3 or 4.
- According to the 2013 New York State Math CCS Test 43% of students in Integrated Co-teaching classroom scored a level 3 or 4.
- According to the 2013 New York State Math CCS Test 27% of third graders scored a level 3 or 4.
- According to the 2013 New York State Math CCS Test 47% of 4<sup>th</sup> graders scored a level 3 or 4.

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

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- **Strategies/activities that encompass the needs of identified subgroups**

##### 1.Strategy

- a) After school AIS programs be offered to Level 3 and Level 4 students in grades 3-5. Students will receive enrichment instruction to help them exceed grade level expectations and standards in homogenous groups.
- b) Early Bird enrichment program will be offered to all students in grades 3-5. Students identified as Level 3 or 4 on the 2013 NYS Math exam will receive enrichment support to help them meet and exceed proficiency standards.

##### 2. Strategy

- a) Common grade planning time will be given to teachers to help them improve their math instruction of all students. Common planning time will be offered during the day under the guidance of the teacher leaders on a bi-monthly basis. During common grade planning time with the math lead teachers, teachers will examine student work and identify where they need support in planning instruction, interventions, and enrichment opportunities based on the data.
- b) Teachers will receive a variety of professional development opportunities. A math lead teacher attends Instructional Leads offered by the Network and turnkeys the information to the staff. The math teacher leaders attend ongoing Go Math professional development opportunities offered by Houghton Mifflin and turnkey the information to the staff. Our math lead teacher's classroom serves as a lab-site. Teachers have the opportunity to go into the math lead teacher's classroom to observe best practices and then have lead teacher support as they then go try them in their own classrooms.
- c) Common grade planning time September 2013-June 2014. Ongoing professional development opportunities from September 2013-June 2014.

##### 3.Strategy

- a) Teachers will engage in regular problem solving instruction within their math units. Teachers are using Go Math Higher Order Thinking problems, Exemplars, and Go Math performance tasks as both summative and formative assessments to guide enrichment instruction utilizing strategies from the 2012-2013 Inquiry Team work.
- b) Problem solving instruction happens on an ongoing basis from September 2013-June 2014.

• **Key personnel and other resources used to implement each strategy/activity**

1.

1. Classroom teachers including special education teachers will provide after school or early enrichment.
2. All classroom teachers including special education teachers (2) in ICT classes, IEP Teacher (1) , Upper Grade Math Content Leader (1) Network liason (1).
3. All classroom teachers including special education teachers (2) in ICT classes or Micro inclusion,, IEP teacher (1), AIS teacher (1), and network literacy liaison (1).

• **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Go Math Chapter Exams (given every 4weeks) starting in September 2013 and Continuing through June 2014 will be used to measure student growth. Instructional outcome will be measured by student results on the 2014 New York State Mathematics Exam.
2. Go Math Chapter Exams (given every 4weeks) starting in September 2013 and Continuing through June 2014 will be used to measure student growth. Instructional outcome will be measured by student results on the 2014 New York State Mathematics Exam.
3. Go Math Chapter Exams (given every 4weeks) starting in September 2013 and Continuing through June 2014 will be used to measure student growth. Instructional outcome will be measured by student results on the 2014 New York State Mathematics Exam.

• **Timeline for implementation and completion including start and end dates**

1. The afterschool program will run from November 2013 through January 2014. The Early Bird program will run from January 2014 through April 2014.
2. Common grade planning time September 2013-June 2014. Ongoing professional development opportunities from September 2013-June 2014.
3. Daily Classroom Instruction starting September 2013 through June 2014.

• **Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Go Math Enrichment Activities, math games, NYC math exemplars
2. Data Analysis Protocols, Go Math Chapter Data, Corrective Instruction Templates, Go Math Professional Development, Content Leaders. Staff will consistently analyze data, including Go Math Benchmark Assessments, teacher created CCLS aligned assessments, Exemplars, and teacher observations. Teachers will use the data to guide them in selecting resources from Go Math, Exemplars, test preparation materials, and teacher created activities that will help plan enrichment activities within the class structure. Teachers will use classroom assessments on an ongoing basis to monitor student progress and adjust instructional groupings and strategies as needed.
3. Go Math Curriculum , Go Math Enrichment Activities.

***Strategies to Increase Parental Involvement***

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Provide materials and training to help parents work with their children to improve their achievement level in math.
- Provide parents with a letter explaining each of the Instructional Shifts and how they can support their child at home.
- Teachers and administration will host Math workshops and information sessions with parents. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in our school.

- We are currently using School Messenger and send weekly reminders about upcoming workshops and events.
- The school will maintain a highly qualified Parent Coordinator to serve as a liaison between the school and families, provide parent workshops based on the assessed needs of the parents and will work to ensure that our school environment is welcoming and inviting

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	x	Title IIA	X	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

SWP Title 1 Funds, Lead Teachers Funding, Fair Student Funding, TL Citywide Instructional Expectation Funding, TL Children First Network Support Funding

**Goal and Action Plan #5**

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

**Annual Goal #5**

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

**Comprehensive Needs Assessment**

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

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- **Strategies/activities that encompass the needs of identified subgroups**

1.

- **Key personnel and other resources used to implement each strategy/activity**

1.

- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

6.

- **Timeline for implementation and completion including start and end dates**

1.

- **Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	<p>Students in K-2 identified as at-risk based on monthly reading levels will be instructed utilizing the following programs/strategies: re-teach of the mini-lesson, guided reading, strategy lessons, Foundations support and/or Level Literacy Intervention.</p> <p>Students identified as being in the bottom third based on NYS test scores will be instructed utilizing the following programs/strategies: reteach of the mini-lesson, strategy lessons, targeted test prep strategies, close reading work, Journeys Intervention kit, and Wilson.</p> <p>All students in grades 3-5 that performed at a Level 1 or 2 on NYS tests attend afterschool instruction.</p>	<p>Staff will deliver the instruction through flexible, small groups and one-to-one in class. Students will also receive pull-out services in small groups.</p> <p>Staff will deliver the instruction through flexible, small groups and one-to-one in class. Students will also receive pull-out services in small groups based on student need.</p> <p>Staff will deliver the instruction in homogeneous groups based on student reading levels.</p>	<p>These services will be provided during the school day.</p> <p>These services will be provided during the school day.</p> <p>After school is offered in Tuesdays from 3:30-4:45.</p>
<b>Mathematics</b>	<p>Students identified as at-risk based on unit test scores will be instructed utilizing the following programs/strategies: re-teach of the mini-lessons, remedial strategy work, automaticity with math facts, and Go Math Tier I, II, and III interventions.</p> <p>All students in grades 3-5 that performed at a Level 1 or 2 on NYS tests attend afterschool instruction.</p>	<p>Staff will deliver the instruction through flexible, small groups and one-to-one in class. Students will also receive pull-out services in small groups.</p> <p>Staff will deliver instruction in homogenous groups based on student grade level and skill level.</p>	<p>These services will be provided during the school day.</p> <p>After school is offered on Thursdays from 3:30-4:45.</p>
<b>Science</b>	<p>Students will receive support in science by engaging students in grade appropriate reading of targeted non-fiction science texts through shared, close reading, guided and independent reading.</p>	<p>Staff will deliver the instruction through flexible, small groups and one-to-one.</p>	<p>These services will be provided during the school day.</p>

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

**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

- A. All elements of the *All Title I Schools* section must be completed\*.
1. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
  2. Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<b>School Wide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

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

When a new position arises, the administration places the vacancy with the Open Market Transfer Unit and recruits student teachers through our partnerships with colleges and universities to ensure our teachers are highly qualified. If a highly qualified teacher is not found the administration will ensure that the teacher selected is supported to become highly qualified. All untenured teachers are assigned to an in-house mentor to support them throughout their probationary period. Professional Development is provided to support the retention of Highly Qualified Teachers and when reorganizing the administration ensures that the assignment matches the teacher's license area.

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

In order to ensure that our staff is highly qualified to enable all students to meet Common Core State Standards we provide professional development which:

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

We provide high-quality professional development which:

- Is specific and evidence-based
- Prioritizes 1-2 important practices to improve student learning; aligned to teaching framework
- Identified clear actions to be taken in the next two weeks to improve practice

Our professional development includes Vertical Planning Meetings, school-based learning experiences, classroom modeling, participation in study groups, Collaborative Planning, Curriculum Writing, In-Network Workshops, Mentoring a new teacher, professional conferences, professional portfolio, School Visitation, Teacher's College Partnership, Self-Evaluation/Self-Reflection, collaborative engagement around Danielson's Framework for Teaching.

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet **the intent and purpose** programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

Federal, State and local funds have been used to provide students living in temporary housing with the necessary supplies, materials and academic support to meet common core state standards. These students participate in AIS programs while in school, afterschool, and Early Bird. These funds also provide before and after school opportunities in Technology and Literacy held in our school library. Guidance is responsible for outreach to these families as well as attendance monitoring and outreach to all families.

PS 32 has a Universal and a Pre-K plus program.

**SWP Schools Only**

**Transition Plans to Assist Preschool Children** (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

In order to assure a successful transition of our preschool students to early childhood programs, PS 32 Pre-K teachers participate in all high quality professional development including Danielson's Framework for Teaching. The Pre-K curriculum is aligned to the Common Core State Standards. Pre-K Parents participate in curriculum mornings and are invited to all PS 32 parent activities. Pre-K students are evaluated if needed and receive appropriate services. In June Pre-K teachers meet with the Kindergarten teachers to share records and to decide on the best classroom placement to foster success.

**Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Grade leaders along with administration attended professional development on the various multiple assessment options. Subsequent meeting were held to decide on the appropriate multiple assessment measures that would best meet student's needs as well as improve instruction. Once decided all teachers participate in weekly grade level meetings as well as monthly meetings to analyze and discuss student data obtained from these assessments. Teachers then use this data to plan and differentiate instruction for their classes.

**TA Schools Only**

**Use of Program Resources**

Describe how the TA program resources will assist participating children to meet proficiency.

**TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required 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.

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**Parent Involvement Policy (PIP) Template**

**Public School 32  
Parent Involvement Policy**

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. P.S. 32's school 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 a letter of students current reading level and materials and training to help parents work with their children to support and improve their achievement level in Literacy 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 each of the Instructional Shifts, City, State and Federal standards and assessments and Common Core State Learning Standards
- 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;

P.S. 32'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-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-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 to serve as a liaison between the school and families. The Parent Coordinator 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 include: parenting skills, nutrition, understanding educational accountability, grade-level curriculum and assessment expectations; literacy skills, math workshop, 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, Common Core State Standards;
- 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, 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, or Parent-Teacher Association and Title I Parent Committee;
- hosting Family Day events and Family Fun Nights;
- establishing a or lending library; instructional materials for parents;
- providing access to our school library which has a parent section which includes a variety of books on various genres in order to support student reading at home and computers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter, grade newsletters, and web publication designed to keep parents informed about school activities and student progress; providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;
- use School Messenger announcement system weekly to alert parents of upcoming events, workshops & meetings.

**SCHOOL-PARENT COMPACT**

**REQUIRED OF ALL SCHOOLS**

**MAY BE LAST YEARS BUT MUST BE UPDATED**

Public School 32  
School Parent Compact

P.S. 32, 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.

**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, Curriculum Meetings

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 with 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;

### **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-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;

### **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

A. .

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District <b>15</b>	Borough <b>Brooklyn</b>	School Number <b>32</b>
School Name <b>Samuel Mills Sprole School</b>		

### B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Deborah Florio</b>	Assistant Principal <b>Erica Steinberg</b>
Coach	Coach
ESL Teacher <b>Andrea Schulman</b>	Guidance Counselor
Teacher/Subject Area <b>Joann Valladares-Rivera, 4<sup>th</sup></b>	Parent <b>Francisca Andino</b>
Teacher/Subject Area <b>Cathleen McCarthy/IEP</b>	Parent Coordinator <b>Angela Bowie</b>
Related Service Provider	Other <b>Francine Cuomo, Business Mgr.</b>
Network Leader(Only if working with the LAP team)	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 currently teaching in the ESL program.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>1</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>397</b>	Total number of ELLs	<b>26</b>	ELLs as share of total student population (%)	<b>6.55%</b>
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## Part II: 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 #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Dual Language</b> <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Freestanding ESL</b>														
Pull-out	1	1	1	1	1	1	0	0	0	0	0	0	0	6
SELECT ONE														0
<b>Total</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>6</b>						

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	26	Newcomers (ELLs receiving service 0-3 years)	19	ELL Students with Disabilities	7
SIFE	0	ELLs receiving service 4-6 years	6	Long-Term (completed 6+ years)	1

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	19	0	4	6	0	2	1	0	1	26
Total	19	0	4	6	0	2	1	0	1	26

Number of ELLs who have an alternate placement paraprofessional: 1

### 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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

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	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	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
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ___	Asian: ___	Hispanic/Latino:
Native American: ___	White (Non-Hispanic/Latino): ___	Other:

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	2	3	0	4	2								13
Chinese	3	3	1	1	2	0								10
Russian														0
Bengali														0
Urdu														0
Arabic				1		1								2
Haitian														0
French					1									1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	5	5	4	2	7	3	0	0	0	0	0	0	0	26

## Part III: Assessment Analysis

**Assessment Breakdown**

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	2	0	0	0	0	0								2

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	3	0	2	1	2	0								8
Advanced (A)	0	5	2	1	5	3								16
Total	5	5	4	2	7	3	0	0	0	0	0	0	0	26

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3	4	1		8
4	1				1
5	2	1			3
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1		5		1		1		8
4			1						1
5	1		1	1					3
6									0
7									0
8									0
NYSAA Bilingual (SWD)									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 (SWD)									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 Foreign Language				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

**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 will this data help inform your school’s instructional plan? Please provide any quantitative data available to support your response.

