

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

25Q032

School Name:

STATE STREET SCHOOL

Principal:

DEBRA ERRICO

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Elementary School Number (DBN): 25Q032
School Type: Public School Grades Served: Pre K-5
School Address: 171-11 35th Avenue Flushing, New York 11358
Phone Number: (718) 463-3747 Fax: (718) 358-1622
School Contact Person: Sue Menkes Email Address: Smenkes@schools.nyc.gov
Principal: Debra Errico
UFT Chapter Leader: Elvira Bruno/James Myer
Parents' Association President: Mary Leong
SLT Chairperson: Sue Menkes
Student Representative(s): _____

District Information

District: 25 Superintendent: Danielle DiMango
Superintendent's Office Address: 30-48 Linden Place Flushing, NY 11354
Superintendent's Email Address: ddimang@schools.nyc.gov
Phone Number: (718) 281-7605 Fax: (718) 281-7519

Cluster and Network Information

Cluster Number: 2 Cluster Leader: Despina Zaharakis
Network Number: 207 Network Leader: Felice Lepore

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Debra Errico	*Principal or Designee	
Elvira Bruno	*UFT Chapter Leader or Designee	
Mary Leong	*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	
Sue Menkes	Member/ CSA	
Carrie Preston	Member/ UFT	
Nicole Manolakis	Member/ UFT	
Rebecca Schiavi	Member/UFT	
Annette Salamon	Member/ UFT	
Melissa Berger	Member/Parent	
Betsy Plowman	Member/Parent	
Susan Kwak	Member/Parent	
Renna Gasper	Member/ Parent	
Kriztina Skarbonja	Member/ Parent	
Wing Kong	Member/ Parent	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

PS 32 is a PreK-5 school, located in a middle class community in Flushing, New York. This school serves a population of approximately 950 students from culturally diverse backgrounds. P. S. 32 is committed to academic excellence by creating highly creative, divergent thinkers through a rigorous and integrated educational experience aligned to the Common Core Learning Standards. A partnership with families fosters a positive relationship between our school and the home. Every member of the school community will acquire all of the skills necessary to be a successful life-long learner, open to limitless possibilities and prepared for the challenges of a unique and diverse society. At our school, we believe that each student comes with an individual name tag. Through the appropriate instruction and enrichment of innate talents, students will meet high standards and reach their ultimate personal and academic potential. Respect and acceptance of each individual is at the heart of what we do. At our school, every child will excel.

The school received a "Proficient" on 2012-2013 Quality Review. As stated in the Quality Review, "The principal and staff foster a community that provides students with a nurturing environment that highlights student accomplishments leading to positive student behaviors and an enthusiasm for learning."

PS 32 supports a Dual Language Korean Program, which is the only program of its kind on the east coast of the United States. The program began with only kindergarten in 2006 and now includes classes up to the fifth grade. The instruction in this program is 50% in English and 50% in Korean, thus making all children in the program bilingual and bi-literate in both languages. Teachers of the Dual Language classes meet regularly to plan instruction, create Korean assessments, and plan the Lunar New Year show which celebrates the Korean culture.

The school currently offers a NYCDOE Gifted and Talented Program for kindergarten - grade five students. This program is designed to support the needs of exceptional students. The Gifted and Talented program delivers rigorous and specialized instruction, aligned to Common Core Learning Standards.

PS 32 has a highly structured professional development plan. The first Monday of each month, using the Inquiry Cycle, teachers meet with their grade to analyze student work and then brainstorm lessons or strategies to teach a group of students based on the data. During the second Monday of each month, school wide vertical teams meet to analyze data and recognize trends across grades. For example, the Literacy Vertical Team looked at the traits across all grades using the ELA MoSL rubrics and used this information to pinpoint the gaps in traits between all the grades. The Data Vertical Team met with the Social Studies Team and Science Team to discuss how content area should be graded and will devise a content area grading policy. On the third Monday of the month, teachers again meet with their grades to share and gain input about what was discussed with the vertical teams and revises lessons and pedagogy as part of the inquiry process. Inquiry grade level teams and Vertical Teams also share their work with the entire school on the PS 32's Shutterfly account. Professional learning happens as a whole staff on the fourth Monday of the month.

PS 32 is a Teachers College Focus School for balanced literacy instruction school-wide. The Teachers College professional development model at PS 32 includes grade level meetings and often grade level lab sites where specific strategies and pedagogy are modeled by the Teachers College Staff Developer and then practiced by the classroom teachers. In addition, teachers attend the professional development offered by Teachers College. During the 2013-2014 school year, we implemented the Go Math Program. The Math Vertical team continues to examine the program and analyze tasks to be imbedded into the lesson to lift the level of discourse and instruction. Words Their Way Phonics program is being

used in all grades. In addition, kindergarten is implementing the Foundations Program. The FOSS Science Program is used in grades K, 1 and 2. Harcourt Brace Science Program is used in grades 3, 4 and 5. These are research-based science curricula that engage students in active investigation and hands on learning opportunities guided by principles of the scientific method. Students engage in guided inquiry to discover scientific principles and construct meaning by developing questions, designing experiments, and making observations.

PS 32 understands that we teach the “whole child”. Through our Enrichment Club Program, teachers teach a subject or interest that they are passionate about and students are given the opportunity to engage in interest-based, enjoyable and challenging learning experiences. Students in grades K-5 may choose among such clubs as drama, dance, arts and crafts, enriched science, sports, chess, quilting, jewelry making, costume and set design, cheerleading, yoga, martial arts, comic book making, etc.

The Student Council meets during this time with a staff advisor to plan charitable events. Through the Peer Mediation Program, students in grades 4 and 5 learn skills to help students mediate conflict. The Student of the Month recognizes individual achievement in academic areas as well as social skills. Several grades receive vocal music instruction and grades 4 and 5 have the opportunity to participate in Chorus. Grades 4 and 5 participate in Band while grade 3 students are learning the recorder. A full time licensed drama teacher and a full time licensed art teacher ensures that every student receives an enriching theater and/or art education.

Parents play a significant role in the PS 32 community. The PTA is extremely active in helping plan fun and engaging activities for students and families both during and after school. The PTA provides activities that are responsive to school needs, including Brain Power as a hands on, kinesthetic method of focusing. Parent engagement is at the heart of our school community. Parents are frequently invited to celebrate academics achievement, for example publishing parties, and actively participate in student learning, such as being audience members of a class debate. The parent coordinator holds a monthly Sidewalk Cafe that offers planned events for parents as well as an opportunity for parents to discuss issues and concerns of importance to them.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

In triangulating the data from the 2013-2014 school year we have noticed the following trends in relation to rigorous instruction.

- In reviewing the new Quality Guide, specifically Student Progress of 2013-2014 against the targeted goals for 2014-2015, in order to continue to exceed the target for English Median Adjusted Growth Percentile, a positive trajectory of 1.4% is necessary.
- On the 2014 Performance Assessment (MOSL) in ELA, only 28.4% of students were proficient in Trait 1: States and Maintains Opinion.
- On the Jan. 9-10, 2013 Quality Review, one of our two areas of focus was around “providing rigorous, engaging and coherent curricula aligned to the Common Core Learning Standards.”
- In reviewing the 2013-2014 School Survey against the Measures of Teacher Practice (MOTP) using the Danielson Framework there was a discrepancy of data reported. On the school survey 98% of teachers believe that students write or speak about understanding of math concepts, however, when evaluating teachers on indicator 3b: Using Questions and Discussion Techniques, the lowest ratings were given to teachers.

