

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

DBN: (i.e. 01M001):

31R032

School Name:

PUBLIC SCHOOL 32

Principal:

NANCY SPATARO-BELLOCCHIO

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Pre-Kindergarten – 5th Grade School Number (DBN): 31R032
School Type: Elementary Grades Served: Pre-Kindergarten – 5th Grade
School Address: 232 Barlow Ave Staten Island, NY 10308
Phone Number: (718)984-1688 Fax: (718)227-5736
School Contact Person: Evy Schultz Email Address: ESchult2@schools.nyc.gov
Principal: Nancy Spataro-Bellocchio
UFT Chapter Leader: MaryJo Kling
Parents' Association President: Donna Grillo & Jennifer Barone
SLT Chairperson: Maria Narciso
Student Representative(s): N/A

District Information

District: 31 Superintendent: Anthony Lodico
Superintendent's Office Address: 715 Ocean Terrace Staten Island, NY 10301
Superintendent's Email Address: ALodico@schools.nyc.gov
Phone Number: (718)420-5667 Fax: (718)420-5667

Cluster and Network Information

Cluster Number: 4 Cluster Leader: Chris Groll
Network Number: 409 Network Leader: Neal Opromalla

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)
Nancy Spataro-Bellocchio	*Principal or Designee	
MaryJo Kling	*UFT Chapter Leader or Designee	
Jennifer Barone	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Maria Narciso	Member/ Teacher	
Kevin Galvin	Member/ Teacher	
Christine Beck	Member/ Teacher	
Teresa Rodriguez	Member/ Parent	
Michele LaPointe	Member/Parent	
Joanne DeGeorge	Member/Parent	
Denise Olsen	Member/Parent	
	Member/	

**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:

1. 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.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

The PS 32 vision is reflective of creating high performance standards that are aligned with New York City and State mandates resulting in the optimum level of student achievement. We celebrate learning by recognizing each individual student's talents and abilities. We will provide an environment in which all of our children will reach their highest potential. We have high expectations. Students will develop important decision-making, critical thinking, technological skills and the ability to communicate effectively. Students are independent and articulate learners who enjoy taking responsibility and ownership of their learning. Arts education can and will benefit all students by enhancing their ability to interpret, understand and evaluate their work. We celebrate our staffs' knowledge and expertise. We encourage staff to share best practices and fine tune pre-existing programs both vertically and horizontally. All members of our school community will share accountability for creating a positive educational experience.

PS 32 is located in the Great Kills section of Staten Island, New York. This pre-kindergarten to fifth grade school services a population of approximately 715 students in a predominately middle class background. The children of PS 32 are educated in a nurturing and enriching environment. The school building is a well-kept modern building built in 1965. Major electrical upgrades have been provided for the students including new wiring for the gym which will allow video and audio enhancements. A new floor in the gym has been completed several years ago.

PS 32 actively implements the Special Education Initiative to address students' individual needs. This special education program emphasizes student achievement, student success, and personalized support.

The school houses 2 (two) full-day pre-k, 4 (four) kindergartens classes, 4 (four) first grades classes, 4 (four) second grade classes, 3 (three) third grade classes, 4 (four) fourth grade classes including 1(one) ICT class, 4 (four) fifth grade classes including 1 (one) ICT class. PS 32 has 2 (two) 12:1:1 self-contained classes and 2 (two) 12:1 classes. There will be a freestanding ELL program for grades K-5 which serves our English Language Learners. The average class size in kindergarten is 22. The average class size in first grade is 26, second grade is 26, third grade is 32, fourth grade is 29 and fifth grade is 31. P.S. 32 also implements a SETSS program. Students are heterogeneously grouped within each grade. The school is not in receipt of Title 1 funding.

Students of PS3 32 will continue to use various programs that is characterized by an integrated interdisciplinary approach to instruction. The integration of the performing arts, visual arts, social studies, technology and science are the hallmarks of our cluster program. The fourth and fifth grade students are part of the Technology Team. A Before and After School Program is available for students in grades 2, 3, 4 and 5. Our music program continues with one fourth grade band, one fifth grade band, and a recorder program for the second and third grade. Grades K-5 enjoys the benefits of learning to read music. We employ a full-time music teacher. The school continues an Enrichment through the Arts and Sciences program. (ETAS) This program effectively engages third through fifth grade students. Students participate in small group arts enrichment. There are 19 different specialties They include but not limited to Science Expo, Band, Crossword Puzzles, Debate Team, Logic Problems/Sudoku, Yoga/Meditation, Spanish, Art, Cross Stitch, Computers, Technology, Knitting, Chess, Visual Arts, Math & Art Connection, and Dance. During the school year our visual arts teacher invites parents and students to create art together during scheduled "Arts Nights" as well as parent workshops with Ms. Spataro.

Based on the Dashboard in Advance, implementation of highly effective scaffolding questions and discussions is a challenge in our school. We are working on using a variety or series of questions or prompts to challenge the students cognitively, achieve high-level thinking and discourse, and promote metacognition. The students will be able to formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions to the

discussion. Students will also make sure that all voices are heard in the discussion.

An informative parent handbook contains information on dates and school procedures. The handbook includes performance standards and rubrics for each grade. Parents and students are aware of the schools' high expectations and are fully involved in the goal setting process. PS 32 supports parents and provides well-planned support for them that enable them to understand their children's achievements.

PS 32 has developed partnerships in the community and enjoys collaboration with many organizations from the cultural and educational sector. Some of these resources include: Snug Harbor, Blue Heron Park, Richmondtown Restoration, The Staten Island Institute of Arts and Science, The St. George Theatre, Gateway National Park, The Staten Island Children's Museum, and Fleet Week. Jazz at Lincoln Center school concerts have become a mainstay at our school. Various jazz groups perform at our school each year. Our school participates in many school and community events such as: Penny Harvest, Coat Drive, Second and Third Grade Recorder Concerts, Fourth and Fifth Grade Band Concerts, Weather Net Station, Buehler Space Program, March of Dimes Mini-Walk, Project Hospitality Toy and Can Drive, College of Staten Island Presentations, Annual Dance Festival and Annual Talent Show.

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.

As per the Quality Review, our school has collaboratively created a rigorous curriculum across grades and subject areas, aligned to the Common Core Learning Standards (CCLS), enduring student engagement and meeting the needs of all learners.

After careful analysis of our teacher’s overall ratings in Danielson component 3c (Engaging Students in Learning), it showed that 3 out of 38 teachers (9%) had an overall rating of not effective.

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, 92% of the teaching staff (34 out of 37 teachers) will receive an overall rating of "effective" or higher on Danielson component 3c (Engaging Students in Learning) as measured by formal and informal observations.