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

**Benchmarks for Student Progress**

There is no single pathway along which all students will progress. However, if we know that children will begin Kindergarten as emergent readers who are working toward Level A books and that they will continue progressing to different levels through 5<sup>th</sup> grade and beyond, we can imagine how they might develop during their reading journey. We use benchmarks to help guide our instruction and to determine when a student's progress is slower than one would reasonably expect, always with the goal in mind that children will complete each grade reading at grade level. These benchmarks act as indicators for when a child requires additional intervention, which allows the educator to respond immediately to that child's needs. Fountas and Pinnell offer benchmarks for Independent Reading Level Progress, Oral Reading Progress, and Primary Reading Progress (Concepts of Print, High Frequency Words, Letter ID, and Letter/Sound Identification).

**Current Fontas and Pinnell Assessment Breakdown**

**Independent Reading Levels -**

	Emergent	A	B	C	D	E	F	G	H
K	3	2	-	-	-	-	-	-	-
1	-	-	-	2	1	1	1	-	-
2	-	-	1	-	1	1	-	1	1

As seen through this data, we will continue to work with our students in developing early literacy skills. Based on this data, we can see that all of our kindergarten students are at grade level as emerging readers and those starting to read A level books. Our first grade students are all at grade level or just below, meaning we will continue to differentiate and give additional attention to those who need a little extra support to get on grade level. Finally, our second grade students are demonstrating a wide range of literacy success as work becomes more demanding. While they are not at grade level yet, two are very close to approaching where they need to be as second graders. The other three students are currently receiving AIS through RtI in order for them to receive more targeted, intensive, and guided support in acquiring the literacy skills they need.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Overall, we are seeing a general increase in students scoring proficient (about 20%) and advanced (approximately 56% ) on the 2012-2013 NYSESLAT, as well as an improvement in proficiency levels. Our % ELLs who only have LAB-R scores are overwhelmingly intermediate and advanced. In the past, we saw a significant upswing in students’ speaking and listening scores from year to year. This year we can see a steady improvement for the majority of students in reading and/or writing as well. Bearing this in mind, we plan to continue building in time for continued discussion and share time, as that has been helpful in increasing speaking and listening levels. We have recently been focusing a great deal of effort in reading – stamina, comprehension, inferencing, and developing habits of good readers – and writing. This appears to have had a positive effect on students as seen by the increase in reading and writing levels. Seeing the positive effects, we plan to continue reinforcing what has worked in the past and continuing to push forward in helping our students achieve in reading and writing.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Information not available at this time.

4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

Together we are analyzing the ELL Periodic Assessment as a predictor of the NYSESLAT scores. The use of the website tools allows us to “drill down” into the specific strengths and weaknesses of each student. This information will assist us in aligning students for small group instruction and identifying the focus of those lessons, and to guide general instruction. The native language is used as support when appropriate, through reading selections in the native language to bilingual glossaries and dictionaries. Our school leadership, through inquiry, recognizes that our students are more proficient in the speaking and listening modalities, and are therefore focusing on strengthening our students' reading and writing proficiency across the grades.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

All RtI is done in a timely and on-going manner. Differentiation is used in order to meet the individual needs of our students; if they are not meeting benchmarks on any particular skill or competency, they receive targeted instructional support to develop this area. The classroom teacher, ESL teacher, and AIS provider collaborate to determine the language capabilities of students in both English and the native language in order to create an intensive, rigorous, and culturally responsive plan. The goal is always to intervene as early as possible. If Tier I interventions are not meeting the needs of the student, they will enter into Tier II in order to provide extra attention, activities, and experiences for the children. If they are still unable to meet their benchmarks, Tier III provides an intensive, individualized program.

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

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

6. How do you make sure that a child's second language development is considered in instructional decisions?
- School-wide (which includes all classroom and content area teachers, AIS teachers, student service providers, and related service providers) we have worked to make our school a welcoming environment, conducive to second language acquisition and development. The ESL teacher works with both ELLs and their teachers to ensure that time in the classroom best meets the needs of children's second language development. This is done through development opportunities and support resources. In the classrooms, ESL strategies and bilingual dictionaries are used, and class work is scaffolded and differentiated as necessary. Instruction throughout the school is done in small groups, with ELLs working in smaller groups during ESL class. Time is devoted to content area and vocabulary development in order to assist ELLs in succeeding in the classroom as they acquire and develop their second language. Moreover, through the HLIS and parent discussions, a child's educational and language background and experiences is revealed. This information is used to support children in instructional decisions and in their educational endeavours.

7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?

Not Applicable

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
- Our school conducts on-going formal and informal assessments of our students. Collaboration amongst the student services and

related services providers and classroom teachers during case conference meetings allows us to review the progress of each ELL student. Adjustments in the student's educational plans and goals are made accordingly. Success is based not only on formal assessment results such as the NYSESLAT and state ELA and Math tests, but on informal assessments and observational growth in the classroom. Using this information we can see that students are making growth; if not, we determine possible next steps, such as RTI and possible additional interventions in order for our ELLs to meet AYP.

## Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
All parents of new public school enrollees in New York City are required to complete a Home Language Identification Survey (HLIS). The HLIS is provided in the parents native language and the appropriate pedagogue is called to assist with the intake process. We currently have staff at PS 32 that speak (and can therefore assist parents): Spanish, Mandarin, Cantonese, Fukienese, Arabic, French, and Russian. This survey helps the school system identify students who may have limited English language proficiency. The guardians and enrollee are given an informal interview by one of the following personnel: administrator, guidance counselor, or ESL teacher. The aforementioned personnel have experience in this area and receive follow-up workshop training. Once potential English Language Learners (ELLs) are identified, they are administered the revised Language Assessment Battery - Revised (LAB-R) test within ten days of enrollment. If the child's first language is Spanish, the Spanish LAB is administered. Students eligible for services are administered the NYSESLAT in the spring to determine proficiency or continued eligibility for ESL services.
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.  
The LAB-R results determine whether students are entitled to bilingual/ESL programs and services. Entitlement letters are sent home via the student's backpack. Throughout the year, meetings for parents of newly identified ELL students are conducted to explain the educational rights and responsibilities of the ELL students. The parents are invited to an orientation through a letter sent by the ESL coordinator. Letters and phone calls are made based upon the home language survey. Parents arrive to a welcoming setting in the ESL teacher's room where they can meet with the ESL teacher, the Parent Coordinator, and other parents - possibly forming an informal support system. The ESL teacher provides a short agenda for the meeting reviewing what will be covered; then, the multilingual videos developed by the Department of Education are viewed in all applicable languages, followed by the distribution of DOE OELL pamphlets (in the language requested on the HLIS). Translators are also available and include parent volunteers as well as school staff members. After viewing the videos, there is time for any clarification needed, as well as an opportunity to ask questions to the certified ESL teacher. It is imperative that parents have the information they need in order to make the best decision for their child. All of this is completed within the first ten days of a child entering the school. If a parent selects a program that is not currently offered at our school, if that program does become available the parents will be notified via letter and through a phone call.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)  
Entitlement letters are sent home by the ESL teacher via student backpack or given directly to the parent. The majority of Parent Surveys and Program Selections are completed at school after the parent orientation so parents can have all their questions answered in order to make the most well-informed decision possible. If parents prefer to complete the form at home, the forms are

returned to school with the children in their communication folder. Parents who are unable to attend any of the make-up orientations are supplied with written materials as well as a phone call to ensure all questions are answered. Those parents return the form in their child's communication folder. Original forms are placed in the students cumulative folder, and copies are kept in the school's main office and with the ESL teacher. With regards to continuing entitlement letters, the ESL teachers runs the RLAT report on ATS in order to determine who is still eligible for services.

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.

Once students have been identified as ELLs, within the first 10 days of school parents receive a letter notifying them of eligibility and the day of the parent orientation. During the orientation, parents have the opportunity to view the Department of Education video and read the department's ELL Parent brochure, both in their preferred language. They can also discuss their questions and options with the ESL coordinator and teacher. Translation is made available by staff members in the parents' preferred language. Those who miss the orientation are invited to a make-up orientation. If they are unable to attend, a phone call is then placed to the home in order to schedule an appointment time to have an orientation or to discuss questions and concerns parents may have, if it is more convenient for them.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The testing coordinator and ESL teacher meet to organize a schedule based on each subtest and grade band, as well as testing accommodations. Once this has been set, the information is disseminated to classroom teachers and letters, which are provided both in English and the preferred language as noted on the HLIS form, are sent home. Subtests of the same grade band are administered on the same day, and students take only one subtest per day. Once completed, there are a few days left over for make-up administrations. The speaking subtest is administered first, usually followed by listening, reading, and writing.

6. 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.) 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. 

The program model offered at our school (ESL) is aligned to parents' demands. Overwhelmingly, parents are requesting ESL programs. In the past three years we have welcomed 24 new ESL students. Of those 24, 18 parent selection forms (75%) indicated ESL as their preferred choice. There were 4 TBE forms - 2 of whom were default TBE (.08%) due to non-selection and 2 chose TBE (.085). Finally, there were 2 forms where a parent selected dual language (.08%).

## A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - 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])?  
Public School 32 has 24 classes from Pre-K through Grade 5: 7 Collaborative Team Teaching/Inclusion Classes; 11 ASD Micro Inclusion Classes; 1 General Education class; 5 Gifted and Talented classes. All instruction is provided in English. The school has bilingual staff members who translate and/or support some of our ELL students in the classrooms if needed. We also encourage the students to help each other when possible. The organizational model currently used to deliver ESL instruction is Pull-Out. The ELL students are grouped as homogeneously as possible by proficiently level according to their NYSESLET levels and grade.
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)?