In summary, rigorous instruction is at the core of helping students succeed. Therefore, our school wide instructional focus, as well as our rigorous instruction CEP goal is based on building evidence based discourse to improve student outcomes.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 70% of students will have increased scores by one level on their ELA and Math performance tasks (MoSL) based on teachers providing all students, including students with disabilities and English Language Learners, with the opportunity to engage in discourse and debate.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 			

-Inquiry focus on change strategies to improve student to student discussion	All students	80 minutes of PD time during the first and third Monday of every month	Teachers, Administration , Literacy Coach Lead teachers Facilitators of Inquiry TC Staff developers
Professional Development for staff around student debate and discourse based on teacher need and Professional Development Committee feedback	All staff	Sept.- Feb Feb-June	Teachers, Administration , Literacy Coach Lead teachers Facilitators of Inquiry TC Staff developers, Network Staff
Collaborative web-site (Shutterfly) to share best practices and honest, open feedback	All staff	Sept-June	Inquiry teams Vertical teams Lead teachers Literacy Staff Developer
Individual feedback based on observation and student work to guide next steps	All staff	Sept-June	Administration
Review of Common Core Standards against state assessments and analyze trends and create next steps in collaboration with teachers and families Provide test preparation for ELA, NYS Math test & NYSESLAT for all students in grades 2-5, including ELL students and students with disabilities	All staff Families All students in grade 3-5 & ELL students in grade 2	80 minutes of PD time during the second and third Monday of every month Feb-April after school	Data team ESL teachers & select staff

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
80 minutes of PD time every Monday, Advance System for tracking data, Monitoring of Shutterfly account, Data sources i.e state test questions, Performance assessment trait analysis, Common planning time, MoSL funds

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
x	Tax Levy		Title I Basic		Title IIA	x	Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
MOSL funding									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

By February 2015, 50% of students will have shown progress on their performance tasks based on an administration of the writing prompts and Go Math Assessments.

Part 6b. Complete in **February 2015**.

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

3. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
4. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

As noted on the January 2013 Quality Review, PS 32 is well-developed in maintaining a culture of mutual trust and positive attitudes that support the academic and personal growth of students and adults. An area of celebration on the Quality Guide is “our structures for positive learning environment, inclusive culture, and student success.” According to the 2013-2014 School Survey, 95% of the staff agrees that order and discipline are maintained and 98% agree that the students treat adults with respect. Additionally, 98% of parents agree that their child is safe at school. However, 11% of parents feel that students are often harassed or bullied at school. In summary, while students and families feel safe and welcome in our school, in order to build on this mutual trust and respect we have used the data from the above named sources to create a school-wide behavior framework where all who enter are “safe, responsible and respected.”

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 100% of staff and students will be trained in a school-wide system of behavior expectations with rewards for positive behavior resulting in an improved learning environment as measured by a 10% decrease in the number of parents who feel that students are often harassed or bullied as measured by the 2014-2015 Learning Environment Survey.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust 			
Collaborate with staff and families to discuss the new behavioral initiative based on the researched based program: PBIS	All Staff Families	September 2014	Lead teacher, Administration
Work in collaboration with classroom teachers to create templates that can be used to elicit responses from students to create school-wide rules for shared space in the building around how to be safe, responsible and respectful. Use trends from these templates to create a school-wide matrix to track behavior of classes throughout the school day (using a tally system). Behavioral expectations will be	Students Teachers	Sept -June	All staff, Lead teacher, Administration

displayed throughout the building and successes will be publically recognized and rewarded with an extra recess period.			
Parents and staff will engage in a “think tank” to discuss ways to implement the behavioral initiative at home. Send translated packets home to parents explaining the new behavioral initiative and ways they can support it at home.	Parents, staff	October	Lead Teacher, Administration
Provide assemblies for students around the NYC Discipline Code, internet safety and bullying, Student of the Month to celebrate positive character traits.	Students	January	Lead teacher, Computer teachers, Guidance Counselor, Youth Development Coordinator, Administration
Invite the Assistant District Attorney to conduct a parent workshop in the evening about internet safety and cyber-bullying	Parents	November	Lead teacher, Assistant District Attorney, Administration

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

40 minute parent engagement time, Guidance Counselor, Youth Development Coordinator, Lead teacher, Scheduling flexibility to accommodate extra recess period.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
10. Specify a timeframe for mid-point progress monitoring activities.

February 2015, review individual class behavior matrixes to identify an increase of 10% in positive behavior tallies.

Part 6b. Complete in **February 2015.**

11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	Yes		No
12.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

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| 13. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 14. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

In triangulating the data from the 2013-2014 school year we have noticed the following trends in relation to professional development :

Based on data from the 2013-2014 School Survey, 91% of teachers indicate that they collaborate more often with their colleagues.

A survey conducted by the Professional Development Committee, in which teachers indicated areas of strengths and areas of improvement in their professional growth, showed that the structure of inquiry and inter-visitations provided the teachers with a supportive environment for learning.

On the 2014 Performance Assessment (MOSL) in ELA, only 28.4% of students were proficient in Trait 1: States and Maintains Opinion.

In summary, the alignment of our data, the structure of the Capacity Framework, and the UFT contract which provides time for professional learning , enables teachers to engage in full cycles of inquiry including visits to colleagues classrooms to modify pedagogical practices and to grow professionally.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

In order to ensure coherence across classrooms aligned to our instructional focus of having students defend a claim and actively participate in discourse and debate, 100% of teachers and teacher teams will collaboratively analyze and revise assignments and assessments to increase the cognitive complexity and alignment to standards and create opportunities that challenge students to perform at higher levels of learning, so that by June 2015, a minimum of 70.4% of students will show progress on the ELA State assessment, thus exceeding the target on the School Quality Guide.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust			
Grade level inquiry teams focus on change strategies to improve student to student discussion & best practices. Agendas & minutes of meetings are shared on Shutterfly account. Teachers visit colleagues	All staff	Sept-June 80 minutes of PD time	Teachers, Administrators , Literacy Coach, G &

to develop , grow and learn from their peers. Best practices and strategies are share with students and families.		during the first and third Monday of each month	T Coordinator, Lead teachers Facilitators of Inquiry TC Staff developers
Vertical teams meet monthly to analyze data and look for trends across grades & best practices. Agendas & minutes of meetings are shared on Shutterfly account. Teachers visit colleagues to develop , grow and learn from their peers. Best practices and strategies are share with students and families.	All staff	Sept-June 80 minutes of PD time during the second Monday of each month	Teachers, administrator, Literacy coach, G & T Coordinator, Facilitators of vertical teams.
Collaborative planning time for teachers across grades of students with special populations (students with disabilities and ELL students) to modify curriculum to address specific needs & best practices, agendas & minutes of meetings are shared on Shutterfly account. Teachers visit colleagues to develop, grow and learn from their peers. Best practices and strategies are share with students and families.	Special education teachers, teachers of ELL & Dual Language students,	Sept-June 45 minutes weekly	Teachers, administrators
Collaborative planning time for teachers across grades of students in the Gifted & Talented program to modify curriculum to address specific needs & best practices. Agendas & minutes of meetings are shared on Shutterfly account. Teachers visit colleagues to develop, grow and learn from their peers. Best practices and strategies are share with students and families.	G & T Teacher, G & T Coordinator	Sept-June 45 minutes weekly	Teachers, administrators

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
80 minutes of PD time every Monday, Monitoring of Shutterfly account, Common planning time,

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
x	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: 19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 20. Specify a timeframe for mid-point progress monitoring activities.
In February, 2015, there will be an increase of 10% of teachers scoring Effective or Highly Effective in Domain 4: Growing and Developing Professionally based on Advance MOTP Dashboard.
Part 6b. Complete in February 2015.

21. Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	Yes		No
22. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- | | |
|-----|--|
| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

In nurturing future leaders, through both traditional and non-traditional (LEAP) administrative programs, the principal’s role of shared leadership and transparent thinking was one that became more evident. Therefore, the principal considered the needs of all teachers/staff members in taking on an active leadership role in the educational community. In reviewing the School Survey, 98% of teachers believe that school leaders provide them with leadership opportunities and 88% feel that they are publically recognized for their accomplishments.

In summary, the principal’s philosophy of shared leadership and her open door policy to both families and staff create a climate of inclusiveness and inspires staff, parents, students with a clear vision of student achievement.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

In order to maximize staff talents and strengths, and develop effective teacher leaders who can support the professional learning of individual teachers and teacher teams, the principal will create a school-wide culture of shared and distributed leadership across all stakeholders so that by June 2015 100% of teachers will have had the opportunity to engage in a leadership role.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
Teachers work collaboratively and share the responsibility of facilitating grade and vertical team meetings. To ensure full participation of the staff, these dates were collaboratively decided upon by staff and administration in September.	All staff	Sept-June 80 minutes of PD time during the first, second & third	Teachers, Administrators

Lead teachers attend Network ELA and Math professional development and Teachers College Study groups. Selected teachers attend Teachers College Calendar Days. Information is shared at team meetings and on Shutterfly.	All staff	Monday of each month Sept-June 80 minutes of PD time during the first, second & third Monday of each month	Teachers, Administrators
The principal serves as mentor /supervisor for teachers participating in both traditional and non-traditional administration programs. (LEAP, Touro College	Selected teachers	Sept-June	Principal, Assistant Principal
As a member of a district Supervisory Inquiry Team, the principal will use protocols learned to facilitate a school Supervisory Inquiry Team to model the inquiry cycle for staff members.	All teachers	Nov-June	Principal, School Supervisor Inquiry Team
The principal leads by example by seeking outside sources and mentors to continue her own professional learning.	All teachers	Sept-June	Principal, NYC Leadership Academy

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

District Supervisory Inquiry Team, School Supervisory Inquiry Team, Monday afternoon professional development time

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

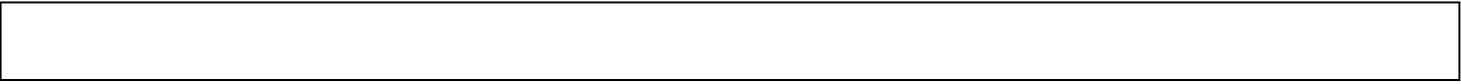
29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

30. Specify a timeframe for mid-point progress monitoring activities.

In February 2015, 60% of teachers will have had an opportunity to take a leadership role in the professional learning community as evidenced by review of minutes and agendas on Shutterfly website.

Part 6b. Complete in **February 2015.**

31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	Yes		No
32.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				



Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- | | |
|-----|---|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

In triangulating the data from the 2013-2014 school year we have noticed the following trends in relation to parental involvement:
 Based on the 2013-2014 School Survey: 28% of teachers reported that less than 76% of parents attended a Parent Teacher Conference; 88% of parents feel that the school communicates how to prepare their child for college, career and success in life after high school; 45% of parents have been invited to an event at school 5 or more times; 20% of parents have communicated with school staff about their child’s academic success 5 or more times. Only 70% of parents completed the Parent Survey.
 In summary, the school will continue to create and enhance a welcoming environment for families. The school will continue to establish partnerships with of community organizations and optimize community resources to enrich the lives of students and families.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

In order to collaborate with families as full partners in the learning and development of their children, we will increase the number of contacts with families by 20% so that by June 2015 there will be an increase of 5% in the number of parents responding that they have “been invited to an event at your child’s school five (5) or more times” as measured by the New York City Learning Environment Survey.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
Parents will be invited to a one-on-one meeting with their child’s classroom teacher to establish academic goals in collaboration	All parents	Sept-Nov Nov-May as needed	Classroom teachers, Administrators
Grade level teams will analyze trends based on inquiry work and individual meeting and facilitate parent workshops based on these	All parents	Nov-June	Classroom teachers,

findings.			Administrators
Written notices to parents regarding meetings, workshops, classroom celebrations, etc. will be translated into Chinese, Korean and Spanish as needed. Translators will be available at these meetings & workshops as needed to make parents feel most welcome and included in the greater school community.	All parents	Sept-June	Parent Coordinator, Interpretation & Translation Unit
Through various venues, parents will be informed of community resources, such as Queens Public Library, Fort Totten Urban Park Rangers, etc. Targeted families will be referred to community organizations, such as Queens Child Guidance, Pride of Judea, etc., which are available to address their family's needs. This information will be translated as needed.	Families	Sept-June	Guidance Counsel, Social Worker, Psychologist, Youth Development Coordinator, Parent Coordinator

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
40 minutes of parent engagement time each week for parent meetings and planning of workshops, translation services

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
x	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
X Translation & Interpretation funds									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
40. Specify a timeframe for mid-point progress monitoring activities.				
By February 2015, will have met with each of the parents a minimum of two times as evidenced by sign- in logs or on completed parents as partner forms.				
Part 6b. Complete in February 2015.				
41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	Yes	No
42.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	<u>Grades 3-5</u> 2014 NYS ELA below level 2 TC Running Records benchmark data Classroom performance data Portfolio analysis MoSL performance writing tasks rubrics NYSESLAT item analysis	My Sidewalks Reading Intervention Program Wilson Reading Program Guided reading Great Leaps Harcourt Vocabulary Voyager Study Island At risk SETSS Test preparation groups Learning tutors Repeated reading to target fluency Imagine Learning Protocols for effective student discourse	RTI Small group RTI Small group Small group RTI Small group/individual RTI Small group Small group Individual Small group/Individual Small group Small group/individual Small group/individual Individual Whole class/small group	During school day During school day/after school During school day During school day During school day
	<u>Grades K-2</u> TC Running Records benchmark data TC Word identification data Foundations intervention inventory MoSL performance writing tasks rubrics Classroom performance data Portfolio analysis NYSESLAT item analysis	Foundations Foundations double dose intervention Interactive writing Guided reading Great Leaps Fluency Program Harcourt Vocabulary Voyager At risk SETSS Learning tutors Repeated reading to target fluency Literacy centers for	Small group RTI Small group/individual Small group/whole class Small group RTI Small group/individual Small group RTI Small group Small group/individual Small group/individual Small group/individual Small group	During school day During school day