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 			
Ready Gen, Go Math, Journeys, Common Preps, Weekly Grade Meetings, Weekly Inquiry Team Meetings, Tuning Protocol, Faculty Meetings, Chancellor’s Professional Development Conference Days, Common Planning Time, and Weekly Professional Development	Entire Staff	September 2014 through June 2015	Administration, All Teachers (Classroom, Cluster, ESL, SETSS, Self-Contained, ICT)
1:1 Conferences, RTI, UDL, Small group Instruction, Morning Tutoring Program, Wilson, Foundations, Orten-Gillingham, SETSS, ELL push-in/pull-out, Occupational	Level 1 and 2 students, Students with Disabilities,	September 2014 through	Administration, All Teachers (Classroom,

Therapy, Physical Therapy, and Speech, Academic Intervention Services,	English Language Learners, Bottom Third Students	June 2015	Cluster, ESL, SETSS, Self-Contained, ICT)
Representation on the School Leadership Team, Teachers provide written goal/progress reports that are periodically given to keep parents informed of the child's progress, School newsletter is distributed to keep our parents informed about Parent Resource Room that includes a plethora of books and magazines along with instructional materials for parents/guardians, Weekly/Ongoing Parent Engagement, Parent Orientation Meeting – Tea with Administration, Parent school activities and academic information, School website had an interactive component that parents/guardians can write to out Parent Coordinator. The website offers various helpful academic websites along with various monthly student incentives (i.e. poster contest, essay contest). Homework is posted on a daily basis for all classes, Over 60 Parent Workshops on topics such as CCLS, Test Taking Techniques, DOK , Parent Support Group, Book Study/Talk, Monthly PTA Meetings and Newsletter, Environmental Surveys 2x per year, School wide Special Events/Fairs , Monthly Parent Surveys asking what workshops they would like to attend , Classroom and Grade Celebrations including Culminating Activities, Thank You Breakfast, Parent Support Group, School Brochure, Parent Handbook, School Messenger System – an automated, computer based calling system that delivers school wide messages to parents, ARIS Parent Link and Support, Parent Workshops with Ms. Spataro, and Weekly Parent Meetings/Communication	School Community/Parents	September 2014 through June 2015	Administration and Parent Coordinator

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Guidance – Each student has a specified person and/or someone they trust to go to for counseling and support, Student Council, Student Advisory Team, Anti-Bullying Contests/Posters/Assemblies, Health & Nutrition Assemblies to support Self-Esteem and Healthy Habits Student Goal Setting, Student Self Reflection , Exit Slips, Immediate Teacher-Student Feedback	All Students	September 2014 through June 2015	Administration, Teachers, Guidance Counselor, Social Worker, and Psychologist
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Ready Gen, Journeys, Foundations, Wilson, Go Math, SETTS, AIS Push-In, ELL Push-In/Out, and Ortin-Gillingham

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.									
Fair Student 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.

1. Mid Point Benchmark – Advance Teacher Level MOTP Report and Advance Dashboard

2. February 2015

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

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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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

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| 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 per the Quality Review, our academic tasks and discussion require all students to demonstrate higher-order thinking skills in order to cognitively engage all students in the learning process.

- Advance MOSL Detail Report (2013-2014 school year) – 34 out of 37 teachers (92%) received an effective or highly effective rating in one or more of their observations in Domain 2a (Creating an Environment of Respect and Rapport)
- Advance Dashboard
- Surveys

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, 95% of the teaching staff (35 out of 37 teachers) will receive an overall rating of "effective" or higher on Danielson component 2a (Creating an Environment of Respect and Rapport) as measured by formal and informal observations.

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>
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			
Professional Development on Danielson Domain 2 (The Classroom Environment), Discipline Code, Intra-visitations, Administrative Support, 1:1 Conferences, Ready Gen, Go Math, Journeys	Entire Staff	September 2014 to June 2015	Administration, All Teachers (Classroom, Cluster, ESL, SETSS, Self-Contained, ICT)
1:1 Conferences, RTI, UDL, Small group Instruction, Morning Tutoring Program, Wilson, Foundations,	Level 1 and 2 students, Students	September 2014 to	Administration, All Teachers

Orten-Gillingham, SETSS, ELL push-in/pull-out, Occupational Therapy, Physical Therapy, and Speech, Academic Intervention Services	with Disabilities, English Language Learners, Bottom Third Students	June 2015	(Classroom, Cluster, ESL, SETSS, Self-Contained, ICT)
Representation on the School Leadership Team, Teachers provide written goal/progress reports that are periodically given to keep parents informed of the child's progress, School newsletter is distributed to keep our parents informed about Parent Resource Room that includes a plethora of books and magazines along with instructional materials for parents/guardians, Weekly/Ongoing Parent Engagement, Parent Orientation Meeting – Tea with Administration, Parent school activities and academic information, School website had an interactive component that parents/guardians can write to out Parent Coordinator. The website offers various helpful academic websites along with various monthly student incentives (i.e. poster contest, essay contest). Homework is posted on a daily basis for all classes, Over 60 Parent Workshops on topics such as CCLS, Test Taking Techniques, DOK , Parent Support Group, Book Study/Talk, Monthly PTA Meetings and Newsletter, Environmental Surveys 2x per year, School wide Special Events/Fairs , Monthly Parent Surveys asking what workshops they would like to attend , Classroom and Grade Celebrations including Culminating Activities, Thank You Breakfast, Parent Support Group, School Brochure, Parent Handbook, School Messenger System – an automated, computer based calling system that delivers school wide messages to parents, ARIS Parent Link and Support, Parent Workshops with Ms. Spataro, and Weekly Parent Meetings/Communication	School Community/Parents	September 2014 to June 2015	Administration and Parent Coordinator
Guidance – Each student has a specified person and/or someone they trust to go to for counseling and support, Student Council, Student Advisory Team, Anti-Bullying Contests/Posters/Assemblies, Health & Nutrition Assemblies to support Self-Esteem and Healthy Habits Student Goal Setting, Student Self Reflection , Exit Slips, Immediate Teacher-Student Feedback	All Students	September 2014 to June 2015	Administration, Teachers, Guidance Counselor, Social Worker, and School Psychologist

Part 4 – Resources Needed

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

Administration, Teachers, 1:1 Conferences, Data Analysis Meetings, Teacher Goal Setting

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:

- 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.

- 1. Mid Point Benchmark – Advance Teacher Level MOTP Report and Advance Dashboard
- 2. February 2015

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

11. Did the school meet the mid-point benchmark(s) in the timeframe specified?		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. |

As per our Quality Review, our school has established a culture of high expectations for staff and students, ensuring rigorous learning and a foundation for college and career readiness, are embedded in every learning experience.

- Percent at 75th Growth Percentile or Higher/ Closing the Achievement Gap with English Language Learners students has increased by 20% comparing this year and last years data
- Percent at 75th Growth Percentile or Higher /Closing the Achievement Gap with Self-Contained/ICT/SETSS students has increased by 7.3% comparing this year and last year’s data
- Surveys
- NYSELAT
- Ongoing Student Data
- Informal/Formal Observations

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.

By June 2015, 100% of the teaching staff will engage in professional development opportunities designed to improve both teacher practice as well as student outcomes resulting in 23% of all students performing in the school's bottom third on grade levels 4-5 inclusive of English language learners and students with disabilities (17 out of 75 students) achieving an adjusted growth percentile of 75 or higher on the 2015 New York State English Language Arts assessment.

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			
Formative & Summative Assessments will drive our Professional Development, Universal Design of Learning, RTI, Data Analysis	Entire Staff	September 2014 – June 2015	Administration, All Teachers (Classroom, Cluster, ESL, SETSS, Self-Contained,

			ICT)
1:1 Conferences, RTI, UDL, Small group Instruction, Morning Tutoring Program, Wilson, Foundations, Orten-Gillingham, SETSS, ELL push-in/pull-out, Occupational Therapy, Physical Therapy, and Speech, Academic Intervention Services	Level 1 and 2 students, Students with Disabilities, English Language Learners, Bottom Third Students	September 2014 to June 2015	Administration, All Teachers (Classroom, Cluster, ESL, SETSS, Self-Contained, ICT)
Representation on the School Leadership Team, Teachers provide written goal/progress reports that are periodically given to keep parents informed of the child's progress, School newsletter is distributed to keep our parents informed about Parent Resource Room that includes a plethora of books and magazines along with instructional materials for parents/guardians, Weekly/Ongoing Parent Engagement, Parent Orientation Meeting – Tea with Administration, Parent school activities and academic information, School website had an interactive component that parents/guardians can write to out Parent Coordinator. The website offers various helpful academic websites along with various monthly student incentives (i.e. poster contest, essay contest). Homework is posted on a daily basis for all classes, Over 60 Parent Workshops on topics such as CCLS, Test Taking Techniques, DOK , Parent Support Group, Book Study/Talk, Monthly PTA Meetings and Newsletter, Environmental Surveys 2x per year, School wide Special Events/Fairs , Monthly Parent Surveys asking what workshops they would like to attend , Classroom and Grade Celebrations including Culminating Activities, Thank You Breakfast, Parent Support Group, School Brochure, Parent Handbook, School Messenger System – an automated, computer based calling system that delivers school wide messages to parents, ARIS Parent Link and Support, Parent Workshops with Ms. Spataro , and Weekly Parent Meetings/Communication		September 2014 to June 2015	
Guidance – Each student has a specified person and/or someone they trust to go to for counseling and support, Student Council, Student Advisory Team, Anti-Bullying Contests/Posters/Assemblies, Health & Nutrition Assemblies to support Self-Esteem and Healthy Habits Student Goal Setting, Student Self Reflection , Exit Slips, Immediate Teacher-Student Feedback	All Students	September 2014 to June 2015	Administration, Teachers, Guidance Counselor, Social Worker, and School Psychologist

Part 4 – Resources Needed

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

Teachers, Guidance Counselors, Administration, Psychologist, Social Worker

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.

Fair Student 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:

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.

1. Mid Point Benchmark – Advance Teacher Level MOTP Report and Advance Dashboard

2. February 2015

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

21. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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22. 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 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. |

As per our Quality Review, we have expanded the current teacher team structure to systematically analyze classroom practices across grades and subjects, resulting in refinement to pedagogy and mastery of learning goals for groups of students.

- Advance MOSL Detail Report (2013-2014 school year) – 34 out of 37 teachers (92%) received an effective or highly effective rating in one or more of their observations in Domain 4e (Growing and Developing Professionally)
- Advance Dashboard
- 1:1 Meeting
- Inquiry Team Meetings
- Turning Protocol

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.

By June 2015, 95% of all teachers (35 out of 37 teachers) will receive an overall rating of "effective" or higher on Danielson component 4e (Reflecting on Teaching) as measured by formal and informal observations.

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			
Inquiry Work/Protocols, Sharing Best Practices, Implementation of Next Steps, Growth in Danielson Domain 4E	Entire Staff	September 2014 – June 2015	Administration, All Teachers (Classroom, Cluster, ESL, SETSS, Self-Contained, ICT)

<p>1:1 Conferences, RTI, UDL, Small group Instruction, Morning Tutoring Program, Wilson, Foundations, Orten-Gillingham, SETSS, ELL push-in/pull-out, Occupational Therapy, Physical Therapy, and Speech, Academic Intervention Services</p>	<p>Level 1 and 2 students, Students with Disabilities, English Language Learners, Bottom Third Students</p>	<p>September 2014 to June 2015</p>	<p>Administration, All Teachers (Classroom, Cluster, ESL, SETSS, Self-Contained, ICT)</p>
<p>Representation on the School Leadership Team, Teachers provide written goal/progress reports that are periodically given to keep parents informed of the child's progress, School newsletter is distributed to keep our parents informed about Parent Resource Room that includes a plethora of books and magazines along with instructional materials for parents/guardians, Weekly/Ongoing Parent Engagement, Parent Orientation Meeting – Tea with Administration, Parent school activities and academic information, School website had an interactive component that parents/guardians can write to out Parent Coordinator. The website offers various helpful academic websites along with various monthly student incentives (i.e. poster contest, essay contest). Homework is posted on a daily basis for all classes, Over 60 Parent Workshops on topics such as CCLS, Test Taking Techniques, DOK , Parent Support Group, Book Study/Talk, Monthly PTA Meetings and Newsletter, Environmental Surveys 2x per year, School wide Special Events/Fairs , Monthly Parent Surveys asking what workshops they would like to attend , Classroom and Grade Celebrations including Culminating Activities, Thank You Breakfast, Parent Support Group, School Brochure, Parent Handbook, School Messenger System – an automated, computer based calling system that delivers school wide messages to parents, ARIS Parent Link and Support, Parent Workshops with Ms. Spataro , and Weekly Parent Meetings/Communication</p>		<p>September 2014 to June 2015</p>	
<p>Guidance – Each student has a specified person and/or someone they trust to go to for counseling and support, Student Council, Student Advisory Team, Anti-Bullying Contests/Posters/Assemblies, Health & Nutrition Assemblies to support Self-Esteem and Healthy Habits</p> <p>Student Goal Setting, Student Self Reflection , Exit Slips, Immediate Teacher-Student Feedback</p>	<p>All Students</p>	<p>September 2014 to June 2015</p>	<p>Administration, Teachers, Guidance Counselor, Social Worker, and School Psychologist</p>

Part 4 – Resources Needed

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

Updating Rubrics, Danielson Framework of Teaching, Administration, Think Central, Ready Gen, Journeys, Go Math, Foundations, Wilson, Ortin-Gillingham, Technology

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.									
Fair Student 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:

- 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.

- 1. Mid Point Benchmark – Advance Teacher Level MOTP Report and Advance Dashboard
- 2. February 2015

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

31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		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. |

As per the Environmental Survey, 93% of our parents are satisfied with the education their child is receiving. 87% of our parents feel that the school offers a wide enough variety of courses, extracurricular activities and services.

- Parent Surveys throughout the school year (i.e. After workshops)
- A school wide survey is given to all parents in November.

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.

By June 2015, 89% of the PTA Meetings (8 out of 9) will include presentations and/or information sessions facilitated by a community-based organization and/or community partners as reported by the agenda and minutes documents.

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			
Virtual Y (Pilot Program), Guest Speakers, Monthly Meetings, SLT Input and Feedback	School Community	September 2014 – June 2015	Administration, PTA, Parent Coordinator
1:1 Conferences, RTI, UDL, Small group Instruction, Morning Tutoring Program, Wilson, Foundations, Ortin-Gillingham, SETSS, ELL push-in/pull-out, Occupational Therapy, Physical Therapy, and Speech, Academic Intervention Services	Level 1 and 2 students, Students with Disabilities, English Language Learners, Bottom	September 2014 to June 2015	Administration, All Teachers (Classroom, Cluster, ESL, SETSS)

	Third Students		
Representation on the School Leadership Team, Teachers provide written goal/progress reports that are periodically given to keep parents informed of the child's progress, School newsletter is distributed to keep our parents informed about Parent Resource Room that includes a plethora of books and magazines along with instructional materials for parents/guardians, Weekly/Ongoing Parent Engagement, Parent Orientation Meeting – Tea with Administration, Parent school activities and academic information, School website had an interactive component that parents/guardians can write to out Parent Coordinator. The website offers various helpful academic websites along with various monthly student incentives (i.e. poster contest, essay contest). Homework is posted on a daily basis for all classes, Over 60 Parent Workshops on topics such as CCLS, Test Taking Techniques, DOK , Parent Support Group, Book Study/Talk, Monthly PTA Meetings and Newsletter, Environmental Surveys 2x per year, School wide Special Events/Fairs , Monthly Parent Surveys asking what workshops they would like to attend , Classroom and Grade Celebrations including Culminating Activities, Thank You Breakfast, Parent Support Group, School Brochure, Parent Handbook, School Messenger System – an automated, computer based calling system that delivers school wide messages to parents, ARIS Parent Link and Support, Parent Workshops with Ms. Spataro, and Weekly Parent Meetings/Communication		September 2014 to June 2015	
Guidance – Each student has a specified person and/or someone they trust to go to for counseling and support, Student Council, Student Advisory Team, Anti-Bullying Contests/Posters/Assemblies, Health & Nutrition Assemblies to support Self-Esteem and Healthy Habits Student Goal Setting, Student Self Reflection , Exit Slips, Immediate Teacher-Student Feedback	All Students	September 2014 to June 2015	Administration, Teachers, Guidance Counselor, Social Worker, and School Psychologist

Part 4 – Resources Needed

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

Community Based Organizations, Administration, Parent Coordinators, School Community

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.

Fair Student 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:

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.				
1. Mid Point Benchmark – Increase in the number of parents attending various workshops/meetings				
2. February 2015				
Part 6b. Complete in February 2015.				
41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		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)	Not Meeting Grade Level Standards	Instruction provided to small groups of students by teachers in ELA. Foundations, Wilson, Balanced Literacy, Push In AIS Program (Grades 2-5), AM Tutoring Program 2x per week	Small Group Instruction	During the School Day, Before the School Day
Mathematics	Not Meeting Grade Level Standards	Small group instruction, Push In AIS Program (Grades 2-5)	Small Group Instruction	During the School Day
Science	All Students	Reading in the content area	Small Group Instruction	During the School Day
Social Studies	All Students	Reading in the Content Area	Small Group Instruction	During the School Day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Anyone that Needs Support	The school guidance counselor provides one on one services as well as meets with students in a small groups addressing the following skills: social, peer socialization, boundaries, appropriate classroom behavior, and compliance with authority The school psychologist provides one on one service to students as needed. These services include but not limited to social emotional	1:1, Small Group Instruction	During the School Day

		functioning, trauma, counseling, anxiety, anger management, and grief and bereavement. Parent Support Group – 1x -2x per month		
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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:

1. 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.
2. 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:

3. **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).
4. **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.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **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.
7. **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.
8. **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:

9. **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.
10. **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.

11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **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) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in 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.

**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 31	Borough Staten Island	School Number 032
School Name The Gifford 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 Nancy Spataro	Assistant Principal Jodi Rosenberg
Coach n/a	Coach n/a
ESL Teacher Caroline Coraci	Guidance Counselor Nicole Stentella
Teacher/Subject Area Kevin Galvin/3rd grade	Parent Kathleen Restaino
Teacher/Subject Area Mary Jo Kling/4th grade	Parent Coordinator Julie Larsen
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	Other

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	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	0	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)	757	Total number of ELLs	17	ELLs as share of total student population (%)	2.25%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	17	Newcomers (ELLs receiving service 0-3 years)	12	ELL Students with Disabilities	4
SIFE	0	ELLs receiving service 4-6 years	5	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	0	0	0	0	0	0	0	0	0	0
ESL	12	0	1	5	0	3	0	0	0	17

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	12	0	1	5	0	3	0	0	0	17
Number of ELLs who have an alternate placement paraprofessional: <u>0</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	0	0	0	0	0								0
SELECT ONE	0	0	0	0	0	0								0
SELECT ONE	0	0	0	0	0	0								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																
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0							0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0							0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0							0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		2		2	2	2								8
Chinese														0
Russian	2			2										4
Bengali														0
Urdu														0
Arabic			1	1	1									3
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian		2												2
Other														0
TOTAL	2	4	1	5	3	2	0	17						

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)		1		2		1								4
Intermediate(I)	1	1			1									3
Advanced (A)	1	2	1	3	2	1								10
Total	2	4	1	5	3	2	0	17						

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	2	1	1		4
4	2				2
5	1				1
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	2		1		1				4
4	2								2
5			1		1				2
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

Assessment for ELL's

1. The assessment tools our school uses to assess the early literacy skills of our ELLs include: TCRWP (Teacher's College Model) which

includes running records, reading accuracy, fluency, reading comprehension; the NYSESLAT exam that evaluates: reading, writing, listening and speaking skills and groups students homogenously (beginners, intermediates, advanced) within regular classes in order to provide appropriate pull-out/push-in ESL services, the LAB-R assesses potential ELLs in their English proficiency; Balanced Literacy which uses guided reading and small group instruction which helps to evaluate reading and writing skills; the ELL Periodic Assessment; teacher created exams to assess reading and math skills. We will also use the newly adapted "Ready Jen" reading program and its assessments. Grades 3-5 will also utilize City/State tests, Acuity, NYSTART. All of these assessment tools will help to identify specific student needs and align instruction.

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

Kindergartners - 1 ELL in Emergent Reading

1 ELL in Level A

Grade 1 - 2 ELLs in Level B

1 ELL in Level D

1 ELL in Level E

Grade 2 - 1 ELL in Level F

Grade 3 - 1 ELL in the Emergent Level

1 ELL in Level F

1 ELL in Level I

1 ELL in Level J

1 ELL in Level M

Grade 4 - 2 ELLs in Level K

1 ELL in Level Q

Grade 5 - 1 ELL in Level D

1 ELL in Level P

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
 2. In October 2013, the DRA Reading Level data shows that 10 out of 17 ELLs are currently reading below grade level. The implication in this year's LAP is to utilize data from the DRA assessments in order to focus instruction in the ESL program and in classrooms with ELLs towards raising performance levels in reading to grade level or above for all ELLs. The data on the Fall 2013 LAB-R results show that one Kindergarten student is at the Intermediate Level and the other Kindergarten student is at the Advanced Level. The NYSESLAT results show that in first grade, 2 students are at the advanced level, one at the intermediate level, and one at the beginner level. For second grade, there is one at the advanced level. For third grade there are 3 at the advanced level, and two at the beginning level. For fourth grade there are two at the advanced level and one at the intermediate level. For fifth grade there is one at the advanced level and one at the beginning level.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

N/A. NYSESLAT modality functions on ATS are not working at this time.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
 - 4a. The patterns across proficiencies and grades show that there 60% of the students at the advanced level, 20% are at the intermediate level and 24% are at the beginner level. The ELL students in PS 32 do not take tests in their native language, therefore, we cannot make comparisons between English and native language tests.
 - 4b. ELL Periodic Assessment results will be shared with all teachers of ELL students so that each teacher can pinpoint the weaknesses of each ELL student and address their academic needs.