As a free standing ESL program, students are provided with the mandatory number of units of support for ELLS. Beginner and Intermediate students are seen for 360 minutes, and Advanced students are receive 180 minutes a week. Our ELL students are

integrated into all classrooms.

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 foster language development and meet the demands of the Common Core Learning Standards.

In their classrooms, students are provided with a progressive education and use the recommended curriculum materials aligned to NYS standards and the Common Core Curriculum using the Balanced Literacy model, Go Math, and current Scope and Sequence in Social Studies and Science. ESL classes teach literacy and literacy skills through grade appropriate content area such as Science and Social Studies with appropriate scaffolding.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
Other than the required Spanish LAB assessment within the first 10 days of entry, as an ESL program we do not evaluate students in their native language throughout the year. If a student must be evaluated for other reasons, we work with related service providers to find the appropriate people to evaluate children in their native language when applicable.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
Students are both formally and informally assessed in all four modalities throughout the year. This can be done through class discussions, student-teacher conferences, groups work, projects, rubrics, and formal assessments (such as running records and end-of-unit assessments) Beginning with initial assessments at the beginning of the year (Fontas & Pinnell, unit assessments), it is determined which modalities need the most support and is adjusted as necessary throughout the school year. All data is used to drive instruction and determine the best course of action for each student.
6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).
  - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

In order to differentiate instruction for our ELL subgroups, all the required services, support, and resources correspond to the ELL students' appropriate ages and grade level. Case conferencing takes place regularly with the ESL teacher, IEP teacher, classroom teachers, and all service providers to review, assess, and differentiate student learning. While we do not currently have ELLs that are SIFEs, newcomers and SIFEs (when they are here), receive an informal student orientation, they are given a class buddy that will assist during the day, they are encouraged to participate in our Early Bird and After School Programs, and informal assessments are provided to identify ELL students possible Academic Intervention programs and best ways to differentiate for them. Work is differentiated for students in order to guide their learning. Our plan for ELLs receiving services for 4-6 years is to determine what the target needs of the child are and work with teachers to guide the students to achieve their goals. In this range, students should be showing growth in specific areas of reading, writing, speaking, and listening. If students are still struggling, we meet with classroom teachers to determine why and if more support is necessary. Our long term ELL students receive Academic Intervention Services (AIS) two or three periods a week during the school day in Math and Literacy. Additionally, we offer a Early Bird, After School and Saturday Academy program. ELLs that have reached proficiency on the NYSESLAT continue to have testing modifications for two years, receive Academic Intervention Services if needed, and are also encouraged to attend our Early Bird, After School and Saturday School Programs.

7. 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?

Instructional materials are supplemented by differentiating and scaffolding instruction for ELL learners, specifically in the content areas of math (Go Math), Science (FOSS), and Social Studies. Further interventions include programs such as Words Their Way for ELLs, which provides additional scaffolding to meet their language needs. Other strategies include using visuals, manipulatives, technology, and realia, as well as UDL and multiple access points for our students.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

ELL students with disabilities receive services based on their IEP mandates. There is collaboration amongst Speech Pathologists, teachers, the ESL teacher, and supporting staff including the IEP coordinator to identify strengths and coordinate strategies. Academic Intervention Services are provided to help students with additional support, as well as a Saturday enrichment program.

We use the Harcourt Science Program and the inquiry-based FOSS (Full Option Science System) science curriculum. Both programs provide for numerous hands-on activities and language development. Additionally, our school has linked with the community-based Good Shepherd's Program that offers all of our students afterschool homework help, enriching activities in various subjects and mediums, city-wide trips, and sessions during long vacations (eg., winter break, summer vacation, etc.). Within the ESL program, literacy is taught through the content areas of Science and Social Studies. Topics are previewed using various venues such as investigations, media, literature, and the arts. Literacy is taught, explored, and encouraged through these topics. At PS 32, all classes are fully integrated .

