



PS 32

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 25/QUEENS/032

ADDRESS: 171-11 35TH AVENUE, FLUSHING, NY 11358

TELEPHONE: 718 463-3747

FAX: 718 358-1622

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: PS 32 **SCHOOL NAME:** State Street School

SCHOOL ADDRESS: 171-11 35th Avenue, flushing, NY 11358

SCHOOL TELEPHONE: 718 463-3747 **FAX:** 718 358-1622

SCHOOL CONTACT PERSON: Betsey Malesardi **EMAIL ADDRESS:** bmalesa@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Judy Crilley & Connie LoMonaco

PRINCIPAL: Betsey Malesardi

UFT CHAPTER LEADER: Eric Metzger

PARENTS' ASSOCIATION PRESIDENT: Laura Baffo & Connie LoMonaco

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 25 **SSO NAME:** ICI

SSO NETWORK LEADER: Peggy Miller

SUPERINTENDENT: Diane Kaye

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Betsey Malesardi	*Principal or Designee	
Eric Metzger	*UFT Chapter Chairperson/ Teachers/Paraprofessionals	
Connie LoMonaco	*PA/PTA President or	
Connie LoMonaco	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Sue Menkes	Assistant Principal/Support Staff	
Sandee Balsin	SETTS teacher/Grades 2-3	
Elvira Bruno	Classroom teacher/Grades 4-5	
Judy Crilley	Cluster teacher/Grades PreK-1	
Anne Park	Parent/Parents	
Letitia Hughes	Parent/Parents	
Dina Antonucci	Parent/Parents	
Maria Triantafellou	Parent/Parents	
Jane Yeh	Parent/Parents	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

P. S. 32's mission is to create a caring partnership of students, parents and staff working together productively to ensure that all children meet standards of excellence and become responsible members of their community. The school is a PreK-5 school, located in a middle class community. This school serves a population of approximately 725 students from culturally diverse backgrounds.

The school has received an A on the 2008-09 Progress Report and a "Well Developed" evaluation on the 2006-2007 and the 2007-2008 Quality Reviews. As stated in the Quality Review, "The school offers its students a high quality education with a very caring environment where each student is known and valued. The principal has an inspired vision for enriching both the progress and horizons of the students. Enhanced professional development for the faculty is the driving force for all the school and is fundamental to the students' goals. Parents recognize the growth in their child's achievement and that the school offers students many opportunities for new experiences. Subgroups are disaggregated and the faculty is sensitive to cultural and historical difference."

The Principal initiated a Dual Language program catering to English and Korean speaking children. Half the day is taught in Korean and half the day is taught in English, thus making all children in the program fluent in both languages. The program began in kindergarten in 2006 and now includes a first, second and third grade class. The program will expand each year. It is the only Korean dual language program on the east coast of the United States. The school also offers a Department of Education Gifted and Talented Program for kindergarten, first and second grade students. This program also will expand each year.

In June 2009, 92.6% of all students were meeting or exceeding standards in ELA while 99.6% of all students were meeting or exceeding standards in mathematics. Current instructional initiatives for literacy include the implementation of a Balanced Literacy approach for reading and writing. PS 32 is a Teachers College focus school. The Teachers College professional development model at PS 32 includes interest based lab sites. These lab sites are based on teacher chosen topics of interest rather than being based solely on grade. In addition, classroom teachers and coaches attend the Calendar Day professional development offered by Teachers College. Information is then shared with colleagues during a weekly professional development time. Words Their Way Phonics program is being used in all grades. In addition, kindergarten and first grade are implementing the Foundations Program. Every Day Mathematics is used in all grades and classroom teachers meet as a grade weekly to discuss strategies and plan lessons.

"Enhanced professional development for the faculty is the driving force for all the school and is the fundamental to the school's goals." Professional committees meet collaboratively to plan professional development in all subject areas. Strategies learned as a result of the School Inquiry Team work were expanded in 2008-09 to include all faculty members. This "inquiry method" has become part of the culture of the school to analyze student data to improve student achievement and will continue in 2009-10.

PS 32 understands that we teach the "whole child". The Student Council meets with a staff advisor to plan charitable events. Through the Peer Mediation Program, students in grades 4 and 5 learn skills to help students mediate conflict. The Student of the Month and the Rewards Program recognize individual achievement in academic areas as well as social skills. The Caring Being program is a school wide effort to promote character building and self confidence. We also have a very strong Arts program. Several grades receive vocal music instruction and grades 4 and 5 have the opportunity to participate in Chorus. Grades 4 and 5 participate in Band while grade 3 students are learning the recorder. All classes participate in a dance residency with Flushing Town Hall. Grade 4 took part in a theater residency with Queens Theater in the Park. Grades 3-5 participated in a visual arts residency with Marquis Studios.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:				
District:		DBN #:		School BEDS Code #:

DEMOGRAPHICS																		
Grades Served in 2008-09:	<input type="checkbox"/>	Pre-K	<input type="checkbox"/>	K	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7
	<input type="checkbox"/>	8	<input type="checkbox"/>	9	<input type="checkbox"/>	10	<input type="checkbox"/>	11	<input type="checkbox"/>	12	<input type="checkbox"/>	Ungraded						
Enrollment:					Attendance: % of days students attended													
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09											
Pre-K																		
Kindergarten																		
Grade 1				Student Stability: % of Enrollment														
Grade 2				(As of June 30)	2006-07	2007-08	2008-09											
Grade 3																		
Grade 4																		
Grade 5				Poverty Rate: % of Enrollment														
Grade 6				(As of October 31)	2006-07	2007-08	2008-09											
Grade 7																		
Grade 8																		
Grade 9				Students in Temporary Housing: Total Number														
Grade 10				(As of June 30)	2006-07	2007-08	2008-09											
Grade 11																		
Grade 12																		
Ungraded				Recent Immigrants: Total Number														
				(As of October 31)	2006-07	2007-08	2008-09											
Total																		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number														
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09											
Number in Self-Contained Classes																		
No. in Collaborative Team Teaching (CTT) Classes				Principal Suspensions														
Number all others				Superintendent Suspensions														

DEMOGRAPHICS

<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number			
(BESIS Survey)				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	CTE Program Participants			
# in Trans. Bilingual Classes				Early College HS Participants			
# in Dual Lang. Programs							
# receiving ESL services only				Number of Staff: Includes all full-time staff			
# ELLs with IEPs				(As of October 31)	2006-07	2007-08	2008-09
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers			
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals			
				Number of Educational Paraprofessionals			
(As of October 31)	2006-07	2007-08	2008-09	Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	% fully licensed & permanently assigned to this school			
American Indian or Alaska Native				Percent more than two years teaching in this school			
Black or African American				Percent more than five years teaching anywhere			
Hispanic or Latino				Percent Masters Degree or higher			
Asian or Native Hawaiian/Other Pacific Isl.				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)			
White							
Multi-racial							
Male							
Female							

2008-09 TITLE I STATUS

<input type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I	
Years the School Received Title I Part A Funding:		<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>		If yes, area(s) of SURR identification: _____	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):			
<input type="checkbox"/> In Good Standing	<input type="checkbox"/> Improvement – Year 1	<input type="checkbox"/> Improvement – Year 2	
<input type="checkbox"/> Corrective Action – Year 1	<input type="checkbox"/> Corrective Action – Year 2	<input type="checkbox"/> Restructured – Year ____	

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Individual Subject/Area Ratings	Elementary/Middle Level			Secondary Level		
	ELA:			ELA:		
	Math:			Math:		
	Science:			Grad. Rate:		

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students						
Ethnicity						
American Indian or Alaska Native						
Black or African American						
Hispanic or Latino						
Asian or Native Hawaiian/Other Pacific Islander						
White						
Multiracial						
Other Groups						
Students with Disabilities						
Limited English Proficient						
Economically Disadvantaged						
Student groups making AYP in each subject						

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade		Overall Evaluation:	
Overall Score		Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 30% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 55% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	
Additional Credit		Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

The School Leadership Team, Cabinet and Professional Development Team studied all the information available regarding student performance and trends. Based on the 2009 NYS ELA and the 2009 NYS Mathematics Test, we noticed that our performance increased in both reading and mathematics. We credit this improvement, in part, to the school's strong belief that there needs to be clear expectations for children and that these expectations need to be shared with parents and children as well. Staff members met with and across grades to define specific program and unit goals in reading, writing, mathematics, science and social studies. These goals were then posted prominently in the school and in each classroom, and were sent home to parents monthly. In addition, teachers helped children to define their own individual goals and these individual goals were also shared with parents. We also credit our intensive Academic Intervention Services both in the classroom (Tier 1) and out of the classroom (Tier 2), our strong professional development program, and the staff's understanding of how to analyze the broad collection of data in order to differentiate instruction.

The committees also reviewed the ELA and Mathematics results of our English Language Learners. We noticed that ELL students' performance increased in both reading and mathematics. Last year's focus for ELL instruction was to improve vocabulary instruction by concentrating on academic language during the Read Aloud. Formal and informal assessments confirmed that the children's comprehension of concepts taught during a Read Aloud improved when they were pre-taught the academic vocabulary. This year the focus will be expanded to include the study of academic language in science and social studies.

A benefit of the inquiry work done by all staff members was that teachers learned how "action research" is used to improve student performance throughout the school and not just the small group of targeted students. The school leadership recognizes that developing an understanding of this process requires time and practice. Every effort will be made to provide staff members with the time and professional development needed.

The 2007 Quality Review Report indicated that the school "tracks and evaluates progress and strategies, with an unremitting focus on their understanding for students' performance." The report also indicates that the teachers use this information (running records, conference notes, and other assessment data) to shape their lesson plans and teaching strategies for the whole class and the individual student.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

Goal 1: To improve ELL instruction with a focus on improving student outcomes

- By June 2010, 20% of ELL students in grades K-5 will perform at or above grade level benchmarks using the TC Reading Assessment levels.

Goal 2: To develop teachers' expertise in using data to better differentiate instruction for all children

- By June 2010, 90% of classroom teachers will have participated in professional development around the use of data in literacy and in providing differentiated instruction for all children, as evidenced by attendance sheets, agendas and lesson plans.

Goal 3: To develop a coherent curriculum across multiple grades

- By June 2010, 100% of teachers will have worked in teams to engage in a curriculum mapping effort to horizontally and vertically align curriculum in ELA, Math and Social Studies as evidenced by attendance sheets, agendas and curriculum maps.

Goal 4: To increase the number of teachers participating in Inquiry Teams

- By June 2010, 90% of teachers will participate in inquiry team work, which represents 40 teachers.

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

TC reading level assessments
ESL and classroom teachers' schedules and lesson plans
Professional Development minutes and agendas
Targeted population data that tracks benchmarks and achievement of long and short term goals
Teachers' observation

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): ELA

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To develop teachers’ expertise in using data to better differentiate instruction for all children</p> <ul style="list-style-type: none"> By June 2010, 90% of classroom teachers will have participated in professional development around the use of data in literacy and in providing differentiated instruction to all children as evidenced by attendance sheets, agendas and lesson plans.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Literacy coach will mentor new teachers on reading and writing workshop and Foundations School wide system of the collection of data and its availability in the classroom will be in place and monitored by administration Assessment binders and portfolios are maintained to identify students’ areas of strengths and weaknesses and student goals Grade level meetings with Literacy Coach to develop rubrics and analyze goals for each Unit of Study in reading and writing Professional development for the staff on differentiated instruction intervention strategies and setting measurable student goals School wide Inquiry Team Initiative will include action research to assess and revise goals Attend Teachers College Conference days and share information with staff Attend Foundations training and share information with staff</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Literacy coaches Title I Professional development funds Contract for Excellence SETTS teachers AIS teachers</p>

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

Inquiry Team Meetings, Grade Meetings & Faculty Conference agendas & minutes
Alternative to Observation
Informal teacher observation
Template and logs developed on target population reflecting short and long term goals
Workshops/Professional development agendas
Mentoring plan and teacher on line accountability

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Curriculum development

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To develop a coherent curriculum across multiple grades</p> <ul style="list-style-type: none"> By June 2010, 100% of teachers will have worked in teams to engage in a curriculum mapping effort to horizontally and vertically align curriculum in ELA, Math and Social Studies as evidenced by attendance sheets, agendas and curriculum maps.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Schedule cross grade and grade meetings Teachers will attend TC Calendar days and meet in teams to plan and implement curriculum cohesively across and through grades Cluster teachers will meet with classroom teachers to align curriculum Teachers College staff developers will facilitate study groups across grades based on the needs of their students to improve student achievement Teachers and staff developers will meet during common prep periods to craft curriculum within and across grades Teachers of the Gifted and Talented Program will meet across grades to align curriculum to challenge the needs of their students Teachers of the Dual Language program will meet across grades to write curriculum standards and assessments for the Korean curriculum</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Literacy coaches Title I professional development</p>

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

Professional development minutes and agendas
Evidence of curriculum mapping
Teacher observations
Cohesive curriculum units and/or maps that were implemented

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

- Inquiry interface data for inquiry team participation
- Classroom visits
- Evidence of data driven instruction in classroom lessons
- Formal and informal observations
- Assessment and data collection of student progress
- Grade meeting agendas and minutes
- Assessment binders

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K	12	12	N/A	N/A	3	0	2	0
1	7	7	N/A	N/A	5	0	0	0
2	5	5	N/A	N/A	6	0	0	0
3	21	18	N/A	N/A	7	0	0	0
4	20	20	20	20	13	0	0	0
5	28	28	25	25	7	0	2	0
6								
7								
8								
9								
10								
11								
12								

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p>Wilson – small group instruction - during the day Great Leaps – small group instruction – during the day Earobics – small group instruction – during the day Foundations – small group instruction – during the day Headsprouts – small group instruction – during the day Extended Day Period- classroom teachers to provide individual & small group instruction Co teaching – literacy coaches reduce student/teacher ratio when they work in the classroom Test Prep – small group instruction – after school At risk speech – small group instruction – during the day At risk resource room – small group instruction - during the day Learning Leaders – small group & individual instruction – during the day Reduced class size in grade K-3 Summer school – during the summer Family & Youth Services Coordinator provides services to children who are experiencing affective domain issues that are impacting on their ability to achieve academically. Services are provided for individual & small groups during the day. RCCP/Peer Mediation – individual & small group instruction – during the day</p>
Mathematics:	<p>Extended Day Period- classroom teachers to provide individual & small group instruction Test Prep – small group instruction – after school At risk speech – small group instruction – during the day At risk resource room – small group instruction - during the day Learning Leaders – small group & individual instruction – during the day Reduced class size in grade K-3 Summer school – during the summer Family & Youth Services Coordinator provides services to children who are experiencing affective domain issues that are impacting on their ability to achieve academically. Services are provided for individual & small groups during the day. RCCP/Peer Mediation – individual & small group instruction – during the day</p>
Science:	<p>Extended Day Period- classroom teachers to provide individual & small group instruction At risk speech – small group instruction – during the day At risk resource room – small group instruction - during the day Learning Leaders – small group & individual instruction – during the day</p>

	<p>Summer school – during the summer</p> <p>Family & Youth Services Coordinator provides services to children who are experiencing affective domain issues that are impacting on their ability to achieve academically. Services are provided for individual & small groups during the day.</p> <p>RCCP/Peer Mediation – individual & small group instruction– during the day</p>
Social Studies:	<p>Extended Day Period- classroom teachers to provide individual & small group instruction</p> <p>At risk speech – small group instruction – during the day</p> <p>At risk resource room – small group instruction - during the day</p> <p>Learning Leaders – small group & individual instruction – during the day</p> <p>Reduced class size in grade K-3</p> <p>Summer school – during the summer</p> <p>Family & Youth Services Coordinator provides services to children who are experiencing affective domain issues that are impacting on their ability to achieve academically. Services are provided for individual & small groups during the day.</p> <p>RCCP/Peer Mediation – individual & small group instruction – during the day</p>
At-risk Services Provided by the Guidance Counselor:	<p>At risk guidance provides services to children who are experiencing affective domain issues that are impacting on their ability to achieve academically. Services are provided for individual & small groups during the day.</p>
At-risk Services Provided by the School Psychologist:	<p>At risk services are provided by the school psychologist to children who are experiencing affective domain issues that are impacting on their ability to achieve academically. Services are provided for individual & small groups during the day.</p>
At-risk Services Provided by the Social Worker:	<p>At risk services are provided by the social worker to children who are experiencing affective domain issues that are impacting on their ability to achieve academically. Services are provided for individual & small groups during the day</p>
At-risk Health-related Services:	<p>Not applicable</p>

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2009-2010) LAP to this CEP.

The PS 32 Language Allocation Policy Team has developed a plan for 2009-2010. The PS 32 Language Allocation Policy Team consists of the principal, assistant principal, teachers, coaches, parents and the guidance counselor.

There is one full time teacher, one part time ESL teachers and four bilingual Korean teachers. All are fully certified. There are 728 students enrolled in PS 32, including pre kindergarten students. 113 of them are ELL students, which is 15.52% of the school population grades K -5. All the ESL classes are freestanding. There is one kindergarten Dual Language Korean class, one grade 1 Dual Language class, one grade 2 Dual Language class, and one grade 3 Dual Language class. All the other ELL students receive instruction via the push-in model, the pull-out model, or a combination of the two. 100 ELL students have received services for three years or less. 13 have been here for four to six years. None have received services longer than six years.

27 ELL students speak Spanish, 44 speak Chinese, 1 speaks Pashto, 2 speak Urdu, 35 speak Korean, 3 speak Dari, and 1 speaks Punjabi. 46 are Beginners, 20 are Intermediate, and 47 are Advanced. In kindergarten, 27 students are at the beginning level and 13 students are at the advanced level. In grade 1, 10 students are at the beginning level, 7 students are at the intermediate level, and 5 students are at the advanced level. In grade 2, 4 students are at the beginning level and 7 students are at the advanced level. In grade 3, 2 students are at the beginning level, 9 students are at the intermediate level, and 9 students are at the advanced level. In grade 4, 2 students are at the beginning level, 4 students are at the intermediate level, and 6 students are at the advanced level. In grade 5, 1 student is at the beginning level and 7 students are at the advanced level.

Parents or guardians of every child enrolled in PS 32 are required to complete a Home Language Identification Survey. An informal parent interview is conducted by a licensed pedagogue to ensure the accuracy of the survey and to determine the level of education of the child in his/her home country. If the HLSI indicates that the child’s home language is other than English, the child is administered an English proficiency test called the Language Assessment Battery-Revised Performance. This test is administered by a licensed ESL teacher. The ESL teacher ensures that entitlement letters are distributed and that Parent Survey and Program Selection forms are returned. If the letter is not returned by the date indicated on the form, a second form is sent home and the parents are contacted by phone in their native language. These letters explain all three program choices and invite parents to an orientation meeting. Parents who indicate a choice not in place in our school (ESL or Korean Dual Language) are contacted to discuss the availability of programs of their choice in other district schools. Parents are contacted in their native language. The parents attend an orientation meeting given by the ESL teachers. At this orientation, parents view a video in English and in their native languages. Translators are provided to assist parents in completing the Program Selection Form and to answer any questions.

After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in program choices that parents have been requesting has been consistent. Approximately 80% of parents of ELL students in our school have selected Freestanding ESL program as their first or only choice. 15% have requested a dual language program and 5% have selected a bilingual program.

Our school has a freestanding ESL program which is aligned with what most parents have been requesting. Our Dual Language Program is in place for newly enrolled kindergarten students. In the 2009-2010 school year, it will serve students in kindergarten, grade 1, grade 2 and grade 3. The instruction will be in Korean and English on alternating days, so that children receive half of their instruction in English and half of their instruction in Korean. Two to three mornings each week, the native language is used for literacy development in Korean. Emergent literacy is taught in both English and Korean at the same time. All ELL students in

the Dual Language receive the mandated minutes of ESL and Native Language Arts instruction. The Dual Language model used at PS 32 is a self contained model in which English Proficient and LEP students are integrated all day. Content area subjects taught by the Dual Language classroom teachers are taught in both Korean and English. Other content area subjects are taught by English speaking out of classroom teachers. These subjects include science, computer, physical education, art, vocal music and instructional music. The Dual Language teachers are fully state certified and proficient in both languages.

In kindergarten, students scoring at the B level were deficient in all modalities. Intermediate students were more proficient in Listening and Speaking than in Reading. In grades 1 and 2, Beginners were deficient in all four modalities. Intermediates were much less proficient in Reading and Writing than were Advanced students. In grades 3-5, scores indicated that while Beginners had difficulty in all modalities, Intermediate and Advanced students tended to display the greatest weakness in Writing. Instructional decisions are driven by the data patterns across the four modalities. While instruction for all students incorporates all four modalities, for Intermediate and Advanced students, additional instructional time is devoted to Reading and Writing.

The results of the NYS Mathematics, Social Studies, and Science Tests of the ELL students were examined and the scores of students who took the exams in English and those who took a translated version of the test were analysed. On the grade 3 Mathematics test, 10 students took the English version of the test: 9 students scored a level 3 and 1 student scored a level 4. Six grade 3 students took translated versions of the Mathematics test. 5 students scored a level 3 and 1 student scored a level 4. On the grade 4 Mathematics test, 6 ELL students took the English version of the test. All 6 students scored level 3. Seven grade 4 students took translated versions of the Mathematics test. 5 students scored level 3 and 2 students scored a level 4. On the grade 5 mathematics test, 7 ELL students took the English version of the test: all 7 scored a level 3. Three students took translated versions of the test: 1 student scored level 2 and 2 students scored level 3. On the grade 4 Science test, 6 students took the English version of the test: 2 students scored a level 2 and 4 children scored a level 4. Seven students took translated versions of the Science test: 2 scored a level 2 and 5 scored a level 4. On the grade 5 Social Studies test, 7 children took the English version of the test: all 7 scored a level 3. Three children took translated versions of the Social Studies test: 1 scored a level 1 and 2 scored a level 2. The school does not administer ECLAS.

ELL Periodic Assessments are analyzed on an ongoing basis by school leadership and teachers in order to drive instruction. As a result of this analysis, more emphasis is placed on improving performance in writing and listening because the data indicate that these areas are problematic for ELLs across grades and proficiencies. Students in the dual language program are assessed in English and in Korean.

Teachers use the results of standardized tests to determine ELLs strengths and weaknesses so that instruction can be modified to accommodate individual needs. ELLs receive targeted content area instruction in mathematics, science, and social studies to increase achievement in these areas.

To further support ELLs in the content areas, the native language is used in several ways. ELLs use electronic translators and bilingual dictionaries. Word by word glossaries are provided for mathematics and science. Language buddies assist when necessary. ELLs at the newcomer stage are encouraged to use the native language during reading and writing workshop.

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

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

English language skills. Classroom teachers of newcomers are provided with training and materials that best serve the needs of these students. This training includes methods of adapting core curricula for use with newcomers. Peer Language Buddies and Learning Leaders are assigned to further assist newcomers.

ELLs will be helped by participating in the Extended Day Program. ELL students who are in the United States less than one year and/or have scored at the Beginner level of the LAB-R or the NYSESLAT are served by the ESL teachers. They will work on listening, speaking, reading, and writing, as well as the content areas. Classroom teachers will provide targeted small group instruction for ELL students who are identified to be at-risk.

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

A plan is in place for ELLs identified as having special needs. Resource room teachers, classroom teachers, and ESL teachers collaborate to plan instruction. Instruction for these students is modified according to individual assessed needs. These modifications include individualized and/or small group instruction, preteaching vocabulary, preferential seating, use of multimedia, reteaching and redirection, and truncated assignments.

A plan is in place for continuing transitional support for students reaching proficiency on the NYSESLAT. ESL teachers confer with classroom teachers to help these students improve. Instruction is planned using individual and small group instruction based on assessed needs. Our speech teacher, resource room teachers, and literacy coaches push into classrooms to reduce student-teacher ratios and to provide teachers with strategies appropriate for these students.

At PS 32 one of the models we use is a free standing English as a Second Language Program instructional model to provide all instruction in English using ESL methodologies. A combination of the push-in and pull-out models is used. In the push-in program, an ESL teacher works with ELLs during content instruction in collaboration with the regular classroom teachers to provide language acquisition and vocabulary support while retaining content instruction time. In the pull-out program, ELLs who spent the majority of their day in all English content instruction are brought together from various classes for English acquisition focused on instruction. ESL teachers plan carefully with classroom teachers to ensure curricular alignment. Students receive the NYS mandated ESL/ELA allotted instruction time based on student proficiency level. Supervisors review teachers' programs and schedules to ensure the number of minutes in accordance with CR Part 154 mandates.

There are approximately 113 English Language Learners at PS 32 as determined by the Spring 2009 NYSESLAT and the Fall 2009 LABR. There are Dual language Korean classes in kindergarten, grade 1, grade 2 and grade 3 who are taught by certified Korean Bilingual teachers. Some of the children are proficient in English and some are proficient in Korean. Lessons are conducted in Korean and English on alternating days. Two full time State certified ESL teachers serve ELL students who have been placed in mainstream classes. These students receive targeted instruction in listening, speaking, reading, and writing, based on NYS standards and aligned with the comprehensive core curriculum in mathematics, literacy science, and social studies. They are grouped for pull-out or push-in instruction according to grade and/or level of English proficiency. Supervisors review teachers' programs and schedules to ensure the appropriate number of minutes in accordance with CR Part 154 mandated units of service. There are four groups served by each ESL teacher. ESL teachers work with classroom teachers to ensure congruence as well as provide ongoing professional development of effective ESL strategies. Classroom teachers provide an English language intensive environment by labeling classrooms, providing a variety of leveled books and picture support, etc. ESL and classroom teachers also provide differentiated

instruction to ELLs and additional instruction in all curriculum areas. Formal (Acuity predicative and diagnostic assessments and ELL periodic assessments) and informal assessments (conference notes, running records, spelling inventory, writing continuum,, teacher observation) take place on an ongoing basis.

PS 32 utilizes a balanced literacy program in all grades. Words Their Way and Month by Month Phonics is used to teach phonics and word work in grades 2, 3, 4 and 5. Foundations is used to teach phonics and word work in grades K and 1. ELLs participate in the 120 minute literacy block in grades K-3 and the 90 minute literacy block in grades 4-5. The Wilson Program is used for ELLs who need additional intervention. There is a 60 minute mathematics block in grades K-2 and a 75 minute mathematics block in grades 3-5. Grades K-5 implement Everyday Math. Technology is incorporated into the instructional program. ELLs use computers in the classroom, in the school Computer Lab, and in the ESL classroom.

The components for all math and reading/writing instruction are adapted to meet the needs of the ELLs through:

- Pre-teaching content area vocabulary and concepts
- Thematic instruction
- Use of hands-on activities including manipulatives, maps, globes, science equipment, etc.
- Accessing prior knowledge

A variety of instructional materials is used to support the learning of ELL in the core curriculum. Leveled libraries in all classrooms ensure that children are reading on their appropriate individual reading level. These include authentic literature, including nonfiction literature in the content areas. Manipulatives are used to demonstrate and clarify mathematical concepts. Hands on activities take place during science. Social studies instruction for ELLs makes use of visual and graphic aids. Classroom materials are modified and adapted to fit the needs of individual students. Newcomers use a variety of materials to help with basic language skills. Computers are used to enhance content area instruction as well as to provide access to instructional web sites on the Internet.

