

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**DBN: (i.e. 01M001):**

**25Q032**

**School Name:**

**P.S. 032 STATE STREET**

**Principal:**

**DEBRA ERRICO**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: State Street School School Number (DBN): 25Q032  
Grades Served: Pre K-5  
School Address: 171-11 35<sup>th</sup> Avenue, Flushing, NY 11358  
Phone Number: 718 463-3747 Fax: 718 358-1622  
School Contact Person: Debra Errico Email Address: derrico@schools.nyc.gov  
Principal: Debra Errico  
UFT Chapter Leader: Elvira Bruno & James Myer  
Parents' Association President: Mary Leong  
SLT Chairperson: Sue Menkes  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): \_\_\_\_\_  
Student Representative(s): \_\_\_\_\_  
\_\_\_\_\_

**District Information**

District: 25 Superintendent: Danielle DiMango  
Superintendent's Office Address: 30-48 Linden Place Flushing, New York 11354  
Superintendent's Email Address: Ddimang@schools.nyc.gov  
Phone Number: (718) 281-7605 Fax: (718) 281-7690

**Borough Field Support Center (BFSC)**

BFSC: Queens North Director: Lawrence Pendergast  
Director's Office Address: 28-11 Queens Plaza North Long Island City, NY 11101  
Director's Email Address: lpender@schools.nyc.gov  
Phone Number: (917) 225-2020 Fax: (718)391-8320

## 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 that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk\*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Debra Errico	*Principal or Designee	
James Myer/ Elvira Bruno	*UFT Chapter Leader or Designee	
Mary Leong	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Sue Menkes	Member/ Staff	
Lisa Binkley	Member/Staff	
Lisa Hamlin	Member/ Staff	
Jeff Kustin	Member/ Staff	
Rebecca Schiavi	Member/ Staff	
Melissa Algranati Berger	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Betsy Plowman	Member/ Parent	
Johanna Lee	Member/Parent	
Renna Gasper	Member/ Parent	
Wing Kong	Member/ Parent	
Susan Kwak	Member/ Parent	
	Member/	

### 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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

#### **Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

#### **The Framework for Great Schools and CEP Development**



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> 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.
<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**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.

**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.

**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.

**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 administrators value each other.

## The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

### Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** 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.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** 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.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

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

The school received a "Well Developed" on all indicators of the 2014-2015 Quality Review. As stated in the Quality Review. "The principal and staff foster a community that provides students with a nurturing environment that highlights student accomplishments leading to positive student behaviors and an enthusiasm for learning."

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

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

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

PS 32 is a Teachers College Focus School for balanced literacy instruction school-wide. The Teachers College professional development model at PS 32 includes grade level meetings and often grade level lab sites where specific strategies and pedagogy are modeled by the Teachers College Staff Developer and then practiced by the classroom teachers. In addition, teachers attend the professional development offered by Teachers College. During the 2013-2014 school year, we implemented the Go Math Program. The Math Vertical team continues to examine the program and analyze tasks to be embedded into the lesson to lift the level of discourse and instruction. Words Their Way Phonics program is being used in all grades. In addition, kindergarten is implementing the Foundations Program. The FOSS Science Program is used in grades K, 1 and 2. Harcourt Brace Science Program is used in grades 3, 4 and 5. These are research-based science curricula that engage students in active investigation and hands on learning opportunities guided by principles of the scientific method. Students engage in guided inquiry to discover scientific principles and construct meaning by developing questions, designing experiments, and making observations .

PS 32 understands that we teach the "whole child". Through our Enrichment Club Program, teachers teach a subject or interest that they are passionate about and students are given the opportunity to engage in interest-based, enjoyable

and challenging learning experiences. Students in grades K-5 may choose among such clubs as drama, dance, arts and crafts, enriched science, sports, chess, quilting, jewelry making, costume and set design, cheerleading, yoga, martial arts, comic book making, etc.

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

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

The Framework for Great Schools, emphasizes the importance of rigorous instruction, supportive environment, collaborative teachers, effective school leadership, strong family-community ties and trust all working together for the optimum success of a school. Our school is built on trust, which is evidenced by the positive responses of both staff and families resulting in the 98% on the 2014-2015 School Survey. However, while we pride ourselves in supporting families and our community at large the data on this year's School Survey for Strong-Family Community ties measured only slightly above the city wide average at 88% compared to the citywide 85% which left us with an area to revisit and support in a slightly different way. We realize that as a school we are made up of many different subgroups/populations and that we must work at providing access to all our families in ways that best meet their needs.

## 25Q032 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	943	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population		0.3%	% Attendance Rate	95.8%
% Free Lunch		50.8%	% Reduced Lunch	13.5%
% Limited English Proficient		10.6%	% Students with Disabilities	11.0%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		N/A	% Black or African American	0.8%
% Hispanic or Latino		18.6%	% Asian or Native Hawaiian/Pacific Islander	67.3%
% White		11.9%	% Multi-Racial	1.4%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		4	# of Assistant Principals (2014-15)	1
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.3%	Average Teacher Absences (2013-14)	7.7
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		61.8%	Mathematics Performance at levels 3 & 4	81.0%
Science Performance at levels 3 & 4 (4th Grade)		94.2%	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate		N/A		
Overall NYSED Accountability Status (2014-15)				
Reward		X	Recognition	
In Good Standing			Local Assistance Plan	
Focus District		X	Focus School Identified by a Focus District	
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	YES
White		YES	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	YES
White		YES	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	YES
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	YES
White		N/A	Multi-Racial	YES
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5A – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–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.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

We have considered Advance (MOTP) data which shows that 81% of teachers are highly effective or effective in using questioning and discussion techniques. While receiving a Well Developed in all indicators on the 2014-2015 Quality Review the area of focus was noted as, “Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels”. Our 2014-2015 School Survey reports that only 94% of teachers and parents responded positively around the framework of rigorous instruction. During supervisory inquiry we have shifted our inquiry focus from norming rigorous practice to alignment of assessment based on the review of student data across grades and classrooms. After careful review of the named data sources we know that we must work to align assessments in order to ensure that all tasks are rigorous and support all learners.

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### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 75% of students will have increased scores by one level on their ELA and Math performance tasks (MOSL) based on teachers providing all students, including students with disabilities and English Language Learners, with rigorous tasks and uniform assessments aligned to the common core learning standards (CCLS)

### Part 3 – Action Plan

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
-Professional development around creating rigorous tasks with uniform assessments aligned to the CCLS.	All staff	Sept.-Feb.  Feb.-June	Teachers, Administration, Literacy Coach, Supervisory Inquiry Team, TC Staff Developers, District Support
-Inquiry focus on change strategies to improve student to student discussion	All students	80 minutes of PD time during the first and third Monday of every month	Teachers, Administration , Literacy Coach  Lead teachers  Facilitators of Inquiry  TC Staff developers
-Individual feedback based on observation and student work to guide next steps	All staff	Sept.-June	Administration
-Review of Common Core Learning Standards against state and teacher created assessments during supervisory inquiry to analyze trends and create next steps	All staff	80 minutes of PD time during second and third Monday of each month, as well as additional time beyond the school day	Supervisory Inquiry Team, Data Team, Math Team, Literacy Team

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
80 minutes of PD time every Monday, Advance System for tracking data, Monitoring of Shutterfly account, Review of Data Sources (i.e.-state test questions, performance assessment trait analysis), common planning time, MOSL funds											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant

	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other
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**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, 55% of students will have shown progress on their performance task based on the administration of on demand writing prompts and Go Math assessments.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5B – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

In reviewing the January 2013 Quality Review, PS 32 was well-developed in maintaining a culture of mutual trust and positive attitudes that support the academic and personal growth of students and adults. Once again, on the 2014-2015 Quality Review it was noted that “School leaders and staff effectively communicate expectations connected to a path of college and career readiness, and successfully partner with families. Teacher teams and staff establish a culture for learning that systematically communicates a unified set of high expectations for all students and provide clear, focused, and effective feedback and guidance supports.” Additionally, on the 2014-2015 School Survey 95% of parents and teachers positively responded to questions relating directly to the school's supportive environment. However, while we recognize that our school has a very collaborative and supportive environment we also recognize the need to build more community awareness and sensitivity of others is necessary. Based on data (behavioral, anecdotal data) our project-based classrooms from the 2014-2015 school year had more positive trends noted and therefore we are interested in trying this research based pedagogical practice school wide.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 50% of staff and students will be engaged in project based learning to build cultural awareness and sensitivity for others.

### Part 3 – Action Plan

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Students and teachers will research topics that are global and could be impacted by our support.</p>	<p>All teachers and students</p>	<p>Sept.-June</p>	<p>Lead teachers, Administration, Guidance Staff</p>
<p>Vertical teams and grade level teams will create a continuum of projects that span the grades.</p>	<p>All teachers</p>	<p>Sept.-June</p>	<p>Vertical team facilitators</p>
<p>Students will help create awareness of this global problem and work on possible ways to support the cause.</p>	<p>All students</p>	<p>Sept-June</p>	<p>Classroom teachers, guidance staff, cluster teachers</p>
<p>Student Council will conduct round table events in order to research and support local charities.</p>	<p>Student Council and all students</p>	<p>Sept-June</p>	<p>Student Council, Guidance Staff</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Enrichment Clusters on Friday mornings for Student Council, PTA sponsored events to use to help raise awareness, Vertical team meeting time on Monday during 80 minutes of PD time</p>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>In February 2016, 25% of teachers and students will be engaged in progress based learning as evidenced by teacher plans and student projects.</p>
<p><b>Part 5b.</b> In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5C – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

According to the 2014-2015 Quality Review, PS 32 is recognized for “ Teacher teams function at a high level of collaboration and cooperation resulting in improved teaching practices across the school with highly effective practices displayed. In addition, teachers are able to make individual classroom level decisions which affect student learning causing even greater student progress towards goals.” While this was noted on the Quality Review, when engaging in supervisory inquiry around norming to rigor, we found that while there were a plethora of assessments availed to teachers, and while the tools used were consistent, we found that the tools were being used for varied purposes (summative vs. formative, etc.) and therefore feedback to students differed. Therefore we need to strengthen teacher inquiry teams to include such things as protocols to ensure cohesion of assessments, feedback and rigor.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 100% of teachers will engage in inquiry-based, structured professional collaborations that strengthen instructional capacity, improve teacher effectiveness and promote the implementation of rigorous tasks and uniform assessments yielding school-wide coherence and increased student achievement for all learners recognized by 70.4% of students who show progress on the ELA State assessment, thus exceeding the target on the 2013-2014 School Quality Guide.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Grade level inquiry teams focus on change strategies to norm to rigor by creating tasks aligned to the Common Core Learning Standards which are assessed in a uniform way. Agendas &amp; minutes of meetings are shared on Shutterfly account.</p>	<p>All staff</p>	<p>Sept-June 80 minutes of PD time during the first and third Monday of each month</p>	<p>Teachers, Administrators , Literacy Coach, G &amp; T Coordinator,  Lead teachers  Facilitators of Inquiry  TC Staff developers</p>
<p>Vertical teams meet monthly to analyze data and look for trends across grades &amp; best practices. Agendas &amp; minutes of meetings are shared on Shutterfly account.</p>	<p>All staff</p>	<p>Sept-June 80 minutes of PD time during the second Monday of each month</p>	<p>Teachers, administrator, Literacy coach,  G &amp; T Coordinator, Facilitators of vertical teams.</p>
<p>Collaborative planning time for teachers across grades of students with special populations (students with disabilities and ELL students) to modify curriculum to address specific needs &amp; best practices, agendas &amp; minutes of meetings are shared on Shutterfly account.</p>	<p>Special education teachers, teachers of ELL &amp; Dual Language students,</p>	<p>Sept.-June 45 minutes weekly</p>	<p>Teachers and administrators</p>
<p>Collaborative planning time for teachers across grades of students in the Gifted &amp; Talented program to modify curriculum to address specific needs &amp; best practices. Agendas &amp; minutes of meetings are shared on Shutterfly account.</p>	<p>G &amp; T Teacher and G &amp; T Coordinator</p>	<p>Sept-June 45 Minutes</p>	<p>Teachers and administrators</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>80 minutes of PD time every Monday, monitoring of shutterfly account, common planning time</p>
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

In February, 2016 there will be an increase of 10% of teachers scoring Effective or Highly Effective in Domain 4: Growing and Developing Professionally based on the Advance MOTP Dashboard.

**Part 5b.** In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5D – Framework for Great Schools 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**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

During our pilot work of supervisory inquiry in the 2014-2015 we have shifted our inquiry focus from norming rigorous practice to alignment of assessment based on the review of student data across grades and classrooms. We have been trained and supported in this by the district administration and Teacher Center school support staff and have found value in the work, and trust that it will provide systemic school wide change and therefore are embedding this goal into our school practice for the 2015-2016 school year.

### **Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, our supervisory inquiry team will engage in a minimum of one monthly meeting which will impact systemic change and will therefore increase student outcomes on MOSL performance assessments by a minimum of .5 on each of the 7 traits rated.

### **Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>All supervisory inquiry members will attend a minimum of one meeting per month which will grow next steps (goals) for both short and long term</p>	<p>Supervisory Inquiry</p>	<p>Sept-June</p>	<p>Administration and supervisory inquiry facilitator and presenter</p>
<p>Supervisory inquiry team members will turn key information during monthly PD to staff to impact change strategies school wide.</p>	<p>All staff</p>	<p>Sept-June</p>	<p>Supervisory Inquiry team</p>
<p>A tab will be added to the school Shutterfly account to share best practices and protocols from supervisory inquiry meetings.</p>	<p>All staff</p>	<p>Sept-June</p>	<p>Supervisory Inquiry team</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Administration, scheduled time so that supervisory inquiry team can meet monthly, Advance Dashboard data, review of interim performance task.</p>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>In February 2016, we will review minutes and agendas from each of the monthly supervisory inquiry meetings, alongside the interim performance tasks to ensure that all students have made a minimum of .25 growth on each of the traits.</p>
<p><b>Part 5b.</b> In <b>February 2016</b>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>



## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5E – Framework for Great Schools 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**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

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

Based on the 2013-2014 School Survey: 28% of teachers reported that less than 76% of parents attended a Parent Teacher Conference; 88% of parents feel that the school communicates how to prepare their child for college, career and success in life after high school; 45% of parents have been invited to an event at school 5 or more times; 20% of parents have communicated with school staff about their child’s academic success 5 or more times. Only 70% of parents completed the Parent Survey.

### **Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

In order to collaborate with families as full partners in the learning and development of their children, we will increase the number of contacts with families by 30% so that by June 2016 there will be an increase of 5% in the number of parents responding that they have “been invited to an event at your child’s school five (5) or more times” as measured by the School Survey.

### **Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Parents will be invited to a one-on-one meeting with their child’s classroom teacher to determine academic goals</p>	<p>All parents</p>	<p>Sept-Nov</p>	<p>All staff and administrators</p>
<p>Grade level teams will analyze trends based on inquiry work and individual meeting and facilitate parent workshops based on these findings.</p>	<p>All parents</p>	<p>Nov-June</p>	<p>All staff and administrators</p>
<p>Written notices to parents regarding meetings, workshops, classroom celebrations, etc. will be translated into Chinese, Korean and Spanish as needed. Translators will be available at these meetings &amp; workshops as needed.</p>	<p>All parents</p>	<p>Sept-June</p>	<p>Parent Coordinator, staff available to translate, interpretation and translation unit</p>
<p>Through various venues, parents will be informed of community resources, such as Queens Public Library, Fort Totten Urban Park Rangers, etc. Targeted families will be referred to community organizations, such as Queens Child Guidance, Pride of Judea, etc., which are available to address their family’s needs. This information will be translated as needed.</p>	<p>Families</p>	<p>Sept-June</p>	<p>Guidance Counselor, Social Worker, Psychologist, Youth Development Coordinator, Parent Coordinator</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>40 minutes of parent engagement time each week for parent meetings and planning of workshops, translation services</p>										
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
<p>X</p>	<p><b>Tax Levy</b></p>		<p><b>Title I SWP</b></p>	<p><b>Title I TA</b></p>		<p><b>Title II, Part A</b></p>	<p>X</p>	<p><b>Title III, Part A</b></p>		<p><b>Title III, Immigrant</b></p>
	<p><b>C4E</b></p>	<p><b>21<sup>st</sup> Century Grant</b></p>	<p><b>SIG/SIF</b></p>	<p><b>PTA Funded</b></p>		<p><b>In Kind</b></p>	<p>X</p>	<p><b>Other</b></p>		

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
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By February 2016, staff will have met with every parent a minimum of two times as evidenced by sign in logs or on completed Parents as Partners forms.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**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 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.)
<b>English Language Arts (ELA)</b>	<u>Grades 3-5:</u>	My Sidewalks Reading Intervention Program	RTI Small group	During school day
	2015 NYS ELA below level 2	Wilson Reading Program	RTI Small group	During school day
	TC Running Records benchmark data	Guided reading	Small group	During school day
	Classroom performance data	Great Leaps	RTI Small group/individual	During school day
	Portfolio analysis	Harcourt Vocabulary	RTI Small group	During school day
	MoSL performance writing tasks rubrics	Voyager	Small group	During school day
	NYSESLAT item analysis	Study Island	Individual	During school day
	<u>Grades K-2</u>	At risk SETSS	Small group/Individual	During school day/after school
	TC Running Records benchmark data	Test preparation groups	Small group	During school day
	TC Word identification data	Learning tutors	Small group/individual	During school day
	Foundations intervention inventory	Repeated reading to target fluency	Small group/individual	During school day
	MoSL performance writing tasks rubrics	Imagine Learning	Individual	During school day
	Classroom performance data	Protocols for effective student discourse	Whole class/small group	During school day
	Portfolio analysis	Foundations	Small group	During school day
		Foundations double dose intervention	RTI Small group/individual	During school day
		Interactive writing	Small group/whole class	During school day