4c. The Periodic Assessments provide information about individual students and detail problem areas. The information is used to plan appropriate instructional pieces to address these needs. We also have Collaborative Team Teaching classes in grades 3 and 4 and SETSS in grades K, 3, 4 and 5. All other students with I.E.P.'s are included in regular education classes.

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](#).)

5. Based on our data, we will pinpoint our individual ELLs academic needs and provide instruction in accordance to the RTI framework. We will provide rigorous and evidence based curriculum and English language development supports in the Tier I instructional model in both the regular classroom and the ESL program. If we see some students struggling, we will provide them with Tier II instructional supports such as , extra attention and more differentiated activities to help and guide them so thate they can get the most support in their academic studies. If a student still needs additional support after the Tier I and Tier II instructuional supports have been implemented those students will be targeted as receiving Tier III insructional supports, which include intensive and individualalized instruction (small group or 1:1 support).

6. How do you make sure that a child's second language development is considered in instructional decisions?

6. We will make sure that a child's second language development is considered in instructional decisions. For example: having bilingual dictionaries and glossaries available for them. Also, by incorporating the "buddy system", which is having an ELL student pair up with another student who speaks the same native language so that he or she can explain directions and other classroom activities in their own native language to the ELL student. We will also utilize data from the: TCRWP (Teacher's College Model) which includes running records, reading accuracy, fluency, reading comprehension; the NYSESLAT exam that evaluates: reading, writing, listening and speaking skills and groups students homogenously (beginners, intermediates, advanced) within regular classes in order to provide appropriate pull-out/push-in ESL sevice, the LAB-R assesses potential ELLs in their English proficiency; Balanced Literacy which uses guidied reading and small group instruction which helps to evaluate reading and writing skiils; the ELL Periodic Assessment; teacher created exams to assess reading and math skills. We will also use the newly adapted "Ready Jen" reading program and the teachers will follow the ESL supports that are included in each unit of study. Grades 3-5 will also utilize City/State tests, Acuity, NYSTART. All of this data will help to identify and assess students' English language skills and align instruction.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the second (target) language?
- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City Assessments?

7. N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

8. We will evaluate the success of our program with ELLs by analyzing the results of the NYSESLAT exam and comparing results of each child from year to year to see if the child is progressing to the next level (example: from intermediate to advanced level); and also look at state test results (ELA and Math State tests) to see if the ELLs are progressing and conferring with the ELL's classroom teachers to see how they are progressing in the classroom.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the

HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

1. At enrollment, parents are required to complete a Home Language Identification Survey form which indicates a student's home language. This identification process includes informal interviews conducted by trained pedagogues; ie: the ESL teacher (Caroline Coraci) and Vice Principal (Jodi Rosenberg). The ESL teacher speaks Italian and English and Vice Principal speaks English, however, if there is a need for a translator they will use staff members to translate for them while they are conducting the interviews to insure understanding. For example, the school psychologist, Marina Treybeck, speaks Russian and a Para Professional, Omima Abdala speaks Arabic. Once potential ELLs are identified, they are administered the revised Language Assessment Battery (LAB-R) test within ten days of enrollment. The person administering the LAB-R is the ESL teacher, Caroline Coraci, who is a trained pedagogue in the LAB-R administration. The LAB-R results determine whether students are entitled to bilingual/ESL programs and services. The Spanish LAB is administered to Spanish-speaking students, who do not pass the LAB-R, in order to determine language dominance. The assessment is administered only one time, and will be administered during the same time period as the LAB-R. The New York State English as a Second Language Achievement Test (NYSESLAT) measures English Language Arts (ELA) proficiency levels (i.e., beginning, intermediate, advanced) of ELLs and will be administered each spring. Proficiency levels determine the appropriate ratio of English to native language use in educational bilingual programs as well as requirements for ESL instruction. Once the child reaches the proficient level then he/she will exit the ESL program and no longer be entitled for ESL services. The ESL teacher and administrators will continually analyze ATS reports to determine NYSESLAT eligibility of students and make sure all ELLs receive the NYSESLAT annually. The ESL teacher will coordinate the NYSESLAT administration and securing of materials.

2. 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.
 2. Once our ELL population is determined, within the first 10 days of student enrollment, parents are invited (by translated letters) to a Parent Choice Orientation meeting to discuss the programs choices available for their child(ren); these choices include: Transitional Bilingual Education, Dual Language and Freestanding ESL. The person providing the Parent Choice Orientation is the certified ESL teacher, Caroline Coraci. She will make sure that the parents are also given ELL parent brochures in their home language and are able to view the ELL parent orientation video in their home language; this video will explain in depth all of the program choices. She will also inform parents at this meeting who have previously chosen a TBE/DL program that when the school has the sufficient number of students to open up those programs she will notify the parents in writing. In the meantime, parents will be given the choice to transfer to another school who has those programs if they wish, since our school only offers the ESL program.
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 [\[see tool kit\]](#).)
 3. At the conclusion of the Parent Choice Orientation meeting, the parents complete the Parent Survey and Program Selection Form; they will also be given the entitlement and placement letters. The completed Parent Survey and Program Selection Form will be placed into the student's cumulative file and the ESL teacher, Caroline Coraci, will keep a copy in her ESL binder and she is responsible for placing these original forms into the student's file. The ESL teacher, Caroline Coraci, will also keep a copy and returned signed copies of the entitlement letters in a binder that is locked in a closet. The ESL teacher will also check the ATS report- the RLAT function to determine the NYSESLAT eligibility of students, and make sure the parents of the students that are still eligible to receive ESL services are given the continued entitlement letters. Also, for the students who are scored proficient on the NYSESLAT, the ESL teacher will distribute the non-entitlement letters to the parents. At PS 32 we honor parent choice. If we don't have the program that a parent selected we will tell them of schools that do have the program and advise them that if our numbers of students go up enough to open the program then we can honor that choice. If not all ELL parents show up to the Parent Choice Meeting, the school will contact the parent by phone and schedule an appointment to meet with the ESL teacher so that she can explain the program choices and the parents will fill out the Parent Survey, Program Selection Forms and be given the entitlement letters in person to ensure we have these important papers returned and be put on file. If we cannot get a parent to come and fill out the Parent Choice form, the default for ELLs is Transitional Bilingual Education as per CR Part 154.
4. 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.
 4. For the students who score at or above proficiency on the LAB-R they will be given the Non Entitlement Letter; those who score below proficiency on the NYSESLAT will be given the Continued Entitlement Letter; those who score at or above proficiency on the NYSESLAT will be given the Non Entitlement/Transition Letter. These letters are available in the parent's home languages.

Parents who indicate that TBE or DL are their first ELL program choice are provided a transfer option if their first program of choice is not currently offered at PS 32, with the understanding that the parents would be notified when a TBE and/or DL class will be opened based upon sufficient requests and that the family would be provided the option to transfer their child back to PS 32 and into the TBE or

DL program should the parents wish to do so. Parents may decline the transfer option and keep their child in PS 32 with the understanding that the child will be placed in the ESL program, until such time that sufficient numbers to sustain a TBE or DL program have been attained. At such a time, parents may accept or decline the option to have their child remain in ESL services or enter the TBE or DL program.

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.

5. Each year, the ESL teacher will run the RLER report on ATS to acquire all the names of students who are eligible to take the NYSESLAT. She will also make sure that any new ELL students who have taken the LAB-R and are eligible to receive ESL services are also included as being eligible to take the NYSESLAT. When it is time to administer the sections of the NYSESLAT, the ESL teacher will follow the time frames (dates) given by the Dept. of Education as to when to administer each section: Speaking, Listening, Reading and Writing. She will administer the NYSESLAT in a separate classroom away from any extraneous noise and will hang up a testing sign to ensure that all staff and students are aware that a test is being administered. She will also make sure all of the ELL students are administered each section of the NYSESLAT and all guidelines are followed for each section.

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. [①](#)

6. The trend in the program choice that parents have requested for the past few years according to the Parent Choice Forms has been 100% for the ESL program. . We have an alignment between parent choice and program offering by having a certified ESL teacher fulfill the full-time three day ESL position at P.S. 32 who services all the ELLs in a pull-out/push-in program, designed to meet parent choice and program's instructional requirements.

Part 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])?
 1. Instruction for ELLs is delivered in a way that it includes high expectations of ELL student achievement and has a plan of action that leads to success for these students. The school community monitors ELL student progress (formal and informal assessments) and adjusts instructions according to the evidence and data. The teachers and school leadership know their ELL population and individual needs. There is continuous collaboration among the ESL teacher and classroom teachers to monitor ELL achievement, and learning and support from one another in content instruction. The curriculum and instruction is closely aligned to the Common Core Standards. Our school also highly values parent and community involvement and ensures both are part of the school's culture.
 - 1a. A Free-Standing English as a Second Language (ESL) Pull-Out/Push-In Program has been established at P.S. 32. A certified ESL teacher fills the ESL position at P.S. 32 and services all the ELLs in this pull-out/push-in program, designed to meet the program's instructional requirements.
 - 1b. At this time, it is our plan to continue the ESL pull-out/push-in program that has been established. The ELL students are pulled out according to grade levels, and each grade is heterogeneous.
2. 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)?
 2. ELL students are serviced through a pull-out/push-in ESL model by a certified ESL teacher. This model covers all mandated number of instructional minutes according to proficiency levels. The ELL students are all strategically placed together in one classroom for each grade so that it is easier to schedule the ESL program so that the ESL teacher can pull-out or push-in to classrooms. This model and scheduling allows for all mandated minutes to be covered (180 minutes for the advanced level students and 360 mandated minutes for the beginner and intermediate level students.).
 - 2a. Based upon results of the LAB-R and NYSESLAT exams, our advanced ELLs receive 180 minutes of ESL instruction per week as mandated by CR Part 154 and for students who are at the beginning or intermediate level, they will receive 360 minutes of ESL instruction per week as mandated by CR Part 154.
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.
 3. The ESL teacher is state certified in ESL instruction by New York State. In addition, she is licensed in Common Branches by New York State. The current instructional program, which is delivered in English, it is designed to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards. It includes the use of sheltered instruction in the content areas, TPR, hands-on activities, manipulatives, pictures, music and movement, frequent access to language learning software and various online educational websites, and employs a broad range of literacy strategies to support the ELL students. In addition, resources that align with Foundations, Ready Jen Reading Program are utilized to reinforce what the children are learning in class. Classroom teachers collaborate with the ESL teacher to ensure that content presented in the English language is made comprehensible to ELLs through appropriate application of ESL language learning methods and strategies, such as those described above. Additionally, the ESL Teacher collaborates with the AIS teachers and related service providers who service ELLs to ensure that appropriate strategies, methods, and approaches are utilized in the AIS program and during related service sessions.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
 4. We ensure that our ELLs are appropriately evaluated in their native languages by providing them access to bilingual glossaries whenever they are needed (for mathematics and reading). In addition, we administer the Spanish LAB-R to Spanish students who did not pass the English LAB-R in order to determine their dominant language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 5. All of the ELLs will take the NYSESLAT in the spring. This will assess what level each has achieved in each of the four

modalities: reading, writing, listening and speaking. In addition, the ELLs in the third to fifth grade will take the ESL Periodic Assessment twice a year (in the fall and the spring) to assess how they are progressing in the four modalities. This periodic assessment will pinpoint each student's strengths and weaknesses so that the teachers can know what areas to focus in when teaching the ELLs. Also, all students, including students in grades K to 2 will be evaluated through the TCRWP (Teacher's College Model) which includes running records, reading accuracy, fluency, reading comprehension; Balanced Literacy which uses guided reading and small group instruction which help to evaluate reading, writing and listening skills; teacher created exams will assess reading and math skills. We will also use the newly adapted "Ready Jen" reading program and its assessments. Grades 3-5 will also utilize City/State tests, Acuity, NYSTART. All of these assessment tools will help to evaluate English language acquisition in all four modalities throughout the year.

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).

6a. At this current time, P.S.32 has no SIFE students. In the future, if we should get SIFE students, we would reassess these SIFE students by checking into their LAB-R and NYSESLAT scores and putting them in the correct English proficiency level and, if necessary, re-administer the LAB-R if that child had more than one year of interrupted education.

6b. Our plan for the ELL newcomers is to first administer the LAB-R to new entrants into our school, based on the Home Language Survey, so that we can identify the proper English proficiency level that child is in: beginner, intermediate, advanced and proficient. Then we make sure each ELL student is administered the NYSESLAT every year to place them in the appropriate English proficiency level for the following year. When they score at the proficient level on the NYSESLAT they will exit out of the ESL program.

6c. For our ELL students who are receiving service 4 to 6 years, teachers will support student reading skills through use of the Ready Jen Program, Teacher's College and Balanced Literacy models to enhance reading comprehension and inferencing skills. Extended day services supports the student in various reading areas (main idea, inferencing, reading comprehension, etc.)

6d. Currently, we have no long term ELLs. Long term ELLs would receive continued assessment by taking the NYSESLAT exam and we would make sure we would file for the ESL Extension of Services document for these children for every year that they still need ELL services if they do not become English proficient according to their NYSESLAT results. These ELLs would also be supported through the extended day program. The students who are placed in self-contained special education classes who are in need of ESL services (as a result of LAB-R or indicated in their IEP) will receive the required services as mandated. This may include participation in the pull-out ESL program and/or, if indicated, a bilingual para-professional.

6e. For our former ELLs in years 1 and 2 after testing proficient on the NYSESLAT, they will still receive test accommodations for both the ELA and State Math exams. These testing accommodations will include extended testing time (time and a half), and use of bilingual glossaries.

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?

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

ESL instruction is differentiated in order to meet the special needs of individual students, increase academic achievement, and support language acquisition. Paraprofessionals assigned to Special Education ELLs accompany their students during pull out ESL services. Additionally, the ESL teacher, classroom teachers, paraprofessionals, related service providers, and AIS teachers collaborate to ensure that the academic and language learning needs of all ELL-SWD students are addressed, as well as other special needs.

