



PS 24

**THE DUAL LANGUAGE SCHOOL FOR INTERNATIONAL
STUDIES**

**2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: 15K024

ADDRESS: 427 38TH STREET BROOKLYN, NY 11232

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: PS 24 **SCHOOL NAME:** The Dual Language School for International Studies

SCHOOL ADDRESS: 427 38th Street, Brooklyn, NY 11232

SCHOOL TELEPHONE: 718 832 9366 **FAX:** 718 832 9360

SCHOOL CONTACT PERSON: Christina Fuentes **EMAIL ADDRESS:** cfuente@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Alexandra MacDonnell & Yadira Garcia

PRINCIPAL: Christina Fuentes

UFT CHAPTER LEADER: Julia Masi

PARENTS' ASSOCIATION PRESIDENT: Sharon Hