

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

31R032

School Name:

P.S. 032 THE GIFFORD SCHOOL

Principal:

NANCY SPATARO

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

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

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Name: P.S. 32 The Gifford School School Number (DBN): 31R032
Grades Served: Pre-Kindergarten – 5th Grade
School Address: 232 Barlow Ave Staten Island, NY 10308
Phone Number: (718)984-1688 Fax: (718)227-5736
School Contact Person: Evy Schultz Email Address: ESchult2@schools.nyc.gov
Principal: Nancy Spataro-Bellocchio
UFT Chapter Leader: Mary Jo Kling
Parents' Association President: Donna Grillo & Jennifer Barone
SLT Chairperson: Maria Tinervia
Title I Parent Representative (or
Parent Advisory Council
Chairperson): N/A
Student Representative(s): N/A
N/A

District Information

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

Borough Field Support Center (BFSC)

BFSC: 31 Director: Kevin Moran
Director's Office Address: 715 Ocean Terrace Staten Island, NY 10301
Director's Email Address: KMoran2@schools.nyc.gov
Phone Number: 917-755-7339 Fax: 718-556-8375

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)
Nancy Spataro-Bellocchio	*Principal or Designee	
Mary Jo Kling	*UFT Chapter Leader or Designee	
Jennifer Barone	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative (staff), if applicable	
N/A	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Maria Tinervia	Member/ Staff	
Kevin Galvin	Member/ Staff	
Christine Beck	Member/ Staff	
Diane Silvestri	Member/ Parent	
Michele LaPointe	Member/ Parent	
Celena Levy	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Denise Olsen	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.

The Six Elements of the Framework for Great Schools
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.
Supportive Environment: 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.

The purpose of our school is to create a community of administrators, teachers and students who will afford a nurturing and comprehensive educational plan. We will empower all who will participate to take ownership of their educational experience and future through a collaborative effort and design.

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

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

PS 32 actively implements the Special Education Initiative to address students' individual needs as well as address the needs of our English Language Learners. The special education and ELL programs both emphasize student achievement, student success, and personalized support.

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

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

Upon review of the 2015 New Your State English Language Arts State Test, we will be focusing on several different standards. One of our foci will be describing characters in a story (e.g. their traits, motivations, or feelings) and explain how their actions contribute to the sequence of event. (R.L. 3.3) Another area of focus will be on Common Core State Learning Standard R.I. 4.3. Students will need to explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. In addition to the above

mentioned key areas of focus, the students will also determine two or more main ideas in a text and explain how they are supported by key details and summarize the text. Assessment and differentiated instruction are also a school-wide focus this year.

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

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

31R032 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	713	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		1.1%	% Attendance Rate	93.6%
% Free Lunch		28.7%	% Reduced Lunch	9.0%
% Limited English Proficient		2.2%	% Students with Disabilities	23.4%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		0.4%	% Black or African American	0.6%
% Hispanic or Latino		14.2%	% Asian or Native Hawaiian/Pacific Islander	3.3%
% White		80.2%	% Multi-Racial	1.3%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		10.17	# of Assistant Principals (2014-15)	3
# 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)		2.1%	% Teaching Out of Certification (2013-14)	6.4%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		N/A	Average Teacher Absences (2013-14)	11
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		39.2%	Mathematics Performance at levels 3 & 4	48.5%
Science Performance at levels 3 & 4 (4th Grade)		88.2%	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			Recognition	
In Good Standing		X	Local Assistance Plan	
Focus District			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	N/A
White		YES	Multi-Racial	N/A
Students with Disabilities		YES	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	N/A
White		YES	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	N/A
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	N/A
White		YES	Multi-Racial	N/A
Students with Disabilities		YES	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.

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

After careful analysis of the 2015 New York State English Language Arts Test, it showed that the students did not do well in specific areas of the assessment. (i.e. CCLS 3.3,4.3 and 5.2)

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

Part 3 – Action Plan

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: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
<ul style="list-style-type: none"> • Common Preps, Weekly Grade Meetings, Weekly Inquiry Team Meetings, Tuning Protocol, Faculty Meetings, Chancellor’s Professional Development Conference Days, Common Planning Time, and Weekly Professional Development 	Entire Staff	September 2015 to June 2016	Administration, All Teachers (Classroom, Cluster, ESL, SETSS)

<ul style="list-style-type: none"> • Guidance – Each student has a specified person and/or someone they trust to go to for counseling and support, Student Council, Student Advisory Team, Anti-Bullying Contests/Posters/Assemblies, Health & Nutrition Assemblies to support Self-Esteem and Healthy Habits • Representation on the School Leadership Team, Teachers provide written goal/progress reports that are periodically given to keep parents informed of the child’s progress, School newsletter is distributed to keep our parents informed about Parent Resource Room that includes a plethora of books and magazines along with instructional materials for parents/guardians, Weekly/Ongoing Parent Engagement, Parent Orientation Meeting – Tea with Administration, Parent school activities and academic information, School website had an interactive component that parents/guardians can write to out Parent Coordinator. The website offers various helpful academic websites along with various monthly student incentives (i.e. poster contest, essay contest). Homework is posted on a daily basis for all classes, Over 60 Parent Workshops on topics such as CCLS, Test Taking Techniques, DOK , Parent Support Group, Book Study/Talk, Monthly PTA Meetings and Newsletter, Environmental Surveys 2x per year, Schoolwide Special Events/Fairs , Monthly Parent Surveys asking what workshops they would like to attend , Classroom and Grade Celebrations including Culminating Activities, Thank You Breakfast, Parent Support Group, School Brochure, Parent Handbook, School Messenger System – an automated, computer based calling system that delivers school wide messages to parents, FAM Parent Link and Support, Parent Workshops with Ms. Spataro, and Weekly Parent Meetings/Communication 			

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Journeys, Foundations, Wilson, Go Math, SETTS, AIS Push-In, ELL Push-In/Out, and Orten-Gillingham											
Part 4b. 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		Title III, Part A		Title III, Immigrant
	C4E		21 st 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.

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

2. February 2016

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.

As per the NYC School Survey, teachers and parents both feel that the school creates a culture that engages students to support one another and also provides for the students social and emotional growth.

- Peer Conflict Resolution
- Fill a Bucket Student Incentive - Student need to be respectful to each other
- Use School Quality Snapshot
- Safety Star School Shirt
- Student Advisory Team (Grades K-4)
- Student Council - (Grade 5)
- Order and Discipline
- School Spirit Fridays
- Self- Esteem Lessons

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 2016, 92% of the teaching staff (34 out of 37 teachers) will receive an overall rating of "effective" or higher on Danielson component 2a (Creating an Environment of Respect and Rapport) as measured by formal and informal observations

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Professional Development on Danielson Domain 2, Discipline Code, Intra-visitations, Administrative Support, 1:1 Conferences, Counseling for Students in Need, SAT Team Support, Weekly Parent Meetings/Communication</p> <p>Representation on the School Leadership Team, Teachers provide written goal/progress reports that are periodically given to keep parents informed of the child’s progress, School newsletter is distributed to keep our parents informed about</p> <p>Parent Resource Room that includes a plethora of books and magazines along with instructional materials for parents/guardians, Weekly/Ongoing Parent Engagement, Parent Orientation Meeting – Tea with Administration, Parent school activities and academic information, School website had an interactive component that parents/guardians can write to out Parent Coordinator. The website offers various helpful academic websites along with various monthly student incentives (i.e. poster contest, essay contest). Homework is posted on a daily basis for all classes, Over 60 Parent Workshops on topics such as CCLS, Test Taking Techniques, DOK , Parent Support Group, Book Study/Talk, Monthly PTA Meetings and Newsletter, Environmental Surveys 2x per year, Schoolwide Special Events/Fairs , Monthly Parent Surveys asking what workshops they would like to attend , Classroom and Grade Celebrations including Culminating Activities, Thank You Breakfast, Parent Support Group, School Brochure, Parent Handbook, School Messenger System – an automated, computer based calling system that delivers school wide messages to parents, FAM Parent Link and Support, Parent Workshops with Ms. Spataro, and Weekly Parent Meetings/Communication</p>	<p>Entire Staff</p>	<p>September 2015 – June 2016</p>	<p>Administration, All Teachers (Classroom, Cluster, ESL, SETSS)</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Teachers, Guidance Counselors, Administration, Psychologist, Social Worker											
Part 4b. 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 st 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.										
<ol style="list-style-type: none"> 1. <u>Mid Point Benchmark – Advance Teacher Level MOTP Report and Advance Dashboard</u> 2. <u>February 2016</u> 										
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 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.