		the 5 pillars of reading: PA, phonics, fluency, vocabulary, comprehension Imagine Learning Protocols for effective student discourse	Individual Whole class/small group	During the school day During school day
Mathematics	2014 NYS Math below level 2.5 Go Math pre & post unit assessments error analysis Go Math beginning & end of year data Performance task assessments Classroom performance data Portfolio analysis	Go Math re-teaching activities Go Math Tier 3 intervention Math games Differentiated math tasks Use of manipulatives At risk SETSS Learning tutors Test preparation programs Study Island Differentiated class/homework assignments Protocols for effective student discourse	Small group RTI Small group/individual Small group Small group/individual Small group/individual Small group/individual Small group/individual Small group/individual Small group Individual Individual Whole class/small group	During the school day During the school day/after school During the school day During the school day During school day
Science	Grade 4 NYS Science below level 2 Classroom performance data Unit assessment data K-2 - FOSS Program 3-5 - Harcourt Brace Teacher observation (Labs)	TC non-fiction units of study Hands on inquiry science labs At risk SETSS Learning tutors Protocols for effective student discourse	Whole class/small group Small group Small group/individual Small group/individual Whole class/small group	During school day During school day During school day During school day During school day
Social Studies	2014 NYS ELA below level 2 NYSESLAT item analysis Classroom performance data Unit assessment data Teacher observations	TC non-fiction units of study Hands on inquiry At risk SETSS Learning tutors Protocols for effective student discourse	Whole class/small group Small group Small group/individual Small group/individual Whole class/small group	During school day During school day During school day During school day During school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	PPT referral AST referral Teacher concerns Parent concerns Learning Environment survey	At-risk guidance by Social worker, Psychologist, Guidance Counselor, & Youth Development	Small group/Individual	During school day

	Student attendance data	Coordinator for children who are experiencing affective domain issues that are impacting on their academic achievement		
	Related service screening	Promoting Positive Student Behavior Program	Whole school/small group	During school day
		Social skills groups	Small group	During school day
		Peer Mediation Program	Small group	During school day
		Code of Behavior Assemblies	Whole school	During school day
		Anti-bullying Program	Whole school/small group/individual	During school day
		Anti-cyber bullying program	Whole school/small group/individual	During school day
		Blue Ribbon Week – anti-drug program	Whole school	During school day
		Magic Circle Program	Small group	During school day
		Parent workshops	Small group	During school day/After school
		At-risk speech services	Small group/individual	During school day
		At-risk OT services	Small group/individual	During school day
		At-risk PT services	Small group/individual	During school day

Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools	x	Non-Title I
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Part 2: All Title I Schools

2a. 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.

2b. 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).

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

4b. 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.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[School name]**, 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 the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[School name]** will support parents and families of Title I students by:

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The 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 the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;

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

School-Parent Compact (SPC) Template

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: PS 32Q	DBN: 25q032
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other: _____
Total # of ELLs to be served: 85
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 4
of certified ESL/Bilingual teachers: 4
of content area teachers: _____

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: An afterschool enrichment program for ELLs and transitional students will work on listening, speaking, reading, and writing skills in addition to preparing children for NYS tests in science, ELA, and mathematics. This program, taught by licensed ESL teachers, will be offered to 85 students in grades 2-5 (in grade 2 - 15 students, in grade 3 - 32 students, in grade 4 - 20 students, in grade 5 - 18 students) and will take place on Thursday and Friday afternoon from 2:20 pm to 3:50 pm. The activities will be designed to develop Tier 2 vocabulary (academic language). Materials will include getting "Ready for the NYSESLAT and Beyond", "NYS Progress Coach ELA", "Buckle Down in Mathematics", trade books, and teacher made material. Students will be grouped by grade and language proficiency. In addition, ESL teachers will meet one hour each week to share best practices in ELL instruction and to plan curriculum. In order to support the Korean Dual Language Program, Korean trade books will be purchased to supplement and expand the Korean library that is already in place in the Korean Dual Language classrooms

Part C: Professional Development

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

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

Begin description here: Teaching experts, (Literacy coach, ESL specialists, IEP teacher, SETSS teachers, science clusters and social studies liaisons) will provide classroom teachers with professional development on using differentiation of instruction to address the needs of ELLs. ESL teachers and Dual Language teachers in the Title III program will participate in a study group to examine curricula, classroom teaching strategies, and assessments to improve student learning. In addition, teachers will participate in professional development to enable ELL students to develop Tier 2 vocabulary (academic language). This professional development will be based on the research of Dr. Lily Wong Fillmore including such topics as: deconstruct/reconstruct strategies, juicy sentences, vocabulary word play. This professional development will be provided by ESL specialists (including ESL teachers and Dual language teachers who participate in the title III program) and network specialist support. Classroom teachers and specialists will continue to meet once a month during the professional development period on Mondays between 2:20 pm – 3:40 pm. Professional development also takes place across grades once a month on Mondays between 2:20 pm and 3:40 pm. In addition, ESL teachers meet with Vertical Teams in literacy, math, science and social studies to work on infusing ELL strategies into content area instruction. These teams meet monthly on Monday from 2:20 pm - 3:40 pm.

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

Begin description here: The Parent Coordinator provides outreach for parents of ELLs and serves as a resource for parents and parent organizations. She maintains materials in different languages that can assist parents in understanding all school services and programs, including ESL services and programs. The Parent coordinator serves as a liaison with CBOs to provide workshops or services to ELL parents. In addition, a plan is in place to address communication with non-English speaking parents through translations and interpretation. Written and oral translations are provided in the most dominant languages of Korean, Spanish, and Chinese of documents such as PTA notices, open school invitations, and activity announcements. Translators attend parent workshops, special events and parent-teacher conferences. Additional languages are translated when necessary and possible. ESL teachers conduct parent workshops on the NYS Testing Program and Common Core Learning Standards to discuss how parents of ELLs can become more effective partners in their children’s education. A meeting for parents of students in the Title III program will take place on Tuesday, March 25, 2015 at 2:30 pm to explain the NYSESLAT testing program. The ESL and Dual Language teachers will explain strategies that the parents can use to help their children with homework, vocabulary development, literacy, math, social studies and science, and how to effectively communicate with their children’s teachers.

Part E: Budget

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

Allocation Amount: \$11780

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	\$9384.06	Teachers per session: 4 classes 4 hrs per wk for 9 weeks at \$50.49 per hour with fringe= $4 \times 4 \times 9 \times 50.49 = \7270.46 Administration per session 4 hours per wk for 9 weeks + 4 hrs professional development at \$52.84 per hour = $4 \times 9 \times \$52.84 = \$1902.24 + (4 \times \$52.84) = \$211.36 = \$2113.60$
Purchased services	=	_____

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11780

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	\$2395.94	Supplemental Korean trade books for Dual language classes = \$1395.94 Journals, notebooks ,testing material \$250 per class x 4 classes=\$1000
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	\$11,780	_____

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 25	Borough Queens	School Number 032
School Name State Street School		

B. Language Allocation Policy Team Composition [i](#) 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 Debra Errico	Assistant Principal Sue Menkes
Coach Lori Phair	Coach type here
ESL Teacher Robin Frost	Guidance Counselor Carla Newman
Teacher/Subject Area Jacklyn Sprance	Parent Mary Leong
Teacher/Subject Area Haewon Kim	Parent Coordinator Karen Mascetti
Related Service Provider Amy Hambrock	Other Danielle Antonelle
Network Leader(Only if working with the LAP team) type here	Other type here

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.	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	6	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	905	Total number of ELLs	96	ELLs as share of total student population (%)	10.61%
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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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Korean

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														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)	1	1	1	1	1	1								6
Freestanding ESL														
Push-In	4	2	2	2	2	2								14
Pull-out	1	0	0	0	0	0	0							1
Total	6	3	3	3	3	3	0	21						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	96	Newcomers (ELLs receiving service 0-3 years)	90	ELL Students with Disabilities	17
SIFE	0	ELLs receiving service 4-6 years	6	Long-Term (completed 6+ years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	15	0	0	0	0	0	0	0	0	15
ESL	75	0	0	6	0	1	0	0	0	81