**Courses Taught in Languages Other than English **

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

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

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

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

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

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

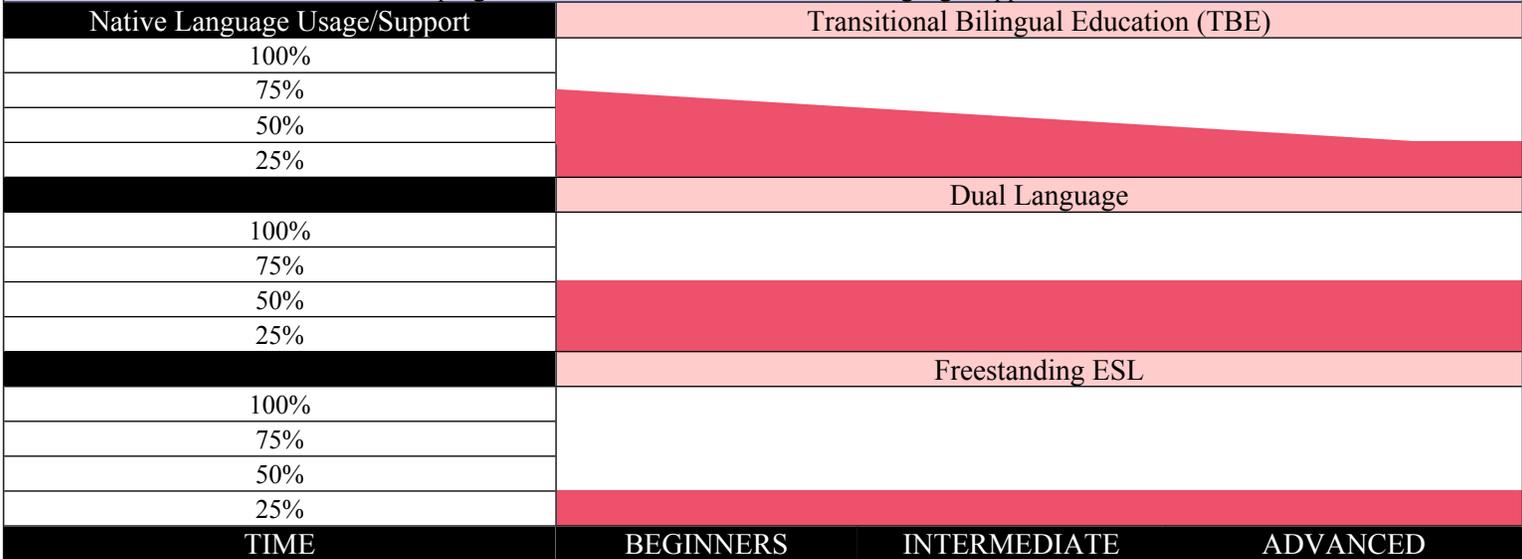
	Beginning	Intermediate	Advanced
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**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

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

**Native Language Usage and Supports**

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

## B. Programming and Scheduling Information--Continued

9. 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.

Additional intervention is provided to children in grades 4-5 based on state math and ELA assessments, and to children in grades K-3 based on their monthly running records and monthly math assessments. ELL students in need of targeted intervention receive Academic Intervention Services (AIS) two or three periods a week during the school day in Math and Literacy. We also offer a Early Bird Homework Help Program one hour, twice a week; AIS After school program 1 1/2 hours twice a week and a 3 hour Saturday Academy program. The ESL teacher and classroom teachers have regular discussions on students needs in order to target specific needs during the ESL class time.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Teachers regularly review data and use monthly formal assessments to guide instructions. Formal assessments include, but are not limited to: Go Math end-of-unit assessments, Fontas and Pinnell monthly running records, rubrics from writing pieces, and science and social studies projects and tests. Regular discussions with classroom teachers, on-going assessment, and small class size allow the ESL teacher to create a program with specific needs and interests of students in mind. The goal of the program is to increase and encourage vocabulary growth, literacy, and exposure through content areas. Effectiveness is not only seen in student excitement to learn, question, and work with more independence, but also through improvement in reading levels and growth in NYSESLAT levels.

11. What new programs or improvements will be considered for the upcoming school year?

We plan to continue all of our high quality ESL programming this year as the majority of our program is predominantly pull-out, small group instruction that provides the opportunity for a great deal of one-to-one instruction and support. Added to the ESL program is additional time in our Library Media Center, with more time and support for learning how to use a library in order to seek out sources, technology, and research opportunities - all within small group instruction. ELLs will continue to receive AIS services as needed, as well as participate in all academic afterschool and Saturday programs. This year, we have changed both our math and reading and writing programs so as to be aligned to the Common Core Standards. We are current using Go Math for math and the Teachers College model for reading and writing, both of which are aligned to the Common Core Standards.

12. What programs/services for ELLs will be discontinued and why?

At this moment, we have no plans to discontinue any ELL programs or services.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