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?

8. PS 32 uses curricular, instructional, and scheduling flexibility to meet the diverse academic and linguistic needs of ELL-SWDs within the least restrictive environment. All ELL-SWDs are placed in the least restrictive environment according to the requirements indicated on the most current IEP of each child. The ELL-SWDs whose IEPs require an alternate placement paraprofessional are assigned an alternate placement paraprofessional in the classroom. Additionally, alternate placement paraprofessionals

accompany the ELL-SWDs to whom they are assigned to Pull-Out ESL services. All Special Education teachers implement the same literacy and content curricula as their General Education counterparts. The ESL Teacher, Special Education teachers, paraprofessionals (including alternate placement paraprofessionals), AIS teachers, and related service provider(s) collaborate to ensure that all ELL-SWDs are able to achieve curricular goals through support provided through ESL teaching methods and learning strategies and other research-based instructional practices that have been proven to be successful in making content comprehensible and further supporting English language acquisition for ELL-SWDs. Scheduling flexibility in the ESL program allows for the ESL Teacher to provide Push In services during content area studies as well as literacy instruction. When appropriate, scheduling flexibility in the ESL program also allows for ELL-SWDs to be mainstreamed into General Education settings during content area and/or literacy instruction. Mainstreaming decisions for individual ELL-SWDs are achieved through collaboration and discussion among the ESL Teacher, Special Education teacher, paraprofessional, AIS teacher, related service provider(s), and administrators so that the most appropriate instruction for the ELL-SWD may be delivered in the least restrictive environment.

Courses Taught in Languages Other than English

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

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

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

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

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

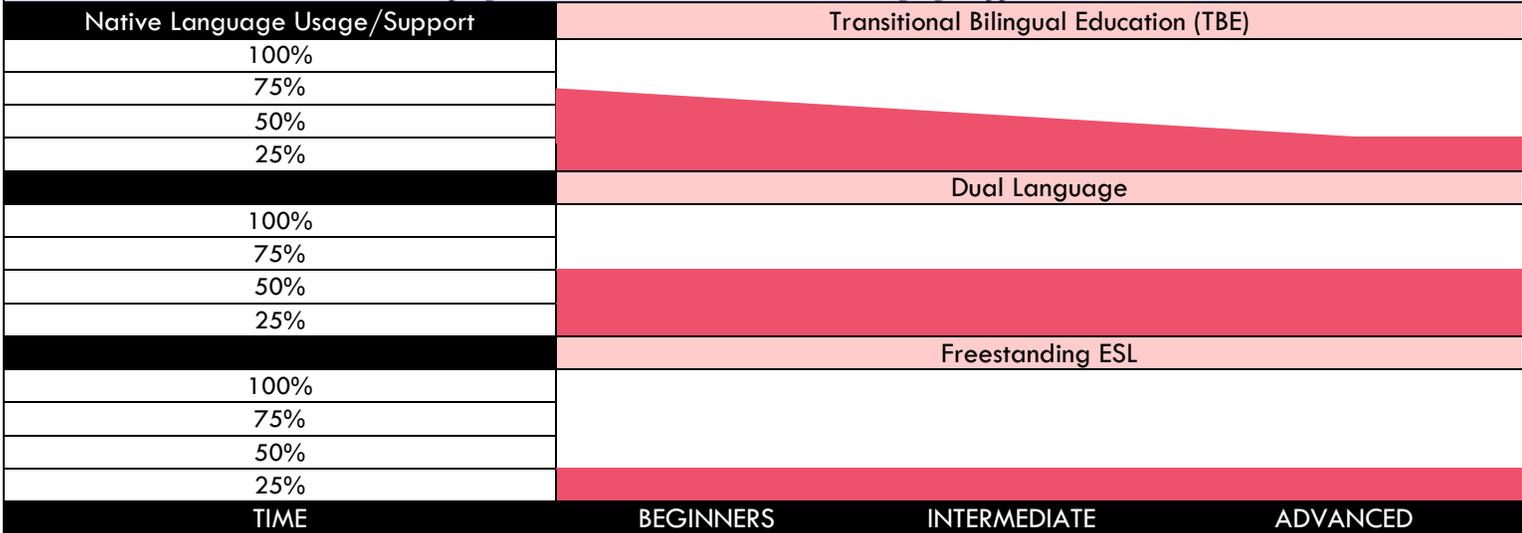
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

	Beginning	Intermediate	Advanced
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.



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Some of our targeted intervention programs for ELLs (including our ELL newcomers, and ELLs receiving 4-6 years of service) include: the Extended Day Program where they can get additional help to fulfill their needs in reading, writing and math. We also offer an after-school tutoring program for reading and math. Within their own classrooms their teachers will support these ELLs through the Ready Jen Reading Program, Balanced-Literacy approach and Go Math Mathematics Program. The languages that these interventions are available in is only in English at this time.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our current ESL program meets the need of our ELL population in both content and language development. We can see the effectiveness through the NYSESLAT results. Every year the results show that many of our ELLs move up a level or become proficient, this proves that they are progressing in the language development. Also, the ESL teacher ensures the ELLs are receiving content development because she frequently confers with ELLs' regular classroom teachers and makes sure the ELL lessons support the content they are currently learning in their respective grades/classrooms.
11. What new programs or improvements will be considered for the upcoming school year?
11. PS 32 will adopt Pearson's Ready Jen Reading Program this year. We will follow this program's ESL component and RTI model.
12. What programs/services for ELLs will be discontinued and why?
12. At the present time our ELL population is sufficient to continue ESL services, therefore, there is no need to discontinue ELL services.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. All our ELL students are afforded equal access to all school programs. ELLs, especially, are invited to these programs; the parents are sent home letters (translated when needed) to invite their children to partake in these programs. These school programs include: ETAS (Enrichment Through the Arts), the Extended Day Program, after-school tutoring program, band, talent show, and any kind of fairs that we may have. Translated letters are sent home when needed. The ELLs that do participate at these programs, participate on a full-time basis.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. We have been increasing our instructional materials used in the program. This year PS 32 will be adopting Pearson's Ready Jen Reading Program and we will follow the ESL strategies and RTI models that accompany it. We also use components from Rigby's "On Our Way to English", big books with small read along books, non-fiction books, listening tapes/cds, picture cards, NYSESLAT preparation material, Time For Kids Writing Kit and Time for Kids reading nonfiction. ELL students will also be able to use bilingual glossaries/dictionaries when needed. Teachers also use Smartboard technology in their classrooms to help students succeed. The ESL teacher also utilizes the internet in her lessons and has ELL students use various educational websites such as National Geographic to look up information.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
15. We offer native language support to our ELLs by offering translation dictionaries/glossaries for use in class and during the state ELA and Math testing. We also have a bilingual para who assists a third grade ELL child who speaks Arabic. Additionally, whenever possible, newcomers are assigned a "buddy" who is fluent in the newcomer's home language and English to assist the newcomer as he or she adjusts to the new school setting.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
16. Required services support and resources correspond to ELLs' age and grade levels by having the teachers who provide academic intervention services to ELLs consult the ESL teacher to ensure that all services and resources are appropriate for each student's individual age, grade levels, and language learning needs. When appropriate, instruction is differentiated and resources are modified to meet the needs of the learners.
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.