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	90	0	0	6	0	1	0	0	0	96
Number of ELLs who have an alternate placement paraprofessional: <u>1</u>										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	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	
	ELL	EP	ELL	EP																
Korean	5	13	5	21	4	15	0	21	0	25	1	14							15	109
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	5	13	5	21	4	15	0	21	0	25	1	14	0	0	0	0	0	0	15	109

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
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): <u>80</u>	Number of third language speakers: <u>0</u>	
Ethnic breakdown of EPs (Number):		
African-American: <u> </u>	Asian: <u>108</u>	Hispanic/Latino: <u> </u>
Native American: <u> </u>	White (Non-Hispanic/Latino): <u>1</u>	Other: <u> </u>

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	6	4	3	1	4	1								19
Chinese	15	12	12	1	10	2								52
Russian														0
Bengali														0
Urdu	1													1
Arabic														0
Haitian														0
French														0
Korean	1	0	0	0	0	1								2
Punjabi														0
Polish														0
Albanian														0
Other	2	2	1											5
TOTAL	25	18	16	2	14	4	0	79						

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)	11	5	6	0	4	3								29
Intermediate(I)	1	4	5	0	5	0								15
Advanced (A)	18	14	10	2	7	1								52
Total	30	23	21	2	16	4	0	0	0	0	0	0	0	96

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	9	1			10
4	3	3	1		7
5	3	5	2		10
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	3	1	3	1	2	2	0	1	13
4	0	1	3	1	1	0	0	0	6
5	2	0	0	1	3	1	1	3	11
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	0	0	0	1	1	1	4	0	7
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
TCRWP is the assessment tool our school uses to assess the early literacy skills of ELLs. Based on Fountas and Pinnell reading levels: Grade 1 - 35% ELL students are performing at Level 1, 47% of ELL students are performing at Level 2, 11% of ELL students are performing at Level 3 and 5% of ELL students are performing at Level 4. Grade 2 - 57% of ELL students are performing at Level 1,

14% ELL students are performing at Level 2 and 28% of ELL students are performing at Level 3. Grade 3 - 71% of ELL students are performing at Level 1 and 29% of ELL students are performing at Level 2. Grade 4 - 42% 61% ELL students are performing at Level 1 and 58% of ELL students are performing at Level 2. Grade 5 66% of ELL students are performing at Level 1 and 33% of ELL students are performing at Level 2. The results are similar for all ELL students, whether they are in the ESL free standing program or the dual language program. Running Records data also indicates that for ELLs fluency is often acquired before comprehension. This insight helps inform the school's instructional plan by indicating that vocabulary development and development of higher level thinking skills are vital for developing early literacy skills for ELLs. Instruction focuses on shared reading of complex text to improve comprehension skills. Therefore, emphasis is placed on comprehension skills during all content area instruction for ELLs.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Data reveals that in spring 2013, most second and fourth grade students scored proficient on the NYSESLAT. No third grade student scored proficient on the NYSESLAT. The data reveals that the common core aligned NYSESLAT exam was very challenging for our third grade ELL students.

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 [AMAQ tool](#))

The Spring 2013 NYSESLAT results are not available on the RNMR at this time. However, an analysis of the raw scores indicate that overall, Advanced students are more proficient on listening and speaking than reading and writing. Beginner students show difficulty on the speaking section of the NYSESLAT.

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?

In comparing the data for the NYS Math and Science tests, the results were similar whether students took the exams in their native language or in English. Results of the Periodic Assessments are used by school leadership and teachers to reveal areas of need by individual students. This data helps the classroom teachers form small groups to provide instruction on specific skills. The Periodic Assessments show that listening skills are often acquired before reading and writing skills for our students.

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](#).)

ELLs take part in RTI screening to assess whether literacy skills and competencies are meeting grade level benchmarks. If an ELL is identified as at-risk or below-benchmark on a particular skill or competency, the student receives targeted instructional support to improve in that area. This support is delivered in coordination with language support services. Progress is monitored to make decisions about changes in goals and instruction.

6. How do you make sure that a child's second language development is considered in instructional decisions?
Teacher continually assess students' proficiency in reading, writing, listening, and speaking. Teachers are clear about the knowledge, skills and understanding that all students should have by the end of a lesson, and then adjust the linguistic demands of the materials and what ELLs will need to produce.

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?

All students in the Dual Language Program, including EPs, are assessed in the second language using Korean running records created by dual language classroom teachers. Of EPs in the Dual Language Program, 10% scored Level 1, 50% scored Level 2, 30% scored Level 3 and 10% scored Level 4 in Korean. In the NYS ELA, 25% of EPs in the Dual Language Program scored Level 2, 50% scored Level 3 and 25% scored Level 4. In the NYS Math Assessment, 25% of the EPs in the Dual Language scored Level 2, 25% score Level 3 and 50% scored Level 4. In the NYS Science Assessment, 17% scored Level 3 and 83% score Level 4.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
On AMAQ 1 and 2, we have exceeded and/or projected to exceed targets through 2016-2017.

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](#).)
Parents or guardians of every child enrolled in PS 32 are required to complete a Home Language Identification Survey. An informal parent interview is conducted by a licensed pedagogue to ensure the accuracy of the survey and to determine the level of education of the child in his/her home country. All families and students are interviewed by Sue Menkes, Assistant Principal, or Robin Frost, ESL teacher. Spanish speaking families and students are interviewed by Stacey Driscoll, classroom teacher. Korean speaking families and students are interviewed by Lilian Son, classroom teacher. All of these staff members are licensed pedagogues. Chinese families and students are interviewed by Sue Menkes or Robin Frost, assisted by Anna Yun, school aide and a member of the school translation team. If the HLIS indicates that the child's home language is other than English, the child is administered an English proficiency test called the Language Assessment Battery-Revised. This test is administered within 10 days by a licensed ESL teacher. If the child is found to be a Spanish speaking ELL, then the Spanish LAB is administered by licensed ESL teacher within 10 days.
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.
Parents are contacted in their native language. An orientation meeting for the parents, given by the ESL teachers, is held within 10 days of enrollment. At this orientation, parents view a video in English and in their native languages. In order to ensure that parents understand all three program choices, translators are provided to assist parents in completing the Program Selection Form and to answer any questions after the in-school orientation has been held.
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 [\[see tool kit\]](#).)
The ESL teacher ensures that entitlement letters on school letterhead are distributed by backpack and that Parent Survey and Program Selection forms are returned. The entitlement letter informs the parents of their child's entitlement to ELL services, the parents' right to choose one of the three ELL programs offered in NYC and invites the parents to an orientation meeting. These letters and program selection forms are in the parents' home language. If the letter is not returned by the date indicated on the form, a second form is sent home and the parents are contacted by phone in their native language. Parents who indicate a choice not in place in our school (ESL or Korean Dual Language) are contacted to discuss the availability of programs of their choice in other district schools. Parents are contacted in their native language. Original completed Parent Survey and Program Selection Forms are filed in the child's cumulative folder and copies of the forms are maintained in the main office. Students identified as ELLs are tested annually using the NYSESLAT. Continued entitlement letters are distributed by backpack in the home language to parents of students who did not test out on the NYSESLAT. Copies of these letters are maintained in the main office and in the child's cumulative folder. Parents are encouraged to call the school if they have any questions about entitlement and continued ELL program placement. Members of the translation team are available to answer questions.
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.
Parents receive letters informing them of the services that their child is entitled to received. Parents fill out the Parent Survey and Program Selection Form indicating which program they would like for their child. Parents who have requested Korean Dual language are placed in the Korean Dual Language Program. All other students are placed in the free standing ESL program. If a parent's first choice is not available in our school, a staff member speaks to them in their native language to explain their options.
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 ELL Coordinator uses the RLER ATS report to determine NYSESLAT eligibility. Checklists and rosters are generated for each testing modality. All ELL students are administered all four sections of the NYSESLAT by a licensed ESL teacher. This process is supervised by the Testing Coordinator.
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. 
After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in program choices that parents have been requesting has been consistent. Approximately 75% of parents of ELL students in our school have selected a

Freestanding ESL program as their first or only choice. 20% have requested a dual language program and 5% have selected a bilingual program. This year 77 families have requested ESL, 16 Korean families have requested dual language, 1 Korean family requested transitional bilingual education, 5 Chinese families have requested dual language, and 1 Chinese family has requested transitional bilingual education.

Part V: ELL Programming

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])?

At PS 32 one of the models we use is a free standing English as a Second Language Program instructional model to provide all instruction in English using ESL methodologies. These are heterogeneous with mixed English proficiency levels. A push-in/co-teaching model is used in grades K - 5. In the push-in/co-teaching program, an ESL teacher works with ELLs during content instruction in collaboration with the regular classroom teachers to provide language acquisition and vocabulary support while retaining content instruction time. Students are provided with language supports in all subject areas. One period per day, kindergarten newcomers are pulled out for basic language and skills instruction. PS 32 has self-contained Korean Dual Language classes in grades K, 1, 2, 3, 4 and 5. These classes are heterogeneous with mixed English and mixed Korean proficiency levels.

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)?

Students receive the NYS mandated ESL/ELA allotted instruction time based on student proficiency level. Supervisors review teachers' programs and schedules to ensure the number of mandated instructional minutes of ESL, ELA and NLA is in accordance with CR Part 154 mandates.

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.

For the free standing ESL program, PS 32 utilizes a balanced literacy program in all grades. Words Their Way is used to teach phonics and word work in grades 1, 2, 3, 4 and 5. Foundations is used to teach phonics and word work in grade K. ELLs participate in the 120 minute literacy block in grades K-3 and the 90 minute literacy block in grades 4-5. The Wilson Program is used for ELLs who need additional intervention. ELL students receive instruction in vocabulary development focusing in building academic language based on the research of Dr. Lily Wong Fillmore.

There is a 60 minute mathematics block in grades K-2 and a 75 minute mathematics block in grades 3-5. Grades K-5 implement Go Math and adapt it to meet the CCLS. Technology is incorporated into the instructional program. ELLs use computers in the classroom, in the school Computer Lab, and in the ESL classroom. The instruction for all the curriculum areas are adapted to meet the needs of the ELLs by pre-teaching content area vocabulary and concepts, incorporating thematic instruction, use of hands-on activities including manipulatives, maps, globes, science equipment, etc., and accessing prior knowledge. A variety of instructional materials is used to support the learning of ELL in the core curriculum. Leveled libraries in all classrooms ensure that children are reading on their appropriate individual reading level. These include authentic literature, including nonfiction literature in the content areas. Manipulatives are used to demonstrate and clarify mathematical concepts. Hands on activities take place during science. Grade K-2 use the FOSS Science kit. Grades 3, 4 & 5 use the Harcourt Brace Science Program. Grades K - 5 use the Houghton Mifflin Harcourt Social Studies program. Grades K & 1 also use Time for Kids. Instruction for ELLs makes use of visual and graphic aids. Classroom materials are modified and adapted to fit the needs of individual students. Newcomers use a variety of materials to help with basic language skills. Computers are used to enhance content area instruction as well as to provide access to instructional websites on the Internet.

For the Korean Dual Language program, PS 32 utilizes a balanced literacy program in all grades. Words Their Way is used to teach phonics and word work in grades 1, 2, 3, 4 & 5 Foundations is used to teach phonics and word work in kindergarten. ELLs participate in the 120 minute literacy block in grades K-3 and the 90 minute literacy block in grade 4 & 5. There is a 60 minute mathematics block in grades K-2 and a 75 minute mathematics block in grades 3-5. Grades K-4 implement Go Math and adapt it to meet the CCLS. Technology is incorporated into the instructional program. ELLs use computers in the classroom, in the school Computer Lab, and in the Dual Language classroom. The instruction for all the curriculum areas are adapted to meet the needs of the ELLs by pre-teaching content area vocabulary and concepts, incorporating thematic instruction, using of hands-on activities including manipulatives, maps, globes, science equipment, etc., and accessing prior knowledge. A variety of instructional materials is used to support the learning of ELLs in the core curriculum. Leveled libraries in Korean and English in all classrooms ensure that children are reading on their appropriate individual reading level. These include authentic literature, including nonfiction literature in the content areas. Manipulatives are used to demonstrate and clarify mathematical concepts. Hands on activities take place during science. Grade K-2 use the FOSS Science kit. Grades 3, 4 & 5 use the Houghton Mifflin Harcourt Science Program. Social studies instruction for ELLs makes use of visual and graphic aids. Classroom materials are modified and adapted to fit the needs of individual students. Newcomers use a variety of materials to help with basic language skills. Computers are used to enhance content area instruction as well as to provide access to instructional websites on the Internet.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
ELLs in the Dual Language Program are assessed using running records in Korean and English. Children are tested in content areas in their native language. ELLs are offered translated versions of state exams when available and oral translations when necessary of state and classroom exams.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Running records and teacher created checklists are used to evaluate ELLs in all four modalities of English acquisition throughout the year. For grades 3-5, the ELL Periodic Assessment is used to evaluate listening, reading and writing.
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).

A plan is in place for SIFE students. These students require additional assistance to meet state standards in ELA, mathematics, science, and social studies. They are provided with targeted instruction in listening, speaking, reading and writing. Classroom teachers and ESL teachers tailor instruction based on the SIFE's individual assessed needs. SIFEs receive targeted instruction in the content areas. Intensive guidance services are provided to assist SIFEs who experience affective domain issues that impact on their ability to achieve academically.

A plan is in place for newcomers. Parents of newcomers are consulted to determine the extent of education in the home language and the students' previous exposure to English. Where appropriate, students participate in a pull-out Vestibule program taught by an ESL

teacher that facilitates their acquisition of basic English language skills. Classroom teachers of newcomers are provided with training and materials that best serve the needs of these students. This training includes methods of adapting core curricula for use with newcomers. Peer Language Buddies and Learning Leaders are assigned to further assist newcomers. Newcomers receive preparation for the ELA test to familiarize them with the language and format of the assessment and to teach them test taking strategies.

Academic intervention services are provided to meet the needs of long term ELLs (4-6 years) who require additional assistance to acquire academic language necessary to meet the state standards in English Language arts, mathematics, science, and social studies. Intensive guidance and support services are provided to assist long term ELLs who are experiencing affective domain issues that impact on their ability to achieve academically. Long term ELLs participate in an at-risk resource room program, at-risk guidance, and/or at-risk speech and language. Our Youth and Family Service Coordinator provides substance abuse and intervention services. An extended day ESL literacy program and an after school test prep program provide additional support to these ELLs. Our ESL teachers, speech and language teacher, resource room teachers, and literacy coaches push into classrooms with targeted ELLs to reduce student teacher ratios and provide teachers with strategies to differentiate instruction.

A plan is in place for former ELLs in years one and two after testing proficient on the NYSESLAT. These students are clustered in the ESL class where they continue to receive targeted instruction by an ESL teacher. These students continue to receive test accommodations on state and classroom exams.

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?

A plan is in place for ELL-SWDs that provides access to academic content areas and accelerate English language development. Resource room teachers, classroom teachers, and ESL teachers collaborate to plan instruction. Instruction for these students is modified according to individual assessed needs. These modifications include individualized and/or small group instruction, preteaching vocabulary, preferential seating, use of multimedia, reteaching and redirection, and truncated assignments. Literacy and math blocks in each grade facilitate mainstreaming ELL-SWDs to ensure the least restrictive environment for each curriculum area.

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?

A plan is in place for ELL-SWDs that provides access to academic content areas and accelerate English language development. Resource room teachers, classroom teachers, and ESL teachers collaborate to plan instruction. Instruction for these students is modified according to individual assessed needs. These modifications include individualized and/or small group instruction, preteaching vocabulary, preferential seating, use of multimedia, reteaching and redirection, and truncated assignments. Literacy and math blocks in each grade facilitate mainstreaming ELL-SWDs to ensure the least restrictive environment for each curriculum area.

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:			

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

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

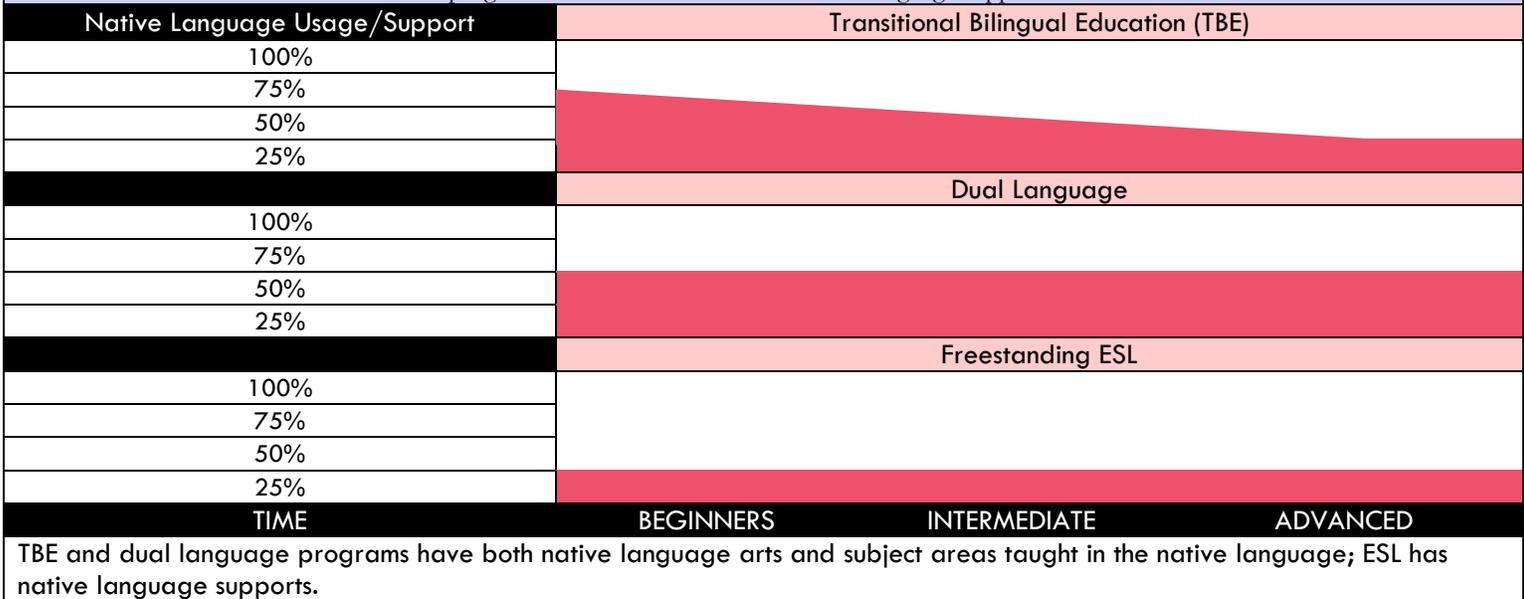
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

Native Language Usage and Supports

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



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.
- Targeted intervention programs for ELLs in ELA, math and other curriculum areas include an at-risk resource room program, at-risk guidance, and/or at-risk speech and language. Our Youth and Family Service Coordinator provides substance abuse and intervention services. An extended day ESL literacy program and an after school test prep program provide additional support to these ELLs. Our ESL teachers, speech and language teachers, SETSS teachers, and literacy coaches push into classrooms during ELA, math, and othe content area instruction with targeted ELLs to reduce student teacher ratios and provide teachers with strategies to differentiate instruction. These programs are homogenously grouped by proficiency levels. These programs are offered in English and Korean where possible.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our current program is effective based on previous years' AMAO and other indicators. The data states that we exceed New York State's targets for students making adequate ganins and/or achieving profieincy. The great majority of our students achieve proficiency within three years. Most of our ELLs and former ELL have been scored at or above standard levels on the NYS Science and Math tests.
11. What new programs or improvements will be considered for the upcoming school year?
- PS 32 has begun enrichment clubs. These clubs are based on student interest and choice. The clubs are organized across grades and include ELL students at different proficiency levels. This affords many opportunities for oral language development.
12. What programs/services for ELLs will be discontinued and why?
- NA
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELL students are afforded equal access to all school programs. These programs include After School Test Prep, Aspiring Leaders After School at PS 32 Program, and an After School Enrichment Program.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- The instructional materials to support ELLs include the use of hands-on activities such as manipulatives, maps, globes, science equipment, etc. A variety of instructional materials is used to support the learning of ELL in the core curriculum. Leveled libraries in all classrooms (as well as Korean leveled libraries in dual language classrooms) ensure that children are reading on their appropriate individual reading levels. These include authentic literature, including nonfiction literature in the content areas. Manipulatives are used to demonstrate and clarify mathematical concepts. Hands on activities take place during science. Grade K-2 use the FOSS Science kit. Grades 3, 4 & 5 use the Houghton Mifflin Harcourt Science Program. Social studies instruction for ELLs makes use of visual and graphic aids. Classroom materials are modified and adapted to fit the needs of individual students. Newcomers use a variety of materials to help with basic language skills. Computers and Smart Boards are used to enhance content area instruction as well as to provide access to instructional websites on the Internet.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- In the Korean Dual Language Program, native language support is delivered 50% of the time. In the freestanding ESL program, native language support is provided through glossaries, translators and language buddies.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Support services and resources correspond to ELLs' age and grade levels. ESL teachers work closely with teachers in the following grade bands: Kindergarten, grades 1 & 2, and grades 3-5. Students are grouped for extended day based on age and proficiency levels.
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.
- Kindergarten parents and students attend an orientation in June before children begin school. They are given strategies to help their children before the beginning of the school year. Translators attend these meetings. At the orientation meeting for parents of newly enrolled ELL students, which is held in September, parents are given strategies to to further assist their child. These orientations continue as new ELL students are admitted throughout the school year.
18. What language electives are offered to ELLs?
- NA
19. For schools with dual language programs:
- 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)?

50% of the time the target language is used for EPs and ELLs in each grade. EPs and ELLs are integrated all day. All content areas are taught together. This includes reading, writing, mathematics, science, social studies, art, drama, computer, physical education, and music. English and Korean are used on alternating days. A self contained Dual Language model is used. Emergent literacy is taught in both languages simultaneously.

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.

All teachers, including classroom teachers, other teaching personnel and paraprofessionals, are provided with extensive professional development opportunities in supporting ELLs as they engage in the Common Core Learning Standards. ESL teachers articulate principles of effective instruction for ELLs. Teachers examine curricula and classroom teaching strategies to improve student learning. In addition, ESL and Dual Language teachers participate in professional development to enable ELL students to develop Tier 2 vocabulary (academic language). This professional development is based on the research of Dr. Lily Wong Fillmore including such topics as: deconstruct/reconstruct strategies, juicy sentences, vocabulary word play, and close reading of complex text. These strategies are shared with classroom teachers by ESL specialists Our literacy coaches and Teachers College staff developers provide professional development on balanced literacy, including the reading/writing workshop model. Our professional development includes lab sites on each grade where our staff developers model lessons and demonstrate strategies to differentiate instruction and provide academic interventions for ELLs. In addition, ESL and classroom teachers attend calendar days at Teachers College which emphasize balanced literacy techniques for use with ELL students. These teachers then provide ongoing professional development at monthly grade conferences and faculty conferences. During these periods, teachers are also taught techniques for modifying instruction in the content areas for ELLs. Liz Fisher, Network Support Specialist, provides professional development to classroom teachers, ESL teachers and paraprofessionals on strategies to use with ELL students in mathematics. Math lead teachers (upper grades and primary grades) provide professional development on ways to provide ELL students with multiple entry points to the math lesson. The ESL teachers also provide professional development on strategies to modify instruction in GO Math. Bilingual and ESL teachers receive additional professional development from Giuvela Leisengang, an ELL network support specialist. Curriculum Vertical Teams meet monthly with representatives of each grade and out of classroom personnel including ESL teachers and special education teachers, to align curriculum in all content areas for all students, including ELL students and students with disabilities.

Supervisors review professional development schedules to ensure the receipt of 7.5 hours of training in strategies for teaching ELLs as per Jose P. (and 10 hours of this training for special education teachers and special education paraprofessionals) The principal keeps agendas and sign in sheets.

The ESL teachers and the guidance counselor plan professional development for the staff to assist ELL students as they transition to middle school. Middle school choices are explained to staff, students and parents. Staff, students and parents are invited to middle school orientations.

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?

The Parent Coordinator and guidance counselor provide outreach for parents of ELLs and serve as resources for parents and parent organizations. They maintain materials in different languages that can assist parents in understanding all school services and programs, including ESL services and programs. The guidance counselor serves as a liaison with CBOs to provide workshops or services to help ELL parents. These CBOs include: The Child Center of NY, the Chinese American Planning Committee, Afghani Women for Arghani Women, Korean American Family Service Center, Pride of Judea, Child Center Asian Outreach. PS 32 has a very active PTA. The PTA Executive Board consists of parents who speak Korean, Chinese, and Spanish. These parents attend every PTA meeting and parent events and translate as needed. The PTA actively recruits parents of ELL students to participate in school events. There are class parents in every class who reach out to all parents, including parents of ELL students. In addition, a plan is in place to address communication with non-English speaking parents through translations and interpretation. Written and oral translations are provided in the most dominant languages of Korean, Spanish, and Chinese of documents such as PTA notices, open school invitations, and activity announcements. Translators attend parent workshops, special events and parent-teacher conferences. Additional languages are translated when necessary and possible.

An orientation session and a workshop for parents of ELLs take place each year in September. Topics at the orientation include the state standards, assessments, school expectations, and general requirements for the ESL and dual language programs. At the workshop, ESL teachers discuss how parents of ELLs can become more effective partners in their children's education. The ESL teachers explain strategies that the parents can use to help their children with homework, vocabulary development, literacy, math, social studies and science, and how to effectively communicate with their children's teachers. The Principal, Assistant Principal, Parent Coordinator and a representative from the P.T.A. participate in this meeting. Translators are provided. Additional orientations are ongoing as new ELLs enroll during the school year.

The Parent Coordinator conducts a yearly parent survey to evaluate the needs of the parents and workshops are offered that respond to parent requests. Based on the results of this information, a parent ESL class is provided monthly to enable parents to acquire language so that they can better assist in their child's education. Workshops are also held to inform parents about the Common Core Learning Standards, activities parents can do at home and NYS testing procedures. Translators attend all of these workshops.

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.

Paste response to question here:

Part VI: LAP Assurances

School Name: PS 32Q

School DBN: 25Q032

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Debra Errico	Principal		
Sue Menkes	Assistant Principal		
Karen Mascetti	Parent Coordinator		
Robin Frost	ESL Teacher		
Mary Leong	Parent		
HaeWon An	Teacher/Subject Area		
Jacklyn Sprance	Teacher/Subject Area		
Lori Phair	Coach		
	Coach		
Carla Newman	Guidance Counselor		
	Network Leader		
Danielle Antonelle	Other _____		
	Other _____		
	Other _____		
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 25Q032

School Name: PS 32g

Cluster: 207

Network: Children first Network

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

Part A: Needs Assessment Findings

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

An assessment was conducted by reviewing Home Language Surveys, ATS Reports, ARIS, Progress Report, information from teachers, counselors, secretaries, Parent Coordinator, ESL Coordinator, School Leadership Team, and past requests from parents.

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.

It was determined that the most dominant languages in our school are Chinese, Korean, and Spanish. Three hundred families have indicated Chinese as their preferred language, 225 have indicated Korean and 115 have indicated Spanish. Written translations will be provided in these languages for documents such as PTA meeting notices, open school invitations, parent workshops, special events, and activity announcement. Oral translations will be provided in Korean, Spanish and Chinese for activities such as PTA meetings, parent-teacher conferences, Common Core parent workshops, parent meetings, telephone communications, and other school events. Additional languages will be translated when necessary and possible. These findings were shared with the school community at PTA meetings, Open House, School Leadership Team meetings and through flyers sent home with all children.

Part B: Strategies and Activities

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

PS 32 will provide both written translation and oral interpretation services to parents who require language assistance in order to communicate effectively with the school. Signs are posted at the main entrance in each language indicating the availability of interpretation services. When we are unable to provide such services, parents will be informed of how they can receive translation services. At registration, a copy of the Bill of Parent Rights and Responsibilities is given to parents in their preferred language. This document includes parents' rights to translation and interpretation services and how to access these services.

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.

Oral translations will be provided in Korean, Spanish and Chinese at PTA meetings, Open House, parent workshops, special events, and activities. These services will be provided by school staff, including teachers, counselors, psychologist, social worker and school aides. Additional languages will be translated through the services provided by the Department of Education Translation and Interpretation Unit.

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>.

PS 32 will provide both written translation and oral interpretation services to parents who require language assistance in order to communicate effectively with the school. Signs are posted at the main entrance in each language indicating the availability of interpretation services. When we are unable to provide such services, parents will be informed of how they can receive translation services. At registration, a copy of the Bill of Parent Rights and Responsibilities is given to parents in their preferred language. This document includes parents' rights to translation and interpretation services and how to access these services.