As per our Quality Review, our school has established a culture of high expectations for staff and students, ensuring rigorous learning and a foundation for college and career readiness, are embedded in every learning experience. According to the 2014-2015 Advance reports, 81% of the teachers were rated effective in Danielson Framework for Teaching in Domain 3d (Using Assessment in Instruction).

- Advance MOTP Data
 - Surveys - Professional Development Needs (Teachers identify what their areas of weakness are and what professional developments they need)
 - Analysis of Student Work in Math, Running Records and Writing
 - Self Reflection Checklists - The teachers strengths and weakness and areas that they need improvement in.
 - NYSELAT
 - Ongoing Student Data - Students strengths and weaknesses in all subject areas
 - Pre/Post Benchmark Assessments - Measure how the student progressed from September to June
 - Informal/Formal Observations

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, and increase of 2% of the teaching staff will receive an overall rating of "effective" or "higher effective" in Danielson Framework for Teaching, specifically in Domain 3d (Using Assessment in Instruction) as measured by formal and informal observations in Advance.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Formative & Summative Assessments will drive our Professional Development, Universal Design of Learning, RTI, Data Analysis</p> <p>Representation on the School Leadership Team, Teachers provide written goal/progress reports that are periodically given to keep parents informed of the child’s progress, School newsletter is distributed to keep our parents informed about</p> <p>Parent Resource Room that includes a plethora of books and magazines along with instructional materials for parents/guardians, Weekly/Ongoing Parent Engagement, Parent Orientation Meeting – Tea with Administration, Parent school activities and academic information, School website had an interactive component that parents/guardians can write to out Parent Coordinator. The website offers various helpful academic websites along with various monthly student incentives (i.e. poster contest, essay contest). Homework is posted on a daily basis for all classes, Over 60 Parent Workshops on topics such as CCLS, Test Taking Techniques, DOK , Parent Support Group, Book Study/Talk, Monthly PTA Meetings and Newsletter, Environmental Surveys 2x per year, Schoolwide Special Events/Fairs , Monthly Parent Surveys asking what workshops they would like to attend , Classroom and Grade Celebrations including Culminating Activities, Thank You Breakfast, Parent Support Group, School Brochure, Parent Handbook, School Messenger System – an automated, computer based calling system that delivers school wide messages to parents, FAM Parent Link and Support, Parent Workshops with Ms. Spataro, and Weekly Parent Meetings/Communication</p>			

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Administration, Professional Development, Danielson Framework for Teaching, Think Central, Journeys Go Math , Technology, Wilson, Ortin-Gillingham, Differentiated Instruction, Updating Rubrics

Part 4b. 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		Title III, Part A		Title III, Immigrant
	C4E		21 st 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.

1. Mid Point Benchmark – Advance Teacher Level MOTP Report and Advance Dashboard
2. February 2016

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.

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

According to Advance, 22% of teachers were rated highly effective as their overall rating in the 2014-2015 school year.

- 1:1 Meeting
- Authentic Conversations
- Observation Feedback
- Needs Assessment Survey
- Professional Checklists
- Analysis of Student Work

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, there will be a 2% increase of highly effective teachers, by the administration supporting the instructional practice of teachers using the Danielson Framework for Teaching, formal and informal observations, and also giving actionable feedback.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Inquiry Work/Protocols, Sharing Best Practices, Implementation of Next Steps, Growth in Danielson Framework for Teaching, Universal Design of Learning, RTI, and an A.P. analyzing student data.</p> <p>Representation on the School Leadership Team, Teachers provide written goal/progress reports that are periodically given to keep parents informed of the child’s progress, School newsletter is distributed to keep our parents informed about</p> <p>Parent Resource Room that includes a plethora of books and magazines along with instructional materials for parents/guardians, Weekly/Ongoing Parent Engagement, Parent Orientation Meeting – Tea with Administration, Parent school activities and academic information, School website had an interactive component that parents/guardians can write to out Parent Coordinator. The website offers various helpful academic websites along with various monthly student incentives (i.e. poster contest, essay contest). Homework is posted on a daily basis for all classes, Over 60 Parent Workshops on topics such as CCLS, Test Taking Techniques, DOK , Parent Support Group, Book Study/Talk, Monthly PTA Meetings and Newsletter, Environmental Surveys 2x per year, Schoolwide Special Events/Fairs , Monthly Parent Surveys asking what workshops they would like to attend , Classroom and Grade Celebrations including Culminating Activities, Thank You Breakfast, Parent Support Group, School Brochure, Parent Handbook, School Messenger System – an automated, computer based calling system that delivers school wide messages to parents, FAM Parent Link, and Support, Parent Workshops with Ms. Spataro , and Weekly Parent Meetings/Communication</p>	<p>Entire Staff</p>	<p>September 2015 – June 2016</p>	<p>Administration, All Teachers (Classroom, Cluster, ESL, SETSS)</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Updating Rubrics, Danielson Framework of Teaching, Administration, Think Central, Journeys, Go Math, Foundations, Wilson, Ortin-Gillingham, Technology											
Part 4b. 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		Title III, Part A		Title III, Immigrant
	C4E		21 st 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.
<ol style="list-style-type: none"> 1. <u>Mid Point Benchmark – Advance Teacher Level MOTP Report and Advance Dashboard</u> 2. <u>February 2016</u>
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 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.

According to the Quality Review, we received a well developed in establishing a culture for learning that communicates high expectations to staff, students and families. This was contributed to family workshops, school website, newsletters and progress reports indicating student goals. As per the Environmental Survey, 93% of our parents are satisfied with the education their child is receiving. This is slightly lower than the district average of 94%.
Parent Surveys throughout the school year
Weekly Communication with Parents
Monthly Parent Support workshops
Parent Feedback Forms from Workshops
Parents Involved in Classroom Activities
Environmental Survey
School Quality Snapshot

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.

By June 2016, there will be a 2% increase in parent engagement, measured by P.T.A Meetings attendance, parent workshop attendance, evening events attendance, and the Learning Environment Survey.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>YMCA After School Program, Guest Speakers, Monthly Meetings, SLT Input and Feedback</p> <p>Representation on the School Leadership Team, Teachers provide written goal/progress reports that are periodically given to keep parents informed of the child’s progress, School newsletter is distributed to keep our parents informed about</p> <p>Parent Resource Room that includes a plethora of books and magazines along with instructional materials for parents/guardians, Weekly/Ongoing Parent Engagement, Parent Orientation Meeting – Tea with Administration, Parent school activities and academic information, School website had an interactive component that parents/guardians can write to out Parent Coordinator. The website offers various helpful academic websites along with various monthly student incentives (i.e. poster contest, essay contest). Homework is posted on a daily basis for all classes, Over 60 Parent Workshops on topics such as CCLS, Test Taking Techniques, DOK , Parent Support Group, Book Study/Talk, Monthly PTA Meetings and Newsletter, Environmental Surveys 2x per year, Schoolwide Special Events/Fairs , Monthly Parent Surveys asking what workshops they would like to attend , Classroom and Grade Celebrations including Culminating Activities, Thank You Breakfast, Parent Support Group, School Brochure, Parent Handbook, School Messenger System – an automated, computer based calling system that delivers school wide messages to parents, FAM Parent Link and Support, Parent Workshops with Ms. Spataro, and Weekly Parent Meetings/Communication</p>	<p>School Community</p>	<p>September 2015 – June 2016</p>	<p>Administration, PTA</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Fair Student Funding

Part 4b. 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		Title III, Part A		Title III, Immigrant
	C4E		21 st 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.