17. In the event that the school is aware of an incoming ELL student prior to the beginning of the school year, opportunities such as including parents in parent workshops, school tour, program review, and access to supplemental materials in English and/or the native language appropriate for the child are made available. Oral and written communication will be provided in the parent's language of choice. The action plan for the upcoming school year will be the same. We will support the incoming ELLs by having the ESL teacher meet with them and interview them as soon as possible to determine ESL eligibility, she will then administer the LAB-R as soon as she can since early testing is allowed in August.

18. What language electives are offered to ELLs?

There are no language electives offered to students at PS 32 at this time.

19. For schools with dual language programs:

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

N/A: PS 32 does not offer a Dual Language Program.

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.

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

2. Our school offers 3 hours of professional development per month to teachers of ELLs and all other teachers in supporting ELLs as they engage in the Common Core Standards. This professional development includes: analyzing the Danielson Framework, faculty meetings, grade-level meetings, 1 to 1 conferences, workshops for the Ready Jen Reading Program, intra-visitations to other teacher's classrooms. The ESL teacher, Caroline Coraci, also attends various ELL Professional Development meetings through the district office. For example, she is currently enrolled in the ESL Institute, which meets once a month and is run by Doug Ricketts from the CFN 409 Instructional Team. The ESL teacher also attends meetings that train for the LAP (Language Allocation Policy), NYSESLAT administration, LAB-R (NYSITELL).

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

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

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?

Parent Involvement:

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

- Workshops that are specifically planned for ELL parents include: Parent Choice and Parent Curriculum meetings which are scheduled in September within 10 days of student enrollment. Both meetings are run by the certified ESL teacher. The Parent Choice meeting is for parents of new ELL students. Parents will be shown a DOE video explaining the 3 program choices they have (Dual Language, Transitional Bilingual Education Program, and Freestanding ESL Program. Parents will also fill out the Program Selection and Parent Survey forms. The ESL teacher, Caroline Coraci will also hold parent workshops in the spring to inform parents of the upcoming NYSESLAT and offer strategies to help their child succeed in taking the NYSESLAT.

Translation Services Available:

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

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

- **Balanced Literacy Workshops** – Parents are informed of the structure of a balanced literacy workshop model. Parents are given literature to understand the ways they can help in their child's education, particularly to the reading and writing process, homework help and routines.

Parent Selection Form and Parent Survey.

- **Math Night** – Parents and students shared wonderful experiences in math as they rotate through different centers. Parents and their children have an opportunity to play mathematical games and problem solve together.
- **Concerts** – Parents are invited to watch their child(ren) perform on stage. These concerts are but not limited to, 4th and 5th grade band, 2nd and 3rd Grade Recorder, and the Talent Show.
- **Parent Support Group Meeting** - This meeting will be conducted by our School psychologist, Mrs. Treybick and social worker, Ms. DeForte. At this meeting, parents can share/discuss issues they are facing such as: children's emotional and social development.
- **Arts Night** - Monthly we offer an 'Arts Night' where parents and students shared wonderful experiences in art as they rotate through different art centers. Parents and their children have an opportunity to create different art projects using a various art material.
- **Story Night** - Supervisors read aloud stories to children and then provide an activity related to the story.
- **How to Prepare Your Child For the NYS ELA and NYS Math Test** - This workshop is conducted by our Vice Principal, Mrs. Rosenberg. Parents are enlightened as to how to help their child prepare for the New York State Tests. They are given various techniques, skills, and strategies they can work on at home with their child(ren).

2. Partnerships with agencies or Community Based Organizations:

We have also a visiting nurse who give workshops on child obesity and healthy eating habits. As always, ELL parents are included. We will utilize in-house staff to translate when needed. Example, the psychologist, Marina Treybick speaks Russian, Omima Abdalla speaks Arabic. If we need other languages translated, we will use the Translation and Interpretation Service.

3. We evaluate the needs of parents by having the Parent Coordinator, Julie Larsen, be the facilitator. The Parent Coordinator's role is to keep in touch with parents and see where their needs are. For example, she hand out surveys at the end of every

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

Translation Services Available:

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

4. Our parent involvement activities reflect the wishes and needs of our parents. We try to accommodate the requests that they write on parent surveys or requests that they voice during PTA meetings, with teachers, Parent Coordinator, and administration. The Parent Coordinator will review their surveys and requests and she will try to put together and implement as many activities as possible as per their requests. P.S. 32 values and respects the parental involvement in the decision making of their children's education. As a result, parents are provided with an orientation. This orientation focuses on providing parents with information about the school and explains the program available at P.S. 32. For students who enter the school for the first time, the Home Language Survey indicates those students who are to be assessed with the LAB-R. Once the ELL population is determined, parents are invited to a Parent Orientation to discuss programs available and which program P.S. 32 has to offer. Additionally, parents are provided with an explanation of the state and city standards, the core curriculum, assessment and students' expectations.

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 32 the Gifford School

School DBN: 31R032

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Nancy Spataro	Principal		10/29/13
Jodi Rosenberg	Assistant Principal		10/29/13
Julie Larsen	Parent Coordinator		10/29/13
Caroline Coraci	ESL Teacher		10/29/13
	Parent		10/29/13
Mary Jo Kling 4 th Grade	Teacher/Subject Area		10/29/13
Kevin Galvin 3 rd Grade	Teacher/Subject Area		10/29/13
N/A	Coach		
N/A	Coach		
Nicole Stentella	Guidance Counselor		10/29/13
	Network Leader		
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 31R032 School Name: The Gifford School

Cluster: 4 Network: CFN409

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

Part A: Needs Assessment Findings

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

P.S. 32 determines the primary language spoken by each parent and new entrant by analyzing the Home Language Identification Survey Form and conducting parent interviews. The information regarding home language is recorded into the ATS and written on the emergency card. The original Home Language Identification Survey is filed into the student's cumulative record file. The Home Language Identification Survey shows a possible need for written and oral interpretations for the following languages representing our school's parents: Spanish, Russian, Albanian, and Arabic. It is apparent the need to have a translator available whenever possible to help those parents lacking communication skills in English to express their concerns and needs. Primary language information is shared with the administration, Pupil Accounting secretary, and Parent Coordinator. Classroom teachers of students whose parents have selected to communicate in another language are notified. The ESL teacher and Parent Coordinator work together to provide translated school notices and forms, as well as arranging for any interpretation services that may be required at face-to-face meetings such as Parent Teacher Conferences and IEP meetings.

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

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

Part B: Strategies and Activities

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

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

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

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

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

The school will fulfill Section VII of Chancellor's Regulation by providing notification to parents of their rights regarding translation and interpretation. We shall obtain the Translation and Interpretation Unit translation of documents available to parents in their native language whenever possible. We will use the vendor LIS whenever possible. Signs indicating the availability of translation and interpretation services will be prominently displayed in the Main Office. In addition, the school's safety plan will include procedures for ensuring that parents will not be prevented from communicating with school staff solely due to a language barrier.