	NYSESLAT item analysis	<p>Guided reading</p> <p>Great Leaps Fluency Program</p> <p>Harcourt Vocabulary</p> <p>Voyager</p> <p>At risk SETSS</p> <p>Learning tutors</p> <p>Repeated reading to target fluency</p> <p>Literacy centers for the 5 pillars of reading: PA, phonics, fluency, vocabulary, comprehension</p> <p>Imagine Learning</p> <p>Protocols for effective student discourse</p>	<p>Small group</p> <p>RTI Small group/individual</p> <p>Small group</p> <p>RTI Small group</p> <p>Small group/individual</p> <p>Small group/individual</p> <p>Small group</p> <p>Individual</p> <p>Whole class/small group</p>	<p>During school day</p> <p>During the school day</p> <p>During school day</p>
<b>Mathematics</b>	<p>2015 NYS Math below level 2.5</p> <p>Go Math pre &amp; post unit assessments error analysis</p> <p>Go Math beginning &amp; end of year data</p> <p>Performance task assessments</p> <p>Classroom performance data</p> <p>Portfolio analysis</p>	<p>Go Math re-teaching activities</p> <p>Go Math Tier 3 intervention</p> <p>Math games</p> <p>Differentiated math tasks</p> <p>Use of manipulatives</p> <p>At risk SETSS</p> <p>Learning tutors</p> <p>Test preparation programs</p> <p>Study Island</p>	<p>Small group</p> <p>RTI Small group/individual</p> <p>Small group</p> <p>Small group/individual</p> <p>Small group/individual</p> <p>Small group/individual</p> <p>Small group/individual</p> <p>Small group</p> <p>Individual</p> <p>Individual</p>	<p>During the school day</p> <p>During the school day/after school</p>

		Differentiated class/homework assignments	Whole class/small group	During the school day
		Protocols for effective student discourse		During the school day
				During school day
<b>Science</b>	Grade 4 NYS Science below level 2	TC non-fiction units of study	Whole class/small group	During school day
	Classroom performance data	Hands on inquiry science labs	Small group	During school day
	Unit assessment data	At risk SETSS	Small group/individual	During school day
	K-2 - FOSS Program	Learning tutors	Small group/individual	During school day
	3-5 - Harcourt Brace	Protocols for effective student discourse	Whole class/small group	
	Teacher observation (Labs)			
<b>Social Studies</b>	2015 NYS ELA below level 2	TC non-fiction units of study	Whole class/small group	During school day
	NYSESLAT item analysis	Hands on inquiry	Small group	During school day
	Classroom performance data	At risk SETSS	Small group/individual	During school day
	Unit assessment data	Learning tutors	Small group/individual	During school day
	Teacher observations	Protocols for effective student discourse	Whole class/small group	
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	PPT referral	At-risk guidance by Social worker, Psychologist, Guidance Counselor, & Youth Development Coordinator for children who are experiencing affective domain issues that are impacting on their academic achievement	Small group/Individual	During school day
	AST referral		Whole school/small group	During school day
	Teacher concerns		Small group	During school day
	Parent concerns		Small group	During school day
	School survey		Whole school	During school day
	Student attendance data		Whole school/small group/individual	During school day
	Related service screening		Whole school/small group/individual	During school day

	Promoting Positive Student Behavior Program	Whole school	During school day/After school
		Small group	
	Social skills groups	Small group	During school day
			During school day
	Peer Mediation Program	Small group/individual	During school day
	Code of Behavior Assemblies	Small group/individual	
	Anti-bullying Program	Small group/individual	
	Anti-cyber bullying program		
	Blue Ribbon Week – anti-drug program		
Magic Circle Program			
Parent workshops			
At-risk speech services			
At-risk OT services			
At-risk PT services			

## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

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

### 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 activities and strategies for high quality professional development for teachers, principals, 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 codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, 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 consolidated<sup>2</sup>. **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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

**<sup>1</sup>Explanation/Background:**

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

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

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

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

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

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

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

**Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**  
***(Required for All Title I Schools)***

**Directions:** All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) 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, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> 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 on assessments.

#### **I. School Responsibilities:**

*Provide high quality curriculum and instruction consistent with Common Core 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 1<sup>st</sup> 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 to 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.

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

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

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

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

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

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

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

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

## Part C: Professional Development

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

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

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

### Part D: Parental Engagement Activities

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

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

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

### Part E: Budget

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

Allocation Amount: \$11780

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	<u>\$9384.06</u>	<u>Teachers per session:</u> <u>4 classes 4 hrs per wk for 9 weeks at</u> <u>\$50.49 per hour with fringe=</u> <u>4x4x9x50.49=\$7270.46</u> <u>Administration per session</u> <u>4 hours per wk for 9 weeks + 4 hrs</u> <u>professional development at \$52.84</u> <u>per hour =</u> <u>4x9x\$52.84=\$1902.24 + (4x\$52.84) =</u> <u>\$211.36 = \$2113.60</u>
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	<u>≡</u>	<u>_____</u>
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> </ul>	<u>\$2395.94</u>	<u>Supplemental Korean trade books for</u> <u>Dual language classes = \$1395.94</u> <u>Journals, notebooks ,testing</u>

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

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"><li>• Additional curricula, instructional materials.</li><li>• Must be clearly listed.</li></ul>		<u>material</u> <u>\$250 per class x 4 classes=\$1000</u>
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	<b><u>\$11,780</u></b>	_____

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**

**2015-16 AND 2016-17 SCHOOL YEAR**

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

District <b>25</b>	Borough <b>Queens</b>	School Number <b>032</b>
School Name <b>State Street School</b>		

### B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal <b>Debra Errico</b>	Assistant Principal <b>Sue Menkes</b>
Coach <b>Lori Phair</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>Robin Frost</b>	School Counselor <b>Carla Newman</b>
Teacher/Subject Area <b>Jaclyn Rapp/General Education</b>	Parent <b>Mary Leong</b>
Teacher/Subject Area <b>Sara Cho/Dual Language</b>	Parent Coordinator <b>Karen Mascetti</b>
Related-Service Provider <b>Amy Hambrock</b>	Borough Field Support Center Staff Member
Superintendent	Other (Name and Title) <b>type here</b>

### C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	<b>4</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>3</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>6</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	<b>0</b>	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	<b>1</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>916</b>	Total number of ELLs	<b>117</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5
	<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12

### This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>	1	1	1	1	1	1								0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	116	<b>Newcomers</b> (ELLs receiving service 0-3 years)	116	<b>ELL Students with Disabilities</b>	10
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	0	<b>Long-Term</b> (ELLs receiving service 7 or more 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.