1. Mid Point Benchmark – Increase in the number of parents attending various workshops/meetings
2. February 2016

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.)
English Language Arts (ELA)	Not Meeting Grade Level Standards	Instruction provided to small groups of students by teachers in ELA. Foundations, Wilson, Balanced Literacy, Push In AIS Program (Grades 2-5), AM Tutoring Program 2x per week	Small Group Instruction	During the School Day, Before or After the School Day
Mathematics	Not Meeting Grade Level Standards	Small group instruction, Push In AIS Program (Grades 2-5)	Small Group Instruction	During the School Day, Before or After the School Day
Science	All Students	Reading in the Content Area	Small Group Instruction	During the School Day
Social Studies	All Students	Reading in the Content Area	Small Group Instruction	During the School Day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Anyone that Needs Support	The school guidance counselor provides one on one services as well as meets with students in a small groups addressing the following skills: social, peer socialization, boundaries, appropriate classroom behavior, and compliance with authority The school psychologist provides one on one service to students as needed. These services include but not limited to social	1:1, Small Group Instruction	During the School Day

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

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.					
	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools	X	Non-Title I

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 codes¹. 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 consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '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			

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I 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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC) Template

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

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

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 Nancy Spataro	Assistant Principal Jodi Rosenberg
Coach n/a	Coach n/a
ENL (English as a New Language)/Bilingual Teacher Caroline Coraci	School Counselor Nicole Stentella
Teacher/Subject Area Paula DiPalma/5th grade	Parent Donna Barresi Grillo
Teacher/Subject Area Carmen Sortino/1st grade	Parent Coordinator
Related-Service Provider	Borough Field Support Center Staff Member
Superintendent	Other (Name and Title)

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

D. Student Demographics

Total number of students in school (excluding pre-K)	644	Total number of ELLs	13	ELLs as share of total student population (%)	0.00%
--	------------	----------------------	-----------	---	--------------

Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	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 checked="" 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 <input type="checkbox"/>
---	--

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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
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 #
Transitional Bilingual Education	0	0	0	0	0	0								0
Dual Language	0	0	0	0	0	0								0
Total	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					
All ELLs	13	Newcomers (ELLs receiving service 0-3 years)	9	ELL Students with Disabilities	2
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	4	Long-Term (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	
TBE	0	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	9	0	0	4	0	2	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

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	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0													

**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	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0																			

* 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	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
TOTAL	0									

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
---	---

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						2								0
Chinese	1													0
Russian	1		2	1		1								0
Bengali														0
Urdu		1												0
Arabic	1			1		1								0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1												0
TOTAL	0													

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 NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)		1				1								0
Emerging (Low Intermediate)						1								0
Transitioning (High Intermediate)	3		1	1										0
Expanding (Advanced)		1	1	1		2								0
Commanding (Proficient)														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 NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	2	3			0
5	2				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	2		2		1				0
4	1		1						0
5									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	1		3				1		0
8	0	0	0	0	0	0	0	0	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.
 - The assessment tools our school uses to assess the early literacy skills of our ELLs include: TCRWP (Teacher's College Model) which includes running records, reading accuracy, fluency, reading comprehension; the NYSESLAT exam that evaluates: reading, writing, listening and speaking skills and groups students homogenously (entering, emerging, transitioning, expanding, commanding) within regular classes in order to provide appropriate integrated and stand alone ENL services, the NYSITELL assesses potential ELLs in their English proficiency; Balanced Literacy which uses guided reading and small group instruction which helps to evaluate reading and writing skills; teacher created exams to assess reading and math skills. We will also use the newly adapted Houghton Mifflin Harcourt's "Journeys" reading program and its assessments. Grades 3-5 will also utilize City/State tests, Acuity, NYSTART. All of these assessment tools will help to identify specific student needs and align instruction.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

According to the 2015 NYSESLAT results, there was 1 kindergarten student who scored at the entering level, and one who scored at the expanding level. There was one 1st grader who scored at the commanding level, one at the transitioning level and one at the expanding level. For the second graders, there was one student at the expanding level, and one at the transitioning level. There were no 3rd grade ELL students. For the fourth grade, there was one student at the commanding level, 2 at the expanding level, one at the emerging level, and one at the entering level. For our 5th graders, there was one at the expanding level, and one at the transitioning level. For the entering kindergarten students who took the NYSITELL, there were 3 students who scored at the transitioning level.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Annual Measurable Achievement Objectives (AMAOs)

AMAO 1:

Percentage of Students Making Progress in English as determined in one of three ways:

- advancing one proficiency level on the New York State English as a Second Language Achievement Test (NYSESLAT) between two consecutive years;
- making a total scale score gain of 43 points on the NYSESLAT for students who maintain the same proficiency level between two consecutive years; or
- scoring at the intermediate level or above on the NYSESLAT for students with one data point.

For the 2014-2015 NYESELAT, results show that 40% of our ELL students achieved AMAO 1. This figure is a little below the 66.4 percentage of students required to make progress in English in order for an LEA or consortium.

AMAO 2:

Percentage of Students Attaining English Language Proficiency:

- attaining English language proficiency is defined as LEP/ELL students scoring at the proficient level on both the Listening /Speaking (L/S) and Reading /Writing (R/W) modality combinations (sections) of the New York State English as a Second Language Achievement Test (NYSESLAT).

For the 2014-2015 NYSESLAT, results show that 15% of the students achieved AMAO 2 by scoring proficient on the 2015 NYSESLAT. This figure exceeds the 14.3 percentage of students required to make progress in English in order for an LEA or consortium.

We will use this data to focus on the weaknesses of the students who did not achieve the AMAO 1 requirements. We will continue to strengthen their reading comprehension and writing skills so that they will be able to move on to the next proficiency level on their NYSESLAT. We will share these results with their ELL and regular classroom teachers, so that they can work together in helping these children achieve their goals.

- 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?

4a. The patterns across proficiencies and grades show that there 15% students at the commanding level, 40% of the students at the expanding level, 40% are at the transitioning level, .5% are at the emerging level, .5% are at the entering level. The ELL students in PS 32 do not take tests in their native language, therefore, we cannot make comparisons between English and native language tests.

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

4c. The Periodic Assessments provide information about individual students and detail problem areas. The information is used to plan appropriate instructional pieces to address these needs. We also have Collaborative Team Teaching classes in grades 3, 4 and 5 and SETSS in grades K, 1, 2, 3, and 5. All other students with I.E.P.'s are included in regular education classes.
- 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.*]
- Based on our data, we will pinpoint our individual ELLs academic needs and provide instruction in accordance to the RTI framework. We will provide rigorous and evidence based curriculum and English language development supports in the Tier I instructional model in both the regular classroom and the ESL program. If we see some students struggling, we will provide them with Tier II instructional supports such as , extra attention and more differentiated activities to help and guide them so thate they can get the most support in their academic studies. If a student still needs additional support after the Tier I and Tier II instructuional supports have been implemented those students will be targeted as receiving Tier III insructional supports, which include intensive and individualalized instruction (small group or 1:1 support).
The support services provided must be aligned to any intervention plans (e.g., Academic Intervention Services) the school is already providing to all students. There are RTI resources for ELL educators on the DELLSS' website.
- How do you make sure that a student's new language development is considered in instructional decisions?

6. We will make sure that a child's new language development is considered in instructional decisions. For example: having bilingual dictionaries and glossaries available for them. Also, by incorporating the "buddy system", which is having an ELL student pair up with another student who speaks the same native language so that he or she can explain directions and other classroom activities in their own native language to the ELL student. We will also utilize data from the: TCRWP (Teacher's College Model) which includes running records, reading accuracy, fluency, reading comprehension; the NYSESLAT exam that evaluates: reading, writing, listening and speaking skills and groups students homogenously ((entering, emerging, transitioning, expanding, commanding) within regular classes in order to provide appropriate integrated and stand alone ENL sevice, the NYSITELL assesses potential ELLs in their English proficiency; Balanced Literacy which uses guided reading and small group instruction which helps to evaluate reading and writing skills; teacher created exams to assess reading and math skills. We will also use the newly adapted "Journeys" reading program and its assessments. Grades 3-5 will also utilize City/State tests, Acuity, NYSTART. All

of this data will help to identify and assess students' English language skills and align instruction.

7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the 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?

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

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

Part IV: ELL Identification Process

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

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.

1. There are 4 steps followed for the initial identification of ELLs. These 4 steps and placement into to the ELL program chosen by the parent must be completed within 10 school days (20 for students entering with IEPs). The 4 steps are: 1) The administration of the K-12 Home Language Identification Survey (HLIS), which includes an interview with the student and parent in English and the home language. 2) determination of eligibility to take the New York State Identification Test for ELLs (NYSITELL), 3) the administration of the NYSITELL, 4) the administration of the Spanish LAB to newly identified ELLs whose home language is Spanish.

The 4 steps are further explained. For step 1, a school must administer the HLIS to determine the student's home language. The home language is determined based on the results of the HLIS, which includes an interview with both the parent and students in English and the home language. A student is considered to have a home language other than English when 1) the parent/guardian has checked "Other" for at least one box in the first section (questions 1-4) and 2) at least two boxes in the second section (questions 5-8), and 3) the interview with the parent and student indicates a language other than English. Therefore, the home language is determined based on a combination of the interviews with the parent and student, and responses to the questions on the HLIS. Over the phone interpretation services are available through the DOE's Translation and Interpretation Unit so that parents can receive language assistance and have their questions answered in their preferred languages. A licensed pedagogue will complete the HLIS with the parent and ensure timely entry of this information into the designated ATS screens. The licensed pedagogue at PS 32 is Caroline Coraci, certified ENL teacher. If the ENL teacher is not proficient in the student's or parent/guardian's home language then we will utilize a pedagogue in the school (example: a DOE teacher or administrator who speaks their language to help fill out the HLIS and conduct the interview. If there is no pedagogue who speaks their language in the school then we will call the DOE's Translation and Interpretation Unit for assistance. The original completed HLIS forms will be placed in the student's cumulative file. The ENL teacher keeps a copy.

Step 2 is the determination of NYSITELL eligibility. In this step, for students whose home language is not English, the school must administer a more in-depth interview with the students, review his/her school work if possible, and review the IEP (if applicable), (whether the students should take the NYSITELL). The interview will be in both English and the home language. A school determines the eligibility to take the NYSITELL. If the student is ineligible to take the NYSITELL, the ELL identification terminates at this step; if the student is eligible to take the NYSITELL, we continue to step 3.

Step 3 is the administration of the NYSITELL. Schools must print the NYSITELL answer documents using the RLBA function in ATS. After the NYSITELL exam is administered, answer documents are scanned into the ATS via the attendance scanner within 10 school days of enrollment. Principals must order NYSITELL exams through the NYSED portal. The NYSITELL will be administered to the students by the certified ENL teacher, Caroline Coraci. Within 5 school days of ELL determination, schools must inform parents of the results of the NYSITELL an ELL status using the NYCDOE standard notification letters (in the parents' preferred language), which are available for download: Entitlement letter, Non-Entitlement Letter, Continued Entitlement Letter. The NYSITELL may be administered to students entering kindergarten the following school year no earlier than June 1 and to all other students no earlier than July 15.

Step 4 is administering the Spanish LAB. All new entrants whose HLIS responses indicate a home language of Spanish and who are newly identified as ELLs based on NYSITELL results must be administered the Spanish LAB at the time of initial enrollment (or reenrollment) during the same 10-day testing window. The Spanish LAB is used to support schools in instructional planning in providing bilingual and English as a new language (ENL) services to these students. Spanish LAB results are not used to determine ELL status or service entitlement. Schools must print Spanish LAB answer documents using the RSLA function in ATS. After the Spanish LAB is administered, answer documents are scanned into ATS via the attendance scanner within 10 school days of enrollment. Scanning beyond this window will result in noncompliance.

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).

2. Students with interrupted/inconsistent formal education (SIFE) are ELLs who have attended schools in the United States (the 50 States and the District of Columbia) for less than twelve months and who, upon initial enrollment in such schools are two or more years below grade level in literacy in their home language and/or two or more years below grade level in mathematics due to inconsistent or interrupted schooling prior to arrival in the United States.

Schools have 30 school days from initial enrollment to make an initial SIFE determination. Determining SIFE status begins at the time of the completion of the Home Language Identification Survey when the parent is asked to indicate prior schooling. Follow all of the same steps to identify an ELL. If there are indications within the ELL Identification Process that a student has had an interruption or inconsistency in their formal schooling, proceed with the SIFE Identification Process as outlined below for students who are: Newly identified ELLs and in grades 3 to 9 and at the beginner/entering or low intermediate/emerging level of proficiency as indicated by the NYSITELL results.

SIFE Identification Process

1. Administer the oral interview questionnaire

2. For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, administer the Literacy Evaluation for Newcomer SIFE (LENS)

Initial SIFE status must be indicated in the DOE's data collection systems no later than 30 days from initial enrollment (BNDC). As per CR Part 154, schools have up to one year to make a final determination of SIFE status; therefore, initial SIFE identification within the 30 days may be modified for up to one year. SIFE status is removed once the ELL scores at intermediate/transitioning level or higher on the NYSESLAT.

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).

3. NYSITELL eligibility for students entering school with IEPs (from within the United States) must be based on the determination of the Language Proficiency Team (LPT). The LPT is minimally comprised of

- A school/district administrator
- A certified teacher or related service provider with a bilingual extension and/or a teacher of English to speakers of other languages
- The director of special education or individual in a comparable title (or his or her designee)
- The student's parent or guardian

For PS 32, our LPT team members are: Jodi Rosenberg, Vice Principal, Caroline Coraci, ENL teacher, Marina Treybeck, school psychologist, Darlene DeForte, social worker, child's parent or guardian.

A qualified interpreter or translator will be present at LPT meetings when needed.

1. The LPT determines whether the student should take the NYSITELL. The LPT should consider evidence of the student's English language development, including, but not limited to the following:

The student's oral (speaking) ability

The student's use in the school and home or community

The student's ability to understand written information

- A student's teacher (if the teacher's request includes written consent from the parent or guardian)
- A student of 18 years of age or older

The Re-identification Process must be completed within 10 school calendar days of receipt of written notice; however, if the CSE must be consulted, the process must be completed within 20 school calendar days.

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.

6. On the day that it has been determined that the child is an English Language Learner based on the score the child received on the NYSITELL, the parent receives the Entitlement Letter (Appendix C), Parent Brochure, and the Parent Survey and Program Selection Form (Appendix D) in the language that the parent indicated in Part 3 Parent Information section of the HLIS. The Entitlement Letter includes the date, time and place for the Parent Orientation for Newly Enrolled ELLs. All information shared (oral and written) is made available in the parents' languages of choice, either with the assistance of staff members fluent in the parent's language of choice or through the use of the DOE Over-the-Phone Interpretation Service. This cycle is ongoing throughout the school year as new students who are eligible for English Language Learner services are admitted.

The ESL teacher, Parent Coordinator, and staff fluent in the parents' languages of choice conduct the Parent Orientation. Parents are provided an agenda for the orientation in their language of choice. At the parent orientation, parents are informed of the 3 instructional models (Transitional Bilingual Education, Dual Language, English as a New Language). Parents are also shown the New York City Department of Education Parent Orientation video for parents of newly enrolled English Language Learners, which is available online and explains the 3 program options in their home language. Parents are informed that at the conclusion of the orientation they must select one of three ELL programs offered and fill out the Parent Survey & Selection Form. The parent must return the completed and signed form within 5 school calendar days. If the parent does not return the form within 5 school calendar days, the student must be placed in a bilingual program if one exists at the school; otherwise, the student is placed in ENL. Questions and concerns are addressed by the ESL Teacher, to make sure the parents understand all three program choices (Transitional Bilingual Education, Dual Language, and ESL). If necessary, the school will utilize the DOE Over-the-Phone Interpretation Service to facilitate this process.

Parents are encouraged to indicate their first, second and third programs of choice, even if the program is not currently offered at PS 32. At the current time, fewer than 15 ELL families across two contiguous grades who speak the same home language have requested TBE or DL as their first program choice on the Parent Survey and Program Selection Form. It is explained to the parents that once sufficient numbers are attained a TBE and/or DL class will be opened. Alternatively, parents are provided a transfer option if their first program choice is not currently offered at PS 32, with the understanding that the parents would be notified if a TBE and/or DL class were to open based upon sufficient requests and that the family would also be provided the option to transfer their child back to PS 32 and into the TBE or DL class should the parents wish to do so. Parents may decline the transfer option and keep their child in PS 32 with the understanding that the child will be placed in ENL services, as opposed to TBE or DL, until such time that sufficient numbers to sustain such a program are attained and a TBE or DL class is opened. At such a time, the parents may accept or decline the option to have their child remain in ENL or enter the TBE or DL program.

Further questions and concerns are addressed by the ENL teacher and Parent Coordinator. Pedagogues that are fluent in the home languages of the parents are present to interpret if necessary, or the DOE Over-the-Phone Interpretation Service will be utilized. Once a parent's questions and concerns have been addressed, the parent completes and signs the Survey and Program Selection Form, indicating their first, second, and third ELL program choices for their child.

Completed and signed Parent Survey and Program Selection Forms are submitted to the ENL Teacher. For each ELL student, the original form is filed in the child's cumulative record folder and a copy is kept on file in the ENL Compliance Binder in the ESL Room. The ENL Teacher also ensures that the original Appendix D of all transfer students is sent to PS 32 from the child's previous school and that it is placed in each child's cumulative record folder at PS 32.

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 Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
7. PS 32 reaches out to parents to ensure Parent Surveys and Program Selection forms are filled out and returned by inviting parents to the ELL Parent Orientation meeting. At this meeting, the ENL teacher explains the 3 program choices, as stated in question 6, and then she hands out the Parent Survey and Program Selection forms to the parents to fill out at this meeting and the ENL teacher collects the signed forms and places them in the student's cumulative folder and she retains a copies in her files.

If a parent is unable to attend the scheduled Parent Orientation, the ENL Teacher, Parent Coordinator, or a pedagogue fluent in the home language of the family contacts the parent by phone and a make-up session is scheduled for the earliest date that is convenient for the parent. If necessary, the DOE Over-the-Phone Interpretation Service will be utilized to facilitate this process. An orientation as described above is conducted at the make up session, including a viewing of the New York City Department of Education Orientation Video for Parents of Newly Enrolled English Language Learners in their language of choice and the question/answer/discussion portion of the meeting among the parent, ENL Teacher, Parent Coordinator, and pedagogues fluent in the parent's language of choice to ensure that the parent understands all three program choices and can make an informed decision for their child's placement in an ELL program. Again, the DOE Over-the-Phone Interpretation Service will be utilized if necessary. The parent then completes and signs the Parent Survey and Program Selection Form. The ENL teacher collects the form, files it in the child's cumulative record folder, and maintains a copy of the form in the ENL Compliance Binder in the ESL Room. The ENL Teacher then enters the parent program selection as indicated on each child's completed and signed Appendix D into the ELPC function on ATS.

If the parent does not return the form within 5 school calendar days, the student must be placed in a bilingual program if one exists at the school; otherwise, the student is placed in ENL. PS 32 will document and include attempts to gather initial parent selection preference; the documentation will be maintained using existing procedures established by the school.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
8. At PS 32 the ENL teacher, Caroline Coraci, monitors the return of the Parent Survey and Selection forms. She invites the parents/guardians to the Parent Orientation meeting and at this meeting, as stated in the previous question, the parents fill out the Parent Survey and Selection forms. If a parent/guardian cannot make the Parent Orientation meeting that Mrs. Coraci has set up, then she will call the parent and have them come in another day as soon as possible (within the 10 school days that the child has registered). At the re-scheduled meeting, the ENL teacher will again review all the 3 program models with the parents and have the parents pick their program choice and fill out the Parent Survey and Program Selection forms. If the parent does not return the form within 5 school calendar days, the student must be placed in a bilingual program if one exists at the school; otherwise, the student is placed in ENL. PS 32 will document and include attempts to gather initial parent selection preference; the documentation will be maintained using existing procedures established by the school.
9. Describe how your school ensures that placement parent notification letters are distributed.
9. The ENL teacher, Mrs. Coraci, will make sure the placement parent notification letters are distributed. Once the student's program has been determined based on the parent's preference on the Parent Survey and Program Selection form, Mrs. Coraci will send parents a placement letter (in the parents' preferred language) indicating the program in which their child has been placed. The dated and signed copies of the Program Placement letters will be placed into the child's cumulative record folder. The ENL teacher will keep copies in her ENL binder.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
10: At PS 32, the ENL teacher, Mrs. Coraci, makes sure that all ELL documentation for each child is properly filed. For instance, the original HLIS document, signed and dated Parent Survey and Selection Form, and Program Placement letter is kept in the child's cumulative record folder, and a copies of each along with copies of the Entitlement letters and Continued Entitlement letters are placed in Mrs. Coraci's ENL binder.
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.
11. Each year, the ESL teacher will run the RLER report on ATS to acquire all the names of students who are eligible to take the NYSESLAT. She will also make sure that any new ELL students who have taken the NYSITELL and are eligible to receive ENL services are also included as being eligible to take the NYSESLAT. When it is time to administer the sections of the NYSESLAT, the ENL teacher will follow the time frames (dates) given by the Dept. of Education as to when to administer each section: Speaking, Listening, Reading and Writing. She will administer the NYSESLAT in a separate classroom away from any extraneous noise and will hang up a testing sign to ensure that all staff and students are aware that a test is being administered. She will also make sure all of the ELL students are administered each section of the NYSESLAT and all guidelines are followed for each section.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
12. Each year, at the start of the school year in September, the ENL teacher, Mrs. Coraci, will run the RLAT report on ATS and acquire all the names of ENL students and the results of their NYSESLAT exam. If the students did not pass the NYSESLAT then they are entitled to ENL services. The ENL teacher will send the Continued Entitlement Letters to parents of the students who continue to be entitled to ENL services. Letters will be sent to parents before the beginning of the school year or before September 15th .
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).

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

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.

Our ELL students' instruction is delivered through a combination of integrated and standalone ENL services. The certified ENL teacher collaborates with the classroom teacher in order to plan and implement instruction during scheduled integrated ENL services. For ENL standalone services, students are grouped heterogenously within a two grade span, except for ELL students in special education classes.

In order to move towards an organizational model that fulfills the CR Part 154 requirements for English as a New Language, the administration structured this year's class lists so that all of the ELLs on a grade will be placed in the same classroom, to the fullest extent possible. In this way, the ESL teacher is able to service students through integrated ENL services as much as possible. However, since the ENL Teacher is itinerant, our organizational model must rely somewhat upon standalone services for a portion of the program in order to ensure that students receive the full amount of their NYS CR part 154 mandated number of units of service of support. The administration plans to continue to structure future class lists so that all the ELLs on a grade are placed in the same classroom, to the fullest extent possible, in order to ensure that the majority of ELL students can be serviced by following the breakdown of total ENL minutes as per CR Part 154 requirements for ENL services.

b. TBE program. *If applicable.*

n/a

c. DL program. *If applicable.*

n/a

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)?

2. Beginning in September 2015, there are 5 proficiency levels for ELLs based on the NYSITELL and NYSESLAT; the fifth level, proficient/commanding continues to indicate the student is not an ELL. According to CR Part 154 requirements for English as a New Language, grades K-8, the total minutes of ENL instruction are as follows: Entering and Emerging levels need 2 units of study per week (360 minutes); Transitioning and expanding levels need 1 unit of study per week (180 minutes); Commanding level needs .5 units of study per week (90 minutes). Also, former ELLs need .5 units of study per week (90 minutes). The school ensures the mandated number of instructional minutes is provided according to proficiency levels in each program model by first having a certified ENL teacher, Mrs. Coraci, cover the ENL instructional program. Also, the administration structured this year's class lists so that all of the ELLs on a grade will be placed in the same classroom, to the fullest extent possible. In this way, the ENL teacher is able to service students through integrated ENL services as much as possible. However, since the ENL Teacher is itinerant, our organizational model must rely somewhat upon standalone services for a portion of the program in order to ensure that students receive the full amount of their NYS CR part 154 mandated number of units of service of support. The administration plans to continue to structure future class lists so that all the ELLs on a grade are placed in the same classroom, to the fullest extent possible, in order to ensure that the majority of ELL students can be serviced by following the breakdown of total ENL minutes as per CR Part 154 requirements for ENL services.

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.