All entitled ELLs in the free standing ESL program are served by certified ESL teachers. The kindergarten ELLs are served using the pull-out model. ELLs in grades 1-5 are served in the push-in model. All entitled ELLs in the Dual Language classes are served by certified bilingual teachers..

Non-ESL teachers, including classroom teachers, other teaching personnel and paraprofessionals, are provided with extensive professional development opportunities. ESL teachers articulate principles of effective instruction for ELLs. Our literacy coaches and Teachers College staff developers provide professional development on balanced literacy, including the reading/writing workshop model. Our professional development includes lab sites on each grade where our staff developers model lessons and demonstrate strategies to differentiate instruction and provide academic interventions for ELLs. In addition, ESL and classroom teachers attend calendar days at Teachers College which emphasize balanced literacy techniques for use with ELL students. These teachers then provide ongoing professional development at monthly grade conferences and faculty conferences. During these periods, non-ESL teachers are also taught techniques for modifying instruction in the content areas for ELLs. The ESL teachers also provide professional development on strategies to modify instruction in Every Day Math. Bilingual and ESL teachers receive additional professional development from an ESL network support specialist. Supervisors review professional development schedules to ensure the receipt of 7.5 hours (or 10 hours for special education teachers and special education paraprofessionals) of strategies in teaching ELLs as per Jose P.

The Parent Coordinator provides outreach for parents of ELLs and serves as a resource for parents and parent organizations. She maintains materials in different languages that can assist parents in understanding all school services and programs, including ESL services and programs. In addition, a plan is in place to address communication with non-English speaking parents through translations and interpretation. Written and oral translations are provided in the most dominant languages of Korean, Spanish, and Chinese of documents such as PTA notices, open school invitations, and activity announcements. Translators attend parent workshops, special events and parent-teacher conferences. Additional languages are translated when necessary and possible.

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

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.

OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K–8 LANGUAGE ALLOCATION POLICY
WORKSHEET

DIRECTIONS: This worksheet is an integral part of assisting school staff with creating and writing a school-based language allocation policy (LAP), which must be written in narrative form. Creating a school-based LAP now incorporates information required for CR Part 154 funding so that a separate submission is no longer required. This worksheet is a required appendix of the LAP, and is meant to assist LAP developers with compiling and analyzing the data necessary for planning quality ELL programs. Upon completion of the LAP, LAP team members should sign and certify that the information provided in the worksheet and plan is accurate. Agendas and minutes of LAP meetings should be kept readily available on file in the school. LAP developers are strongly encouraged to use and attach reports from available systems (e.g., ATS, ARIS) for the information requested in this worksheet.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

SSO/District ICI/25	School PS 32Q
Principal Betsey Malesardi	Assistant Principal Sue Menkes
Coach Lori Phair	Coach Diana Keily
Teacher/Subject Area Robin Frost/ESL	Guidance Counselor Carla Newman
Teacher/Subject Area Erica Fisher/Science	Parent Laura Baffo
Teacher/Subject Area MaryLynn Miniutti/Grade 4	Parent Coordinator Karen Mascetti
Related Service Provider May hambrock	SAF Diane Kaye
Network Leader Peggy Miller	Other type here

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	4	Number of Certified NLA/FL Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	728	Total Number of ELLs	113	ELLs as Share of Total Student Population (%)	15.52%
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Part II: ELL Identification Process

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

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

Dual Language	20									20
ESL	80		13	13		11				93
Total	100	0	13	13	0	11	0	0	0	113

Number of ELLs in a TBE program who are in alternate placement:

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	TOTAL
Spanish										0
Chinese										0
Russian										0
Bengali										0
Urdu										0
Arabic										0
Haitian Creole										0
French										0
Korean										0
Punjabi										0
Polish										0
Albanian										0
Yiddish										0
Other										0
TOTAL	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean	10	15	5	19	1	21	4	16											20	71
Haitian Creole																			0	0
French																			0	0
Other																			0	0
TOTAL	10	15	5	19	1	21	4	16	0	0	0	0	0	0	0	0	0	0	20	71

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): <u>11</u>	Number of third language speakers: <u>2</u>	
Ethnic breakdown of EPs (Number)		
African-American: <u> </u>	Asian: <u>68</u>	Hispanic/Latino: <u>1</u>
Native American: <u> </u>	White (Non-Hispanic/Latino): <u>3</u>	Other: <u> </u>

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

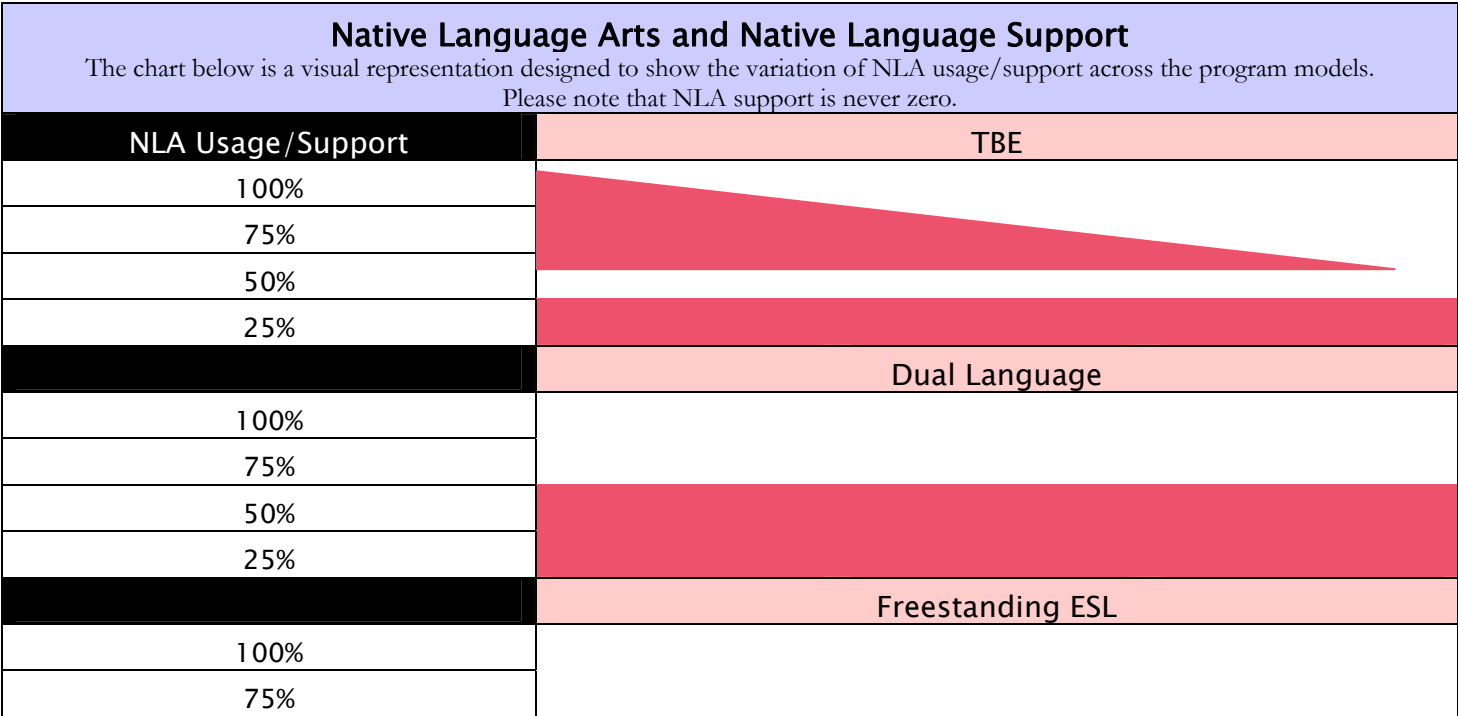
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish	5	3	3	9	5	2				27
Chinese	17	11	6	3	4	3				44
Russian										0
Bengali										0
Urdu	1			1						2
Arabic										0
Haitian Creole										0
French										0
Korean	5	2	2	2	2	2				15
Punjabi					1					1
Polish										0
Albanian										0
Other	1	1		1		1				4