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>	0	0	0	0	0	0	0	0	0	0
<b>DL</b>	14	0	0	0	0	0	0	0	0	0
<b>ENL</b>	102	0	10	0	0	0	0	0	0	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 1

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE	0	0	0	0	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
<b>TOTAL</b>	<b>0</b>													

**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																		
SELECT ONE <u>Korean</u>	4	20	4	23	3	14	2	26	2	18	0	15							0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>0</b>																			

\* EP=English proficient student

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

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

	9		10		11		12		TOTAL	
	ELL	EP								
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages):  
112

Number of students who speak three or more languages: 2

### Freestanding English as a New 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	3	8	3	2	1	2								0
Chinese	17	11	13	5	10	3								0
Russian														0
Bengali	2			1										0
Urdu	2	1	1			1								0
Arabic				1										0
Haitian														0
French														0
Korean	9	6	4	4	2	0								0
Punjabi														0
Polish														0
Albanian														0
Other		1	2		1									0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

#### OVERALL NYSESAT\* PROFICIENCY RESULTS (\*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)	8	2	1	4	1	4								0
<b>Emerging</b> (Low Intermediate)	8	0	0	1	3	0								0
<b>Transitioning</b> (High Intermediate)	11	3	0	3	1	0								0
<b>Expanding</b> (Advanced)	24	17	11	4	1	5								0
<b>Commanding</b> (Proficient)	62	4	6	1	2	3								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

#### FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESAT AND TEST AT LEVEL 3 OR 4 ON THE ELA  
GRADES 9-12: EXPANDING ON THE NYSESAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				1	0	0								0

#### FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	11	15	10	2	9								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3	3	1	0	0
4	1	4	0	0	0
5	9	2	0	0	0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	0	0	4	4	3	1	0	1	0
4	0	0	2	1	3	0	0	1	0
5	1	0	2	1	2	2	3	0	0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	0	1	1	0	3	1	2	1	0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
TCRWP is the assessment tool our school uses to assess the early literacy skills of ELLs. Based on Fountas and Pinnell reading levels: Grade 1 - 35% ELL students are performing at Level 1, 47% of ELL students are performing at Level 2, 11% of ELL students are performing at Level 3 and 5% of ELL students are performing at Level 4. Grade 2 - 57% of ELL students are performing at Level 1, 14% ELL students are performing at Level 2 and 28% of ELL students are performing at Level 3. Grade 3 - 71% of ELL students are performing at Level 1 and 29% of ELL students are performing at Level 2. Grade 4 - 42% 61% ELL students are performing at Level 1 and 58% of ELL students are performing at Level 2. Grade 5 66% of ELL students are performing at Level 1 and 33% of ELL students are performing at Level 2. The results are similar for all ELL students, whether they are in the ENL free standing program or the dual language program. Running Records data also indicates that for ELLs fluency is often acquired before comprehension. This insight helps inform the school's instructional plan by indicating that vocabulary development and development of higher level thinking skills are vital for developing early literacy skills for ELLs. Instruction focuses on shared reading of complex text to improve comprehension skills. Therefore, emphasis is placed on comprehension skills during all content area instruction for ELLs.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
The data reveals that most of our incoming kindergarten students are in the expanding or transitioning levels. New arrivals in our school are almost always in the entering or emerging levels.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
The number of students testing proficient exceeds targets set by New York State. Since there was a different format for the NYSESLAT this year, growth results are not available.
- For each program, answer the following:
  - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
  - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
  - What is the school learning about ELLs from the periodic assessments? How is the home language used?

In reviewing ELA data, scores were consistent between Dual language and free standing ENL students. Most students who were in this country less than 2 years, received a 1 on the ELA exam. Most students who were in this country longer than 2 years received a 2 on the ELA. One student in grade 3 scored a level 3 on the ELA. In reviewing math data, across the grades and in both programs, students scores were higher when taking the test in English, except for the recent arrivals. Similarly, NYS Science test data reveals the same trend. Students did better when the test was administered in English.

Results of the ELL periodic assessments are used to identify individual strengths and areas of need and to identify trends across grades. This data is used to form small groups to target instruction.

Analysis of the data collected from the periodic assessments reveal that ENL and Dual Language students need support in grammar and academic vocabulary.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

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

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

Teacher continually assess students' proficiency in reading, writing, listening, and speaking. Teachers are clear about the knowledge, skills and understanding that all students should have by the end of a lesson, and then adjust the linguistic demands of the materials and what ELLs will need to produce.

7. For dual language programs, answer the following:

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

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

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

On AMAO 2, we have met and are projected to meet or exceed targets through 2016-2017.

## Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

Parents or guardians of every child enrolled in PS 32 are required to complete a Home Language Identification Survey. A parent and child interview is conducted by a licensed pedagogue to ensure the accuracy of the survey and to determine the level of education of the child in his/her home country. All families and students are interviewed by Sue Menkes, Assistant Principal, or Robin Frost, ENL teacher. Spanish speaking families and students are interviewed by Stacey Driscoll, classroom teacher. Korean speaking families and students are interviewed by Lilian Son, classroom teacher. All of these staff members are licensed pedagogues. Chinese families and students are interviewed by Sue Menkes or Robin Frost, assisted by Anna Yun, school aide and a member of the school translation team. For other languages, the translation and interpretation unit is used to help parents understand how to fill out the Home language Survey and to assist the pedagogue with the intake process. If the HLIS and interviews indicate that the child's home language is other than English, the child is administered an English proficiency test called the NYSITELL. This test is administered and scanned within 10 days by a licensed ENL teacher. If the child is found to be a Spanish speaking ELL, then the Spanish LAB is administered by licensed ENL teacher within 10 days.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

For newly enrolled students in grades 3-5, if the parent interview and the Home Language Survey indicate that the student had an interruption or an inconsistency in his/her former schooling and the child's is at the entering or emerging level on the NYSITELL, SIFE

status must be determined. The LENS is administered if available in the home language. If the LENS is not available in the home language, then student work is examined. This will take place within 30 days of enrollment.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

The Language Proficiency Team (LPT) will consist of an Assistant Principal, a certified ENL teacher, special education liaison, the parent or guardian, and a translator as needed. Bilingual staff members assist with the translation of Chinese, Korean and Spanish. For all other languages, the translation and interpretation unit is used. The LPT will determine whether the student should be administered the NYSITELL. The Principal must accept or reject this recommendation not to administer the NYSITELL. If the Principal accepts the recommendation not to administer the NYSITELL, the Superintendent has 10 days to accept or reject the LPT's recommendation.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Within 5 days of the NYSITELL results being scanned and a score determined, the ENL teacher ensures that entitlement letters on school letterhead are distributed by backpack and that Parent Survey and Program Selection forms are returned. The entitlement letter informs the parents of their child's entitlement to ELL services, the parents' right to choose one of the three ELL programs offered in NYC and invites the parents to an orientation meeting. These letters and program selection forms are in the parents' home language. If the letter is not returned by the date indicated on the form, a second form is sent home and the parents are contacted by phone in their home language. Parents who indicate a choice not in place in our school (ENL or Korean Dual Language) are contacted to discuss the availability of programs of their choice in other district schools. Parents are contacted in their home language. Original completed Parent Survey and Program Selection Forms are filed in the child's cumulative folder and copies of the forms are maintained in the main office.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Entitlement letters on school letterhead, distributed by backpack, inform the parents that they have 45 days to appeal ELL status.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

Within 10 days of enrollment, parents of newly identified ELLs come to school to attend a mandatory orientation to discuss their program choices. ENL teachers (Robin Frost, Melanie Paingankar, Rebecca Schiavi) show a video in all languages, written DOE materials are distributed and ENL teachers answer questions about the goals of all three program models to assure that parents understand their choices. Translators and interpreters attend the orientation. Parents are contacted in their preferred language to attend this orientation. If parents are unable to attend, or do not attend, then they are contacted by telephone in the preferred language to arrange a one on one meeting to discuss the program choices.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

Within 10 days of enrollment, parents of newly identified ELLs come to school to attend a mandatory orientation to discuss their program choices and to complete the Parent Survey and Program Selection Form. Translators and interpreters attend the orientation. Parents are contacted in their preferred language to attend this orientation. If parents are unable to attend, or do not attend, then they are contacted by telephone in the preferred language to arrange a one on one meeting to discuss the program choices and fill out the Parent Survey and Program Selection Form.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. ENL teachers maintain checklists of newly enrolled ELLs to ensure that the Parent Survey and Program Selection forms have been completed and returned. Parents are contacted in their preferred language to remind them to return these forms.
9. Describe how your school ensures that placement parent notification letters are distributed. Placement parent notification letters, printed in the parents' preferred language, are distributed by backpack. The ELL Coordinator is responsible to ensure that the correspondence is in the parents' preferred language.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). Original HLIS forms, and copies of non-entitlement and entitlement letters are retained in the student's cumulative folders. Copies are retained in the ELL office. The ELL Coordinator is responsible for maintenance of records.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The ELL Coordinator uses the RLER ATS report to determine NYSESLAT eligibility. Checklists and rosters are generated for each test sessions. All ELL students are administered all four sessions of the NYSESLAT by a licensed ENL teacher. This process is supervised by the Testing Coordinator.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

Continued entitlement letters and transitional support letters, printed on school letterhead and in the parents' preferred language, are distributed by backpack.

13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

After reviewing Parent Survey and Parent Selection forms for the past few years, the trend is that most Korean parents choose the Dual Language Program and most parents of other languages choose a Free Standing ENL Program. Our programs are aligned with these requests. In 2015, 21 Korean parents choose the Dual Language the Dual Language Program and 4 Korean parents choose the Free Standing ENL Program. In 2015, 20 Chinese parents choose the Free Standing ENL Program and 2 parents choose a Dual Language Program. These 2 parents wrote letters in Chinese indicating that they would prefer to remain at PS 32 in the Free Standing ENL Program rather than transfer to another school. These letters are on file the in cumulative records of the students and the ELL office. Parents of students who spoke other languages all requested the Free Standing ENL Program.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
  - a. Freestanding ENL program.  
In the freestanding ENL program, students are grouped as a block with mixed proficiency levels. ENL teachers push in to classes to provide the mandated minutes of both integrated and stand alone ENL. ENL teachers work with small groups of entering and emerging students for stand alone ENL and work with all students in small groups for integrated ENL.
  - b. TBE program. *If applicable.*  
Paste response to questions here:
  - c. DL program. *If applicable.*  
Dual Language teachers provide the mandated minutes of both integrated and stand alone ENL. Dual language teachers teachers work with small groups of entering and emerging students for stand-alone ENL and work with all students in small groups for integrated ENL.
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?  
For the freestanding ENL program, students receive the NYS mandated ENL, ELA and HLA allotted instruction time based on student proficiency level. Supervisors review teachers' programs and schedules to ensure the number of mandated instructional minutes of ENL, ELA and HLA is in accordance with CR Part 154 mandates, including stand-alone and integrated ENL mandates. For the dual language program, students receive the NYS mandated ENL, ELA and HLA allotted instruction time based on student proficiency level. Supervisors review teachers' programs and schedules to ensure the number of mandated instructional minutes of ENL, ELA and HLA is in accordance with CR Part 154 mandates, including stand-alone and integrated ENL mandates.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.  
For the free standing ENL program, PS 32 utilizes a balanced literacy program in all grades. Words Their Way is used to teach phonics and word work in grades 1, 2, 3, 4 and 5. Foundations is used to teach phonics and word work in grade K. ELLs participate in the 120 minute literacy block in grades K-3 and the 90 minute literacy block in grades 4-5. The Wilson Program is used for ELLs who need additional intervention. ELL students receive instruction in vocabulary development focusing in building academic language based on the research of Dr. Lily Wong Fillmore.  
There is a 60 minute mathematics block in grades K-2 and a 75 minute mathematics block in grades 3-5. Grades K-5 implement Go Math and adapt it to meet the CCLS. Technology is incorporated into the instructional program. ELLs use computers in the classroom, in the school Computer Lab, and in the ENL classroom. The instruction for all the curriculum areas are adapted to meet the needs of

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

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

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

ELLs in the Dual Language Program are assessed using running records in Korean and English. Children are tested in content areas in their home language. ELLs are offered translated versions of state exams when available and oral translations when necessary for state and classroom exams.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Running records and teacher created checklists are used to evaluate ELLs in all four modalities of English acquisition throughout the year. For grades 3-5, the ELL Periodic Assessment is also used to evaluate listening, reading and writing.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

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

A plan is in place for newcomers. Parents of newcomers are consulted to determine the extent of education in the home language and the students' previous exposure to English. Classroom teachers of newcomers are provided with training and materials that best serve the needs of these students. This training includes methods of adapting core curricula for use with newcomers. Peer Language Buddies and Learning Leaders are assigned to further assist newcomers. Newcomers receive preparation for the ELA exam to familiarize them with the language and format of the assessment and to teach them test taking strategies.

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

In addition, RTI interventions are provided to meet the needs of Long Term ELLs. Long term ELLs receive intense research based programs in a group of no greater than 3 students. These programs may include: Wilson, Foundations, Great Leaps, Voyager Passport, Orton Gillingham, Explode the Code and Scott Foresman Reading Street.

A plan is in place for former ELLs in years one and two after exiting ELL status. These students are clustered in the classes where they continue to receive ENL/ELA or other content area instruction by an ENL teacher 90 minutes a week. ENL teachers work with classroom teachers to provide differentiated instruction to meet the needs of former ELL students. These students continue to receive test accommodations on state and classroom exams.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [\*ELL Policy and Reference Guide, Re-Identification of ELL Status\*](#) section.

The principal will consult with a qualified staff member in the school, the parent or guardians, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parents/guardian, believes that the student may have been adversely affected by the determination, the principal will provide additional support services to the student and may reverse the determination within a 6-12 month period.

8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

A plan is in place for ELL-SWDs that provides access to academic content areas and accelerates English language development.

SETSS teachers, classroom teachers, and ENL teachers collaborate to plan instruction. Instruction for these students is modified according to individual assessed needs. These modifications include individualized and/or small group instruction, preteaching vocabulary, preferential seating, use of multimedia, reteaching and redirection, and truncated assignments. Literacy and math blocks in each grade facilitate mainstreaming ELL-SWDs to ensure the least restrictive environment for each curriculum area.

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

A plan is in place for ELL-SWDs that provides access to academic content areas and accelerates English language development.

SETSS teachers, classroom teachers, and ENL teachers collaborate to plan instruction. Instruction for these students is modified according to individual assessed needs. These modifications include individualized and/or small group instruction, preteaching vocabulary, preferential seating, use of multimedia, reteaching and redirection, and truncated assignments. Literacy and math blocks in each grade facilitate mainstreaming ELL-SWDs to ensure the least restrictive environment for each curriculum area.

Chart

**Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



\*Note “other approved services” does not apply to New York City at this time.

Chart

**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

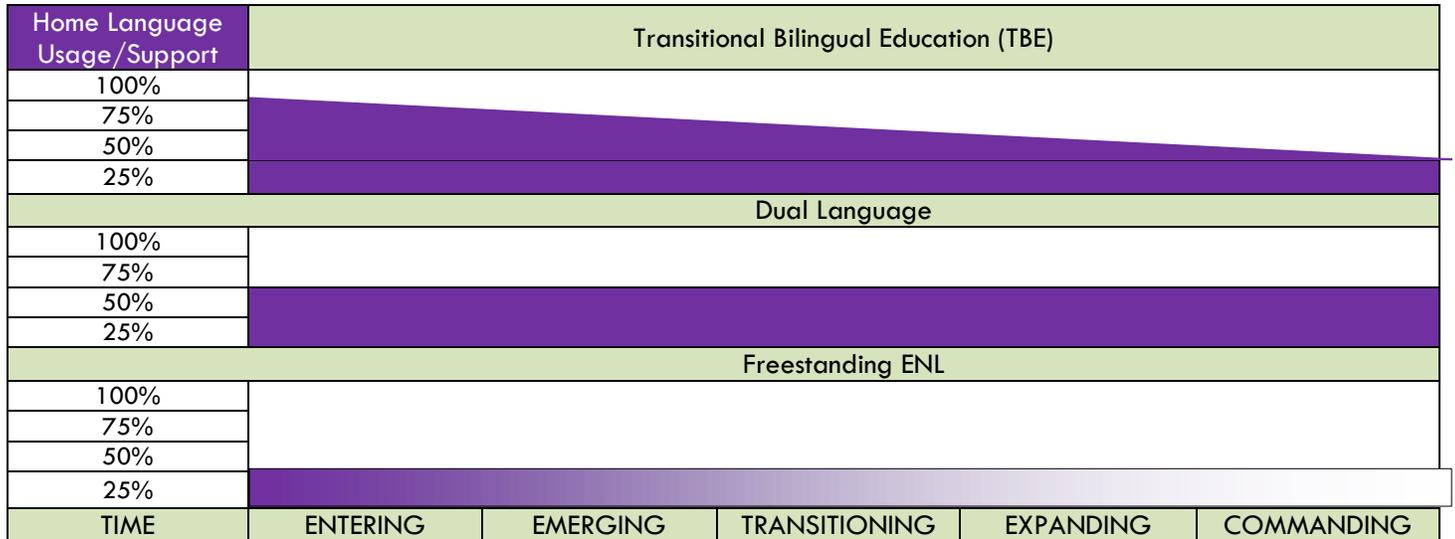


\*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

### Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## A. Programming and Scheduling Information--Continued

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

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

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

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

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

The ENL teachers and the guidance counselor plan professional development for the staff to assist ELL students as they transition to middle school. Middle school choices are explained to staff, students and parents. Staff, students and parents are invited to middle school orientations.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

A minimum of 15% of the required professional development hours for all teachers are dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for ELLs. For all Dual language and ELL teachers, 50% of the required professional development hours are dedicated to language acquisition in alignment

with core content area instruction, including a focus on best practices on co-teaching strategies and integrating language and content instruction for ELLs. Supervisors review professional development schedules and records, including agendas, attendance and minutes.

### C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Annual individual meetings with parent/guardians of ELLs are held on Tuesday afternoons at 2:20 pm, or at any other convenient time for the parent, throughout the school year. The purpose of these meetings is to discuss for the program, language development progress, language proficiency assessment results, and language development needs in all content areas. Interpretation and translation is provided as needed. These meetings are in addition to parent orientation meetings and November and March parent-teacher conferences. Records of these meetings are kept in the ELL office along with evidence of outreach to ensure parent needs are accommodated.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. The Parent Coordinator and guidance counselor provide outreach for parents of ELLs and serve as resources for parents and parent organizations. They maintain materials in different languages that can assist parents in understanding all school services and programs, including ENL services and programs. PS 32 has a very active PTA. The PTA Executive Board consists of parents who speak Korean, Chinese, and Spanish. These parents attend every PTA meeting and parent events and translate as needed. The PTA actively recruits parents of ELL students to participate in school events. There are class parents in every class who reach out to all parents, including parents of ELL students. In addition, a plan is in place to address communication with non-English speaking parents through translations and interpretation. Written and oral translations are provided in the most dominant languages of Korean, Spanish, and Chinese of documents such as PTA notices, open school invitations, and activity announcements. Translators attend parent workshops, special events and parent-teacher conferences. Additional languages are translated when necessary and possible.

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

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? The guidance counselor serves as a liaison with CBOs to provide workshops or services to help ELL parents. These CBOs include: The Child Center of NY, the Chinese American Planning Committee, Afghani Women for Afghani Women, Korean American Family Service Center, Pride of Judea, Child Center Asian Outreach. Korean and Chinese speaking social workers from the Child Center of New York come to the school to work with students and families on a weekly basis.

5. How do you evaluate the needs of the parents? The Parent Coordinator conducts a yearly parent survey to evaluate the needs of the parents and workshops are offered that respond to parent requests.

6. How do your parental involvement activities address the needs of the parents?

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

#### **D. Additional Information**

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

**Paste response here:**

School Name: \_

School DBN: 25Q032

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Debra Errico	Principal		
Sue Menkes	Assistant Principal		
Karen Mascetti	Parent Coordinator		
Robin Frost	ENL/Bilingual Teacher		
Mary Leong	Parent		
Jaclyn Rapp/General Education	Teacher/Subject Area		
Sara Cho/Dual Language	Teacher/Subject Area		
Lori Phair	Coach		
	Coach		
Carla Newman	School Counselor		
	Superintendent		
	Borough Field Support Center Staff Member _____		
Amy Hambrock	Other <u>Speech Teacher</u>		
	Other _____		
	Other _____		

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **25Q032** School Name: **PS 32**  
Superintendent: **Danielle DiMang**

### Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training ([www.learnndoe.org/tiu/lac](http://www.learnndoe.org/tiu/lac)) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

### Part A: Identification and Assessment of Limited-English-Proficient Parents

---

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

An assessment was conducted by reviewing Part III of the Home Language Surveys, ATS Reports (RAPL), blue emergency cards, information from teachers, counselors, secretaries, Parent Coordinator, ELL Coordinator, Language Access Coordinator, and School Leadership Team.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

The preferred languages include: English, Korean, Chinese (Mandarin and Cantonese), Spanish, Portuguese, Dari, Bengali, Vietnamese, Greek, Urdu Pashto and Thai

### Part B: Creating a Communications Calendar

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1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Annual newsletters - (September), Parent Teacher Conferences (November & March), After school program information (September-June), Test Prep program (February), New York State testing dates (September), parent workshops (ongoing)

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Family Night/Meet & Greet (September), Face to face parent planning conferences (September-October), Parent Teacher Conferences (November & March), STEM Night (March), PTA meetings (September-June), guidance counselors calls (ongoing as needed)

### **Part C: Providing Language Assistance Services**

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1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

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

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

PS 32 will provide oral interpretation services to parents who require language assistance in order to communicate effectively with the school. Signs are posted at the main entrance in each language indicating the availability of interpretation services. Interpretation services are provided by the Translation and Interpretation Unit over the telephone or in-house by school staff. When we are unable to provide such services, parents will be informed of how they can receive interpretation services. At registration, a copy of the Bill of Parent Rights and Responsibilities is given to parents in their preferred language. This

document includes parents' rights to translation and interpretation services and how to access these services.

## Part D: Training Staff on Policies and Procedures

---

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

All staff members receive the Translation and Interpretation Brochure describing available services and how to access them. They also receive the Language Palm Cards. The Language Access Coordinator administers the School Staff Language Survey and results are shared with the staff. The Adult Preferred Language Report is generated and teachers are made aware of the preferred language of the parents in their class.

## Part E: Providing Notice of Language Assistance Services

---

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

### Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

PS 32 fulfills parent notification requirements. The Welcome Poster is displayed at the primary entrance to the school. The Language ID Guide is available at the security desk and in the main office. Parents Bill of Rights and the Parents Guide to Language Access are given to parents of the newly enrolled students in the parents' preferred language at registration.

## Part F: Monitoring and Quality Control

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Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

The Parent Coordinator conducts a parent survey to gather feedback from parents on the quality and availability of translations and interpretation services. The results of the survey are shared with the School Leadership Team.