3. The ESL teacher is state certified in ESL instruction by New York State. In addition, she is licensed in Common Branches by New York State. The current instructional program, which is delivered in English, it is designed to make content

comprehensible to foster language development and meet the demands of the Common Core Learning Standards. It includes the use of sheltered instruction in the content areas, TPR, hands-on activities, smart board lessons, manipulatives, pictures, music and movement, frequent access to language learning software and various online educational websites, and employs a broad range of literacy strategies to support the ELL students. In addition, resources that align with Foundations, Journeys Reading Program are utilized to reinforce what the children are learning in class. Classroom teachers collaborate with the ENL teacher to ensure that content presented in the English language is made comprehensible to ELLs through appropriate application of ENL language learning methods and strategies, such as those described above. Additionally, the ENL Teacher collaborates with the AIS teachers and related service providers who service ELLs to ensure that appropriate strategies, methods, and approaches are utilized in the AIS program and during related service sessions.

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

4. Students who are Spanish dominant and do not score proficient on the NYSITELL are administered the Spanish LAB. At the present time, PS 32 does not have sufficient numbers in order to sustain a TBE or DL class. However, in the event that the school should open a TBE or DL program, native language assessments such as EL SOL, ELE Spanish Reading Test, or Chinese Reading Test or other formal assessments in the language of instruction in the TBE or DL program other than English will be utilized to appropriately evaluate students in their native language(s).

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

5. All of the ELLs will take the NYSESLAT in the spring. This will assess what level each has achieved in each of the the four modalities: reading, writing, listening and speaking. Also, all students, including students in grades K to 2 will be evaluated through the TCRWP (Teacher's College Model) which includes running records, reading accuracy, fluency, reading comprehension; Balanced Literacy which uses guided reading and small group instruction which help to evaluate reading, writing and listening skills; teacher created exams will assess reading and math skills. We will also use the newly adapted "Journeys" reading program and it's assessments. Grades 3-5 will also utilize City/State tests, Acuity, NYSTART. All of these assessment tools will help to evaluate English language acquisition in all four modalities throughout the year.

6. How do you differentiate instruction for 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

6a. At this current time, P.S.32 has no SIFE students. In the future, if we should get SIFE students, we would reassess these SIFE students by checking into their NYSITELL and NYSESLAT scores and putting them in the correct English proficiency level. They will receive full support services such as afterschool programs, reading support through our Journeys program, and any necessary AIS support services. Once a SIFE student is performing at or above the transitioning/intermediate level on the annual English language proficiency assessment, the student's status as a Student with Inconsistent/Interrupted Formal Education is removed, even though the student may continue to be identified as an English language learner.

6b. Our plan for the ELL newcomers is to first administer the NYSITELL to new entrants into our school, based on the Home Language Survey, so that we can identify the proper English proficiency level: entering, emerging, transitioning, expanding, commanding, Then we make sure each ELL student is administered the NYSESLAT every year to place them in the appropriate English proficiency level for the following year. When they score at the commanding level on the NYSESLAT they will still receive 90 minutes of ENL instruction for 2 more years.

6c. For our developing ELL students, teachers will support student reading skills through use of the Journeys Program, Teacher's College and Balanced Literacy models to enhance reading comprehension and inferencing skills. Afterschool services support the student in various reading areas (main idea, inferencing, reading comprehension, etc.) Also, inclusion in our monthly ELL Parent/Child workshops will further help the student to succeed.

6d. PS 32 does not currently have any Long Term ELL students. In the event that we need to provide service to a long term ELL student, the student would be provided with the required ENL instruction in addition to any other intervention services found necessary. Additional services may include participation in related service(s), inclusion in the Afterschool program, parent support workshops or other available support services. Additionally, the ENL teacher, classroom teachers, related service provider(s) and AIS teachers would collaborate to ensure that the academic and language learning needs, as well as other special needs, of all long term ELL are addressed.

6e) Former ELLs will be supported in instruction by receiving integrated ENL services for 90 minutes per week. During the integrated ENL services, the ENL teacher will collaborate with the classroom teacher and come up with strategies that will help the former ELL student succeed in ELA, Math and content subjects. Also, for 2 years after the former ELL students pass the

NYSESLAT, (reach the Commanding level), they will get additional time (time and a half) on the ELA exam in the spring.

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.
 7. Our school insures that a student's academic progress has not been adversely affected by the re-identification progress. The principal will consult with a qualified staff-member (ENL teacher or student's regular classroom teacher, or both; the parent/guardian of the student, and student) to determine that his/her academic progress has not been affected by the determination. This is done between 6 and 12 months from the date of the superintendent's notification to the principal, parent/guardian, and/or student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian, believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student as defined in CR Part 154-2.3(j) and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, he/she must consult with the superintendent or his/her designee. Final decision notification must be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.
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?
 8. ELLs who have been identified as having special needs have been placed in accordance with his/her IEP, which indicates specific ENL instruction in addition to any special education services needed. ENL instruction is differentiated in order to meet the special needs of individual students, increase academic achievement, and support language acquisition. Paraprofessionals assigned to Special Education ELLs accompany their students during standalone ENL services. Additionally, the ENL teacher, classroom teachers, paraprofessionals, related service providers, and AIS teachers collaborate to ensure that the academic and language learning needs of all ELL-SWD students are addressed, as well as other special needs. Additional services to which ELL-SWDs are entitled include participation in an AIS program, inclusion in the after-school tutoring program, parent support workshops or other available support services.

Special Education teachers implement the same literacy and content curricula as their General Education counterparts. Daily academic content area instruction in the classroom incorporates the use of research-based academic and language learning strategies that have been found to be successful with ELLs with special needs, as well as manipulatives, visuals, realia, hands-on activities, TPR, and music and movement to facilitate the acquisition of language and content area knowledge. The ENL Teacher and classroom teachers of ELL-SWDs collaborate to ensure that ENL language learning strategies are integrated into each lesson to support student achievement of both academic and linguistic goals.

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?
 9. PS 32 uses curricular, instructional, and scheduling flexibility to meet the diverse academic and linguistic needs of ELL-SWDs within the least restrictive environment. All ELL-SWDs are placed in the least restrictive environment according to the requirements indicated on the most current IEP of each child. The ELL-SWDs whose IEPs require an alternate placement paraprofessional are assigned an alternate placement paraprofessional in the classroom. Additionally, alternate placement paraprofessionals accompany the ELL-SWDs to whom they are assigned to standalone ENL services. All Special Education teachers implement the same literacy and content curricula as their General Education counterparts. The ENL Teacher, Special Education teachers, paraprofessionals (including alternate placement paraprofessionals), AIS teachers, and related service provider(s) collaborate to ensure that all ELL-SWDs are able to achieve curricular goals through support provided through ENL teaching methods and learning strategies and other research-based instructional practices that have been proven to be successful in making content comprehensible and further supporting English language acquisition for ELL-SWDs. Scheduling flexibility in the ENL program allows for the ENL Teacher to provide integrated ENL services during content area studies as well as literacy instruction. When appropriate, scheduling flexibility in the ENL program also allows for ELL-SWDs to be mainstreamed into General Education settings during content area and/or literacy instruction. Mainstreaming decisions for individual ELL-SWDs are achieved through collaboration and discussion among the ENL Teacher, Special Education teacher, paraprofessional, AIS teacher, related service provider(s), and administrators so that the most appropriate instruction for the ELL-SWD may be delivered in the least restrictive environment.

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	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

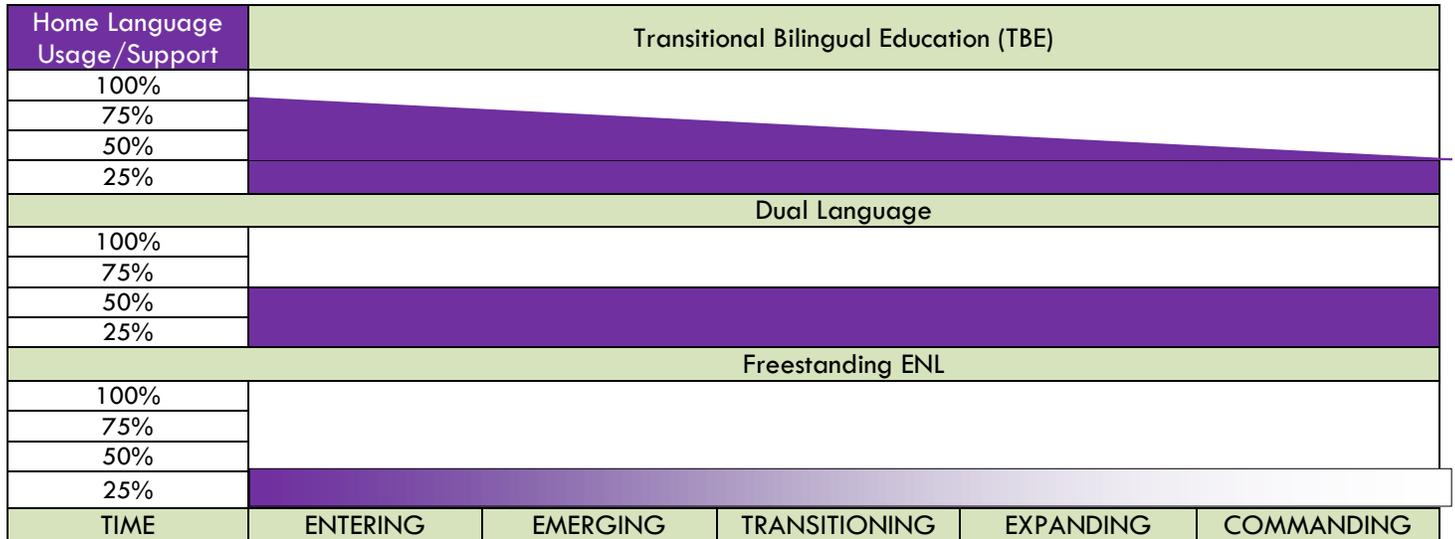


*Note “other approved services” does not apply to New York City at this time.

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.
10. Some of our targeted intervention programs for ELLs (including our ELL newcomers, developing ELL students, former ELLs, and any SIFE students) include: an after-school tutoring program for reading and math. Within their own classrooms their teachers will support these ELLs through the Journeys Reading Program, Balanced-Literacy approach and Go Math Mathematics Program . The languages that these interventions are available in is only in English at this time. Parent workshops are also available.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
11. Our current ENL program meets the need of our ELL population in both content and language development. We can see the effectiveness through the NYSESLAT results. Every year the results show that many of our ELLs move up a level or become proficient, this proves that they are progressing in the language development. Also, the ENL teacher ensures the ELLs are receiving content development because she frequently confers with ELLs' regular classroom teachers and makes sure the ELL lessons support the content they are currently learning in their respective grades/classrooms.
12. What new programs or improvements will be considered for the upcoming school year?
12. PS 32 will adopt the Houghton Mifflin Harcourt's "Journey's" Reading Program for all grades. We will follow this program's ELL component and RTI model.
13. What programs/services for ELLs will be discontinued and why?
13. At the present time our ELL population is sufficient to continue ESL services, therefore, there is no need to discontinue ELL services.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
14. All our ELL students are afforded equal access to all school programs. ELLs, especially, are invited to these programs; the parents are sent home letters (translated when needed) to invite their children to parttake in these programs. These school programs include: ETAS (Enrichment Through the Arts), after-school tutoring program, band, talent show, monthly ELL Parent and Child Workshops conducted by the ENL teacher, and any kind of fairs that we may have. Translated letters are sent home when needed. The ELLs that do participate at these programs, participate on a full-time basis.
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.
15. We have been increasing our instructional materials used in the program. This year PS 32 will be adopting the "Journeys" Reading Program and we will follow the ENL strategies and RTI models that accompany it. We also use components from Rigby's "On Our Way to English", big books with small read along books, non-fiction books, listening tapes/cds, picture cards, NYSESLAT preparation material, Time For Kids Writing Kit and Time for Kids reading nonfiction. ELL students will also be able to use bilingual glossaries/dictionaries when needed. Teachers also use Smartboard technology in their classrooms to help students succeed. The ESL teacher also utilizes the Smartboard and the internet in her lessons; ELL students uses various educational websites such as National Geographic to look up information.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
16. We offer native language support to our ELLs by offering translation dictionaries/glossaries for use in class and during the the state ELA and Math testing. We also have a bilingual para who assists a fourth third grade ELL child who speaks Arabic. Additionally, whenever possible, newcomers are assigned a "buddy" who is fluent in the newcomer's home language and English to assist the newcomer as he or she adjusts to the new school setting.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
17. Required services support and resources correspond to ELLs' age and grade levels by having the teachers who provide academic intervention services to ELLs consult the ENL teacher to ensure that all services and resources are appropriate for each student's individual age, grade levels, and language learning needs. When appropriate, instruction is differentiated and resources are modified to meet the needs of the learners.
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).
18. In the event that the school is aware of an incoming ELL student prior to the beginning of the school year, opportunities such as including parents in parent workshops, school tour, program review, and access to supplemental materials in English and/or the native language appropriate for the child are made available. Oral and written communication will be provided in the parent's language of choice. The action plan for the upcoming school year will be the same. We will support the incoming ELLs by having the ENL teacher meet with them and interview them as soon as possible to determine ESL eligibility, she will then administer the NYSITELL as soon as she can since early testing is allowed in June.
19. What language electives are offered to ELLs?

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

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)?

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

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.)
 1. Professional Development is provided for the entire staff (assistant principals, classroom teachers: general and special education, ESL teacher, clusters, speech therapists, occupational therapists, paraprofessionals, guidance counselor, school psychologist, social worker, secretaries and parent coordinators) during professional development sessions on our extended day. The timeline for the professional development program is September through June. Topics for professional development sessions include: differentiated instruction, case study, analyzing data to drive instruction, guided reading, running records, writer's workshop, curriculum planning/mapping, acuity, inquiry team meetings, data review, how to read an IEP, Balanced Literacy, data driven Instruction, design your own assessments in math, data/ELA item skills analysis, the Danielson Evaluation System, "Journeys" Program". These workshops help teachers differentiate instruction for the ELLs. They also explain how the teachers will use the data gathered for all students, ELLs, Special Education, AIS, etc. to instruct the skill their students need to make academic gains.
2. 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?
 2. Our school offers professional development on Mondays during the extended professional development period afterschool to teachers of ELLs and all other teachers in supporting ELLs as they engage in the Common Core Standards. This professional development includes: analyzing the Danielson Framework, faculty meetings, grade-level meetings, 1 to 1 conferences, workshops for the Journeys Reading Program, intra-visitations to other teacher's classrooms. The ENL teacher, Caroline Coraci, also attends various ELL Professional Development meetings that are offered through The Division of English Language Learners and Student Support. The ESL teacher also attends meetings that train for the LAP (Language Allocation Policy), NYSESLAT administration, (NYSITELL).
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
 3. The supports our school provides staff to assist ELLs as they transition from elementary to middle school are: parent and student orientations which give an overview of expectations for middle school and help students/parents choose which middle school is right for them; inviting representatives from various middle schools, like I.S. 75 and I.S. 24, who come and describe their school and what programs they offer. The ELL teacher supports the staff in assisting the ELLs by making sure that all ELLs will take the NYSESLAT so that each student will be put in the proper English proficiency level as he/she transitions from elementary to middle school. Our school guidance counselor, Nicole Stentella, offers support to our ELL students and all other students as they transition from elementary to middle school by speaking to students to try to and ease their anxiety in this transition. She is also available to speak to them privately to answer any questions or concerns they may have.
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.
 4. As per CR Part 154.2, all staff will receive at minimum 15% of total hours for professional development requirements in ENL specific professional development. The ENL-specific professional development for bilingual education/ENL teachers will be 50% of the total professional development. This will be achieved through participation in Professional Development sessions with issues related to ELLs, either in-house or provided by organizations such as, the Division of English Language Learners and Student Support (DELLSS), NYS TESOL, NYSABE. The school will maintain a record of each staff member's attendance at such workshops.

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?

1. Our school provides annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency results, and language development needs in all content areas. The ENL teacher conducts these meetings throughout the year. She will meet with individual parents and sponsors a workshop each month for ELL parents and their children on helping their child to succeed. For example, in the spring the ENL teacher will conduct a workshop for parents and their children on explaining the NYSESLAT and what parents and children can do to help prepare for it. We will have translators available during these meetings. For example, a Paraprofessional, Omima Abdalla, speaks Arabic, another Paraprofessional, Giovanna Racioppo speaks Spanish and Italian, Marina Treybick, School Psychologist, speaks Russian. If we need other languages translated, we will utilize the Translation and Interpretation Service.

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.

2. The ENL teacher keeps written records for annual individual meetings with ELL parents as well as outreach to ensure parent needs. The ENL teacher writes the names, dates and time in a log book for all meetings and outreach (phone calls, etc...) and keeps copies of letters sent home. Important forms such as the Home Language Identification Survey and Parent Survey & Program Selection Form will be filed in the student's permanent record folder; copies of these forms and other letters will be kept by the ENL teacher in her ELL binder.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

1. There is much parent involvement and support here at P.S. 32. We try to fulfill all of parental needs and wishes. The Parent Coordinator, works diligently in organizing various activities/workshops that parents would prefer. She also is always available for any parental concerns such as getting in touch with teachers and administration. She will also make sure a translator is on hand for any translations we may need; we will utilize in-house translators and the Translation and Interpretation Service if needed. She also will hand out parent surveys to see what are parent concerns or what workshops have been beneficial to them.

We offer over 60 parent workshops/meetings throughout the year. These activities, workshops and meetings provide information and strategies to help parents support student achievement, understand curriculum, descriptions of services, getting involved with and having fun with their children etc. Workshops and meetings are conducted by supervisors, psychologist, social worker, nurses. The parents also get involved with their children through "Arts Night", "Math Night", "Story Night" Talent show, concerts, etc. Parents of ELL students are invited to all of the various workshops and activities offered at our school especially the workshops that are specifically geared for ELL parents.

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

Translation Services Available:

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

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

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

Parent Selection Form and Parent Survey.

- **Math Night** – Parents and students shared wonderful experiences in math as they rotate through different centers. Parents and their children have an opportunity to play mathematical games and problem solve together.

- **Concerts** – Parents are invited to watch their child(ren) perform on stage. These concerts are but not limited to, 4th and

5th grade band, 2nd and 3rd Grade Recorder, and the Talent Show.

- Parent Support Group Meeting - This meeting will be conducted by our School psychologist, Mrs. Treybick and social worker, Ms. DeForte. At this meeting, parents can share/discuss issues they are facing such as: children's emotional and social development.
- Arts Night - Monthly we offer an 'Arts Night' where parents and students shared wonderful experiences in art as they rotate through different art centers. Parents and their children have an opportunity to create different art projects using a various art material.
- Story Night - Supervisors read aloud stories to children and then provide an activity related to the story.
- How to Prepare Your Child For the NYS ELA and NYS Math Test - This workshop is conducted by our Vice Principal, Mrs. Rosenberg. Parents are enlightened as to how to help their child prepare for the New York State Tests. They are given various techniques, skills, and strategies they can work on at home with their child(ren).

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

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

5. How do you evaluate the needs of the parents?

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

Translation Services Available:

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

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

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

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:

Part VI: LAP Assurances

School Name: **PS 32 The Gifford School**

School DBN: **31R032**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Nancy Spataro	Principal		9/9/15
Jodi Rosenberg	Assistant Principal		9/9/15
	Parent Coordinator		
Caroline Coraci	ENL/Bilingual Teacher		9/9/15
	Parent		
Paula DiPalma/5 th grade	Teacher/Subject Area		9/9/15
Carmen Sortino/1 st grade	Teacher/Subject Area		9/9/15
	Coach		
	Coach		
Nicole Stentella	School Counselor		9/9/15
	Superintendent		
	Borough Field Support Center Staff Member _____		
	Other _____		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **31032** School Name: **The Gifford School**
Superintendent:

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) 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.

At registration, all parents are administered the Home Language Identification Survey. The parent may select to complete the form in either English or the native language. The ENL teacher and Parent Coordinator are present to explain the purpose of the HLIS to the parent. If necessary, school staff fluent in the parent's native language are available to assist in interpretation, or the DOE Over-the-Phone Interpretation Service may be utilized.

In Section 3 of the HLIS, the parent indicates the language(s) that s/he would like to communicate both orally and in writing with school staff. The ENL teacher uses data obtained from Section 3 of the HLIS in order to pre-assess which language(s) will be needed for the current school year. The ESL teacher then updates the record of parent language preferences, which is maintained and continually updated by the ENL teacher throughout the school year. Primary language information is shared with the administration, Pupil Accounting secretary, and Parent Coordinator. Classroom teachers of students whose parents have selected to communicate in another language are notified. The ENL teacher and Parent Coordinator work together to provide translated school notices and forms, as well as arranging for any interpretation services that may be required at face-to-face meetings such as Parent Teacher Conferences and IEP meetings. Learning Environment surveys in various languages other than English are made available to parents and guardians. In addition, the ENL Teacher evaluates the needs and interests of ELL families through the use of surveys to obtain feedback from the parents on resources and services offered.

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 ESL teacher utilizes the Parent Information section of the HLIS to identify the parent language of choice of all newly enrolled and transfer students. The ENL teacher maintains a record of parents who have indicated in the Parent Information section of the HLIS that they need to communicate with the school orally and/or in writing in a language other than English. The list is continually updated as new students are enrolled. This information is shared with the administration and Pupil Accounting secretary, and classroom teachers of students whose parents have selected to communicate in another language are notified. Additionally, the Parent Coordinator is provided the list so that she may collaborate with the ENL Teacher to ensure that the family receives all school notices, forms, and other written information in the native language, as well as to ensure that arrangements are made for any interpretation services (either by a staff member fluent in the home language or through the DOE's Interpretation and Translation Service Unit) that may be required at face-to-face meetings such as Parent Teacher Conferences and IEP meetings.

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

Part B: Creating a Communications Calendar

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.)

PS 32 continually translates important documents and/or information throughout the year for the parents. These include: handbooks, newsletters, calendars, parent-teacher announcements, after-school program information, New York State testing dates (for: ELA, Math and the NYSELAT, workshop information and dates, letters from the school leadership, school bulletins.

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.

Face-to-face meetings our school will typically have with parents throughout the school year include: parent-teacher conferences that occur throughout the year (about 4); curriculum nights that occur in the

beginning of the school year; individual conferences held with teachers and parents; guidance counselor calls to parents, IEP meetings throughout the year.

Part C: Providing Language Assistance Services

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.

The ENL teacher maintains a binder of all DOE -produced ELL Parent Information surveys, informational documents, and notifications relevant to the ELL identification and placement process in the available translated versions. If the translation of other critical, school-issued surveys, informational documents and notifications cannot be completed in-house by a school staff member or parent volunteer, services offered by the DOE Translation and Interpretation Unit are utilized. The ENL teacher and Parent Coordinator is responsible for completing and submitting Translation Request Forms to the DOE Translation and Interpretation Unit. The ESL teacher and Parent Coordinator aim to submit the Translation Request Forms and the file(s) to be translated to translations@schools.nyc.gov as early as possible to ensure timely provision of translated documents to parents determined to be in need of language assistance services.

When necessary, the school obtains translation services in additional languages via external, DOE-contracted vendors. Again, the ENL teacher and Parent Coordinator aims to submit requests as early as possible to ensure timely provision of translated documents to parents determined to be in need of language assistance 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.

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

In the event that a staff member or parent volunteer is not available to translate, the school utilizes the DOE Over-the-Phone Interpretation Services available through the Translation and Interpretation Unit at 718.752.7373 ext. 4. If necessary, the school will apply its translation/interpretation funding allocations in order to contract LIS to cover interpretation needs.

In the event that interpretation services are required for on-site central events in which the parents of ELLs are participating, the ENL teacher will be responsible for completing and submitting Interpretation Request Forms to the DOE Translation and Interpretation Unit to translations@schools.nyc.gov.

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.)

Our school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service by handing out the translation and interpretation brochure, and email notices.

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

In order to fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services, each parent/guardian who is in need of language assistance will receive a copy of the DOE's Bill of Parent's Rights and Responsibilities in the primary language, including information regarding the parental right to translation and interpretation services. Signs indicating the availability of translation and interpretation services will be prominently displayed in the Main Office. In addition, the school's safety plan will include procedures for ensuring that parents will not be prevented from communicating with school staff solely due to a language barrier.

Part F: Monitoring and Quality Control

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

We will use parent surveys to gather feedback from parents on the quality and availability of services.