Programming and Scheduling Information

TOTAL	29	17	11	16	12	8	0	0	0	93
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1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
FOR ALL PROGRAM MODELS			
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS			
Native Language Arts	90 minutes per day	90 minutes per day	45 minutes per day



50%	
25%	
TIME	BEGINNERS INTERMEDIATE ADVANCED

Programming and Scheduling Information--Continued

- Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year

Schools with Dual Language Programs

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

Professional Development and Support for School Staff

- Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
- What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
- Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Parental Involvement

- Describe parent involvement in your school, including parents of ELLs.
- Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
- How do you evaluate the needs of the parents?
- How do your parental involvement activities address the needs of the parents?

Part IV: Assessment Analysis

A. Assessment Analysis

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)	27	10	3	3	1	1				45
Intermediate(I)	0	8	2	8	3	0				21

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			2	2			4	5	11
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5		1		2	7				10
8									0
NYSAA Bilingual Spe Ed									0

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

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights does the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?

- c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Part V: LAP Team Assurances

Completing the LAP: Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Sue Menkes	Assistant Principal		
Karen Mascetti	Parent Coordinator		
Robin Frost	ESL Teacher		
Laura Baffo	Parent		
Erica Fisher/Science	Teacher/Subject Area		
MaryLynn Miniutti/Grade 4	Teacher/Subject Area		
Diana Keily	Coach		
Lori Phair	Coach		
Carla Newman	Guidance Counselor		
Diane Kaye	School Achievement Facilitator		
Peggy Miller	Network Leader		
Amy Hambrock	Other		
	Other		

Signatures

School Principal Date

Community Superintendent Date

Reviewed by ELL Compliance and Performance Specialist Date

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII – A (1)(a)

Grade Level(s) K-5 Number of Students to be Served: 114 LEP 50 Non-LEP
Number of Teachers 3 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

A licensed ESL F-status teacher will provide instruction in listening, speaking, reading and writing for ELL students. Students will participate in English language activities designed to increase, improve and strengthen their oral, written and expressive language skills and enhance their knowledge of content area subject including social studies, mathematics, language arts, and science. We will utilize a push in model. The ESL teacher will work with small groups of targeted children in the classroom once a week. In addition, an after school enrichment program for ELL's and transitional students will work on listening, speaking, reading, and writing skills and prepare the children for state tests in science, social studies, English language arts, and mathematics.

Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Teaching experts, (Literacy coaches, ESL specialists, IEP teacher, SETTS teachers, science cluster and social studies liaison) will provide classroom teachers with professional development on using differentiation of instruction to address the needs of ELLS. Teachers will examine curricula and classroom teaching strategies to improve student learning. Specific topics of the workshops will be determined by student needs.

Form TIII – A (1)(b)

School: PS 32 BEDS Code: 342500010032

**Title III LEP Program
School Building Budget Summary**

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	Anticipated: \$18,186	F status and per session
Purchased services - High quality staff and curriculum development contracts.		
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	Anticipated: \$18,186	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

Written translations will be provided in Korean, Spanish and Chinese for documents such as PTA meetings, open school invitations, parent workshops, special events, and activity announcements. Additional languages will be translated when necessary and possible. These services will be provided by school staff, including teachers, counselors, psychologist, social worker, counselors, and school aides

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

Oral translations will be provided in Korean, Spanish and Chinese for documents such as PTA meetings, open school invitations, parent workshops, special events, and activity announcements. Additional languages will be translated when necessary and possible. These services will be provided by school staff, including teachers, counselors, psychologist, social worker, counselors, and school aides

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

PS 32 will provide both written and oral translation and interpretation services when possible to parents who require language assistance in order to communicate effectively with the school. When we are unable to provide such services, parents will be informed of how they can receive translations services

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:		\$322,514	\$322,514
2. Enter the anticipated 1% set-aside for Parent Involvement:			
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$3,227	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:			
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		0	
6. Enter the anticipated 10% set-aside for Professional Development:			
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$32,251	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 100%
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.
Not applicable

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

2. School-Parent Compact - Attach a copy of the school’s School-Parent Compact.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

PUBLIC SCHOOL 32, QUEENS

171-11 35th Avenue

Flushing, New York 11358

Tel. 463-3747

Betsey Malesardi

Principal

Sue Menkes

Assistant Principal

PS 32 School Parent Compact

2009-2010

The PS 32 mission is to provide a caring partnership of students, parents and staff working together productively to ensure that children meet standards of excellence.

The staff of PS 32 agrees to:

- Provide high quality curriculum and instruction in a supportive and effective learning environment that enables children to meet the State's student academic standards.
- Hold parent-teacher conferences during which this compact will be discussed. A Curriculum Night is held in September and Parent Teacher Conferences are held in November and March
- Provide parents with frequent reports on their child's progress
- Provide parents with reasonable access to staff
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities
- involve parents in the planning, review and improvement of the school's parental involvement policy
- Convene an annual meeting to inform parents of the Title I program and their right to be involved

As a parent of PS 32, I agree to:

- Make sure my child is on time and prepared for school each day
- Make sure that homework is completed
- Volunteer in my child's classroom
- Participate, as appropriate, in decisions relating to my child's education
- Promote positive use of my child's extracurricular activities and monitor the amount of time my child watched TV
- Stay informed about my child's education by reading all notices from the school and communicating with my child's teacher about his/her educational needs
- Serve, to the extent possible, on policy advisory groups and school committees

As a student at PS 32, I agree to

- Follow the class rules and school rules set by the teacher, the principal and follow the rules and regulations in the Chancellor's Discipline Code
- Be responsible, respectful and kind to all members of the PS 32 community
- Come to school ready to learn with the necessary supplies and homework completed on time
- Take part in classroom discussion and ask for help when I don't understand
- Share papers with my parents and return signed papers to my teacher
- Allow the teachers and staff to help me work through my problems

Betsey Malesardi

Principal

Date

Please sign and return the tear-off below.