All ELLs are afforded equal access to all school programs. This is accomplished through detailed scheduling where students are able to move with their class to art, music, science, social studies, and physical education. ELL students are invited and encouraged to participate in all school programs. Enrichment is encouraged in the form of the Schoolwide Enrichment Model in which all grades are participating. This year, the enrichment studies per grade are: Kindergarten - lifecycles; Grade 1 - water; grade 2 - soil; grade 3 - adaptation; grade 4 - conservation; and, grade 5 - ecosystems/Gowanus Canal. The school has full-time Visual Arts and Music teachers who work with all students (grades Pre-Kindergarten – grade five). The school has a partnership with Arts Connection which works with students in Pre-Kindergarten through grade five through artist residencies. Because we have a strong visual arts and music program, these residencies include a focus on dance and theater studies, and are aligned to the school's curriculum. We have also begun offering afterschool enrichment programs in art, chess, language, science, and dance. Children are invited to join these free enrichment programs, offered by the teachers and sponsored by the PTA, through letters home written in both English and the family's home language.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Our school currently uses Go Math which is aligned to the Mathematics curriculum and the Teacher's College program for balanced literacy. We supplement instructional materials by differentiating and scaffolding instruction for English Language Learners in both programs. Further interventions include programs such as Words Their Way for ELLs, which provides additional scaffolding to meet their language needs. Within the ESL classroom the ELL-specific programs of Treasures/Treasure Chest and On Our Way to English are used in conjunction with classroom instruction. Moreover, the ESL, classroom, and AIS teachers work to develop individual plans for students. Technology is utilized by incorporating SmartBoard and SmartTable programs for interactive lessons in reading, math, and writing. Students are trained in and encouraged to use computers, tablets, and other forms of technology. ELLs also receive individual conferencing that encourage them to read and write more. All students use

these materials with those who are struggling receiving additional support.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

As an ESL program with students representing multiple languages in one small group, all instruction is in English. However, children are encouraged to assist and support each other in their native language, and use any language at their disposal to help in comprehension. The school also has books and other literacy materials in students' native languages in order to enhance literacy and literacy skills in either language. Students are encouraged to think about their native language (especially our Spanish speakers) when determining word meaning; we also have bilingual dictionaries at students' disposal.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

The majority of our program is predominantly pull-out in small group instruction that provides the opportunity for a great deal of one-to-one instruction and support. Students are grouped by grade and level and all resources correspond to the level of the student. Resources are also differentiated for ELLs who need to be challenged more and for those who need more support.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Student who enroll throughout the year are assessed as necessary. Depending on the student levels and needs will determine the groups each student is placed in. If the child is a newcomer with limited English proficiency, all efforts are made to place the child in a class with a language buddy who can assist him/her in the transition. All ELL students at PS 32 are encouraged to participate in all school activities, whether they are new to the school or have been here for many years. However, additional effort is made to reach out and welcome new ELLs and their families through the parent coordinator. Also, many kindergarten teachers organize a summer picnic for students in their class as a way to both welcome families to PS 32 and to help ease the transition into kindergarten.

18. What language electives are offered to ELLs?

At PS 32 we offer a Spanish class once a week and an afterschool French enrichment group.

19. For schools with dual language programs:

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

Not applicable.

### C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

Professional development for ELL personnel at the school include regular inquiry groups throughout the year to help the ESL teacher, classroom teachers (common branch and Special Education), subject area teachers, and paraprofessionals serve English Language Learners and general education students better. At each school inquiry meeting and PD teachers and staff must sign in as proof of attendance, and at out of school training opportunities an agenda must be brought back as proof of attendance; all PD records are maintained by the school.

All new teachers and teachers new to our school attend a Core Basics class which addresses all of our instructional programs and philosophy. Each grade conducts grade level meetings to discuss and plan units of study in reading, writing, math, science, and social studies.

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

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

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

## D. Parental Involvement

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

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

## E. Additional Information

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

## Part VI: LAP Assurances

**School Name: Samuel Mills Sprole School**

**School DBN: 15K032**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Deborah A. Florio	Principal		1/1/01
Erica Steinberg	Assistant Principal		1/1/01
Angela Bowie	Parent Coordinator		1/1/01
Andrea Schulman	ESL Teacher		1/1/01
Fransica Andino	Parent		1/1/01
Joann Vallardares-Rivera	Teacher/Subject Area		1/1/01
Cathleen McCarthy	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
Francine Cuomo	Other <u>Business Manager</u>		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

*Requirement under Chancellor's Regulations – for all schools*

DBN: 15k32 School Name: Samuel Mills Sprole School

Cluster: 4 Network: CFN

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

### **Part A: Needs Assessment Findings**

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

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

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.

The major findings of our school's oral interpretation needs indicate that 16 families (this includes families with multiple siblings) need oral Spanish translation, 1 Arabic, 10 Mandarin and 1 Cantonese, 1 American Sign Language. With regards to written materials, all of our families currently have family members that are able to translate written materials received from school. However, whenever possible, written communication is also sent in the family's native language as well as English.

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

## Part B: Strategies and Activities

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

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

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

The parent coordinator and ESL teacher works with bilingual members of our school community, including parent volunteers and selected teachers and paraprofessionals in order to meet the needs of the families and children at PS 32. When necessary, the DOE over-the-phone translation service is employed. For afterschool functions such as parent workshops, Family Fun Nights, and Parent/Teacher Conferences, paraprofessionals are paid per session to assist the teaching and administrative staff with translation services.

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

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