P.S.32 Title I SCHOOL-PARENT COMPACT- 2009-2010

I, the **Parent/ Guardian of a P.S. 32 student** fully recognize the mutual interdependence and responsibility of all of the administrators, teachers, staff, and parents/guardians for supporting my child's educational, social and personal endeavors. We will work together so that he/she may achieve academic success, realize his/her full potential as a unique individual and become a responsible, contributing citizen. I hereby pledge to the school community and to my child to provide that support by voluntarily and eagerly signing the agreements stated in this document.

Parent/ Guardian Signature

Date

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
Refer to page 9 – Comprehensive Needs Assessment

2. School wide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.
Refer to pages 10 – 20 – Annual School Goals & Action Plan and pages 25-29 – Program Delivery for ELLs

3. Instruction by highly qualified staff.
100% of the staff is highly qualified. As reported in the March 2009 School Demographics and Accountability Snapshot, 100% of the staff is fully licensed and permanently assigned to the school, 97% have a masters degree or higher, and 100% of the core classes are taught by highly qualified teachers

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
Professional development at PS 32 is facilitated by the administrators, coaches, Teachers College Staff Developers and ICI LSO. The Principal attends ICI network professional development and a Teachers College Principals' Study Group. The Assistant Principal attends AP ICI professional development. PS 32 is a Teachers College Focus School. Staff developers from Teachers College facilitate study groups and lab sites at the school. Teachers and coaches attend Calendar Days at Teachers College. Information is shared with colleagues during weekly common preps. The Data Specialist and coaches support teachers by providing professional development on

how to access and interpret data to differentiate instruction. Classroom teachers and the ESL teacher participated in a lesson analysis study group to differentiate instruction for ELL students. As an Alternative to Observation process, all eligible teachers work as part of an Inquiry Team, selecting a targeted group of students based on data, choosing a learning target and sub skill for this group, and assessing and revising the learning target as necessary. This process and the strategies learned were shared with the entire staff.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

Not applicable

6. Strategies to increase parental involvement through means such as family literacy services.

Parent involvement is an important component to PS 32's success. We actively seek parent participation of school committees such as the School Leadership Team and the PTA. Parents are invited to school on a continuous basis for curriculum night, classroom writing celebrations, kindergarten and ESL parent orientations, PTA and Title I meetings and academic workshop such as Preparing Your Child for State Assessments and ESL Instruction for Adults. Translators are provided at these events. Parents are kept informed of school events through fliers, PS 32 web site, school newsletter (PS 32 Happenings), and monthly letters defining curriculum goals and individual goals. The Parent Coordinator hosts the PTA Café the first Wednesday of each month which addresses issues suggested by the parents.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

In June, parents of pre-kindergarten children are invited to a Kindergarten Orientation. The children participate in activities with the kindergarten teachers in the classrooms, while the parents are introduced to staff members and the PTA Executive Board. Parents are informed about services offered at the school such as ESL, SETTS, speech, counseling, OT, PT, etc. Kindergarten standards and curriculum are explained. Handouts are provided with further information and resources for parents. In September, parents attend an orientation with the classroom teacher to learn what they should expect in kindergarten and how they can best help their child succeed.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

The Data Specialist and coaches provide information on the use of assessment tools, such as TC Pro, diagnostic assessments and predicative assessments. Teachers learn how to access this information and interpret the data to differentiate instruction. As an Alternative to Observation process, all eligible teachers work as part of an Inquiry Team, selecting a targeted group of students based on data, writing SMART goals, and using data to access and revise these goals.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Students who are at risk of not meeting academic standards are identified and receive Tier I academic intervention services from their classroom teacher through small group instruction, individualized instruction and the Extended Day Program. Our Academic Support Team (AST) meets bimonthly to discuss children who are receiving Tier I interventions but require additional support. With input from the Tier 1 provider, a Tier 2 academic strategy is planned. Tier 2 interventions may be provided by a SETTS teacher, speech teacher, guidance counselor, psychologist, or social worker. This plan includes specific goals for the child and a specific time frame, usually 6 to 8

weeks. After this time the AST reevaluates whether the child is no longer considered “at risk”, requires additional Tier 2 interventions or requires a referral to the Pupil Support Team.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Many of our staff has been trained in the Resolving Conflict Creatively Program. Our Youth & Family Counsel addresses drug and violence prevention. We participate in the Don't Laugh at Me Program, which is an anti-bullying program and a Peer Mediation Program. Students in grades 4 & 5 participate in a nutrition program. Our School Based Support Team and our counselors provide support to children and their families and, when appropriate, refer them to several community based organizations.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.

NCLB/SED Status: _____ **SURR¹ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Part B: For Title I Schools Identified for Improvement

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.

¹ School Under Registration Review (SURR)

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although

listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)² data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to

² To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The School Cabinet, consisting of the principal, assistant principal, literacy coaches, data specialist, and ESL teacher, assessed whether this finding is relevant to our school's education program. The committee reviewed our CEP and evaluated our school's data to look for gaps in our written curriculum, the effectiveness of our curriculum map, the taught curriculum in ELA, especially for ELLs, and our material. The School Cabinet determined that the Curriculum Audit findings were not relevant to our school's educational program in ELA alignment. The results of this assessment will be shared at a School Leadership Team meeting, with parents at a PTA meeting, and with staff at a faculty conference.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable x Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The School Cabinet found that the pacing calendars in writing cover a range of genres and the depth of understanding meets the NYS standards. The content of the curriculum maps is a comprehensive plan indicating the skills that students should know and be able to do at each grade level. Informal and formal observations found instruction focused on having students create written products and spoken presentations. Classrooms have adequate ELA materials to meet the needs of all learners, including ELLs, students with disabilities, and struggling students. The materials were relevant to the students' background knowledge, age and culture.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Our school will not require additional support from central. The Teachers College onsite staff developers, our literacy coaches and administration will provide support in modifying curriculum maps during our June planning days.

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The School Cabinet, consisting of the principal, assistant principal, literacy coaches, data specialist, and ESL teacher, assessed whether this finding is relevant to our school's education program. The committee reviewed our CEP and evaluated our school's data to look for gaps in our mathematics curriculum, the effectiveness of our curriculum map, the taught curriculum in mathematics, especially for

ELLs, and our material. The School Cabinet determined that the Curriculum Audit findings were not relevant to our school's educational program in mathematics alignment. The results of this assessment will be shared at a School Leadership Team meeting, with parents at a PTA meeting, and with staff at a faculty conference.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable x Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The School Cabinet found that the pacing calendars and lesson plans in mathematics cover a range of topics and the depth of understanding meets the NYS standards. This review showed that the Every Day Mathematics Program is strongly aligned with the NYS standards. The content of the curriculum maps is a comprehensive plan indicating the skills that students should know and be able to do at each grade level. Informal and formal observations found instruction focused on the process strands and content strands in mathematics. Classrooms have adequate mathematics materials to meet the needs of all learners, including ELLs, students with disabilities, and struggling students.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Our school will not require additional support from central.

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the

time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The School Cabinet, consisting of the principal, assistant principal, literacy coaches, data specialist, and ESL teacher, assessed whether this finding is relevant to our school's education program. Walkthroughs and formal and informal observations are used to assess whether teachers are using varying instructional strategies to support student understanding, to increase students' active participation in learning, to motivate students to initiate their own learning, and to provide opportunities for students to self reflect and evaluate their own work. The School Cabinet determined that the Curriculum Audit findings were not relevant to our school's educational program in ELA instruction. The results of this assessment will be shared at a School Leadership Team meeting, with parents at a PTA meeting, and with staff at a faculty conference

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable x Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Information gained through walkthrough and formal and informal observations indicate that teachers are using varying instructional strategies to support student understanding, to increase students' active participation in learning, to motivate students to initiate their own learning, and to provide opportunities for students to self reflect and evaluate their own work. In all classrooms, it was found that direct instruction is in the form of a mini lesson, followed by active engagement by students and independent work.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Our school will not require additional support from central. We will continue to differentiate instruction to meet the needs of at risk students, high achievers, and ELL students.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12

mathematics classrooms. *School Observation Protocol (SOM³)* and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The School Cabinet, consisting of the principal, assistant principal, literacy coaches, data specialist, and ESL teacher, assessed whether this finding is relevant to our school's education program. Walkthroughs and formal and informal observations are used to assess whether teachers are using varying instructional strategies to support student understanding, to increase students' active participation in learning, to motivate students to initiate their own learning, to provide opportunities for students to self reflect and evaluate their own work, and to provide opportunities for students to think, discuss, interact, reflect, and evaluate content. Student test scores support these findings. The School Cabinet determined that the Curriculum Audit findings were not relevant to our school's educational program in Mathematics instruction. The results of this assessment will be shared at a School Leadership Team meeting, with parents at a PTA meeting, and with staff at a faculty conference

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable x Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Information gained through walkthrough and formal and informal observations indicate that teachers are using varying instructional strategies to support student understanding, to increase students' active participation in learning, to motivate students to initiate their own learning, to provide opportunities for students to self reflect and evaluate their own work and to provide opportunities for students to think, discuss, interact, reflect, and evaluate content. Manipulatives are used throughout the lessons so that students can understand concepts on a concrete level. Higher order thinking skills are imbedded in the lessons.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

³ To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

Our school will not require additional support from central. We will continue to differentiate instruction to meet the needs of at risk students, high achievers, and ELL students

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Direct observation and school demographic data were used to determine whether teacher turnover rate is high at PS 32.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable x Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The BEDS report and the School Profile indicate that 91% of teachers have been teaching more than two years at this school and that 100% of the core classes are taught by "highly qualified teachers".

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Support from central is not needed at this time..

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The School Cabinet, consisting of the principal, assistant principal, literacy coaches, data specialist, and ESL teacher, assessed whether this finding is relevant to our school's education program. Teachers were surveyed to determine their professional development needs, particularly in the area of ESL instruction. The School Cabinet determined that the Curriculum Audit findings were not relevant to our school's educational program. The results of this assessment will be shared at a School Leadership Team meeting, with parents at a PTA meeting, and with staff at a faculty conference.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable x Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Teacher surveys indicated that teachers receive professional development through ESL co-teaching, lesson planning and articulation. The push-in model of instruction enables the ESL teachers to model specific strategies to address the needs of ELL students. ESL teachers attend extensive professional development provided by the ICI and Teachers College. In addition the ESL teacher and Dual Language teachers participate in a study group on the work of Dr. Lily Filmore to improve academic language for ELL students. This information is shared with staff members during common prep periods, grade meetings, faculty conferences, and professional development days.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Support from central is not needed at this time.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The School Cabinet, consisting of the principal, assistant principal, literacy coaches, data specialist, and ESL teacher, assessed whether this finding is relevant to our school's education program. The committee reviewed conference notes, assessments and data collected from classroom teachers and ESL teachers to assess if monitoring of ELLs academic progress and English language development is being documented. Teachers were surveyed to determine if testing data is disaggregated by proficiency level of ELL students, time in the United States, and type of program in which the ELL student is enrolled. The School Cabinet determined that the Curriculum Audit findings were not relevant to our school's educational program. The results of this assessment will be shared at a School Leadership Team meeting, with parents at a PTA meeting, and with staff at a faculty conference.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable x Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The committee found that ELL students' academic progress and English language proficiency is being documented. The committee found that testing data is being reported to all teachers involved in instructing ELLs and is provided in a timely manner useful for informing instruction. The testing data is disaggregated by proficiency levels of ELL students, by students' time in the United States, and by type of program in which the ELL is enrolled.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Support from central is not needed at this time.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The School Cabinet, consisting of the principal, assistant principal, literacy coaches, data specialist, and ESL teacher, assessed whether this finding is relevant to our school's education program. The SETTS teacher also attended this meeting. Teachers were

surveyed to determine their professional development needs, particularly in the area of special education instruction. The School Cabinet determined that the Curriculum Audit findings were not relevant to our school's educational program. The results of this assessment will be shared at a School Leadership Team meeting, with parents at a PTA meeting, and with staff at a faculty conference.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable x Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The committee found sufficient understanding of and capacity to fully implement the range and types of instructional approaches in special education that will help to increase access to the general education curriculum and improve student performance. Teachers were familiar with the content of the special education student's IEP, familiar with the accommodations and modifications that would help support the students with disabilities in their classrooms and were knowledgeable regarding behavioral support plans for these students.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Support from central is not needed at this time.

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The principal, assistant principal, school psychologist, and special education teachers reviewed IEPS to assess if IEP accommodations and modifications are specified for the classroom environment and classroom instruction. They reviewed the IEPS to assess the alignment between the goals, objectives and promotional criteria that are included in the students' IEPS and the content on which these students are assessed on grade level state test. They also reviewed the IEPS to assess behavioral plans, including behavioral goals and objectives, for students with documented behavioral issues and concerns.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable x Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The principal, assistant principal, school psychologist, and special education teachers reviewed IEPS and found accommodations and modifications were specified for the classroom environment and classroom instruction. They reviewed the IEPS and found alignment between the goals, objectives and promotional criteria included in the students' IEPS and the content on which these students are assessed on grade level state test. They also reviewed the IEPS and found behavioral plans, including behavioral goals and objectives, for students with documented behavioral issues and concerns.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Support from central is not needed. The school psychologist and special education teachers will update IEPs annually to include appropriate modifications specified for the classroom environment and classroom instruction.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

This appendix will not be required for 2009-10.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
There are no children at PS 32 in temporary housing.
2. Please describe the services you are planning to provide to the STH population.
The school provides and requests the completion of the residency questionnaire to all newly enrolled students and students who change their address during the school year. The information is entered into ATS. The residency questionnaire is accompanied by the McKinney-Vento Act Guide for Parents and Youth. The school displays in a prominent location posters that set forth the basic rights of homeless children and provide information about the Students in temporary Housing (STH) Liaison. All staff member who become aware of any student who is or may be homeless and who needs assistance, contacts the STH Liaison. Information sheets that set forth the basic rights of homeless students are available in the main office, the guidance counselor's office, and the parent coordinator's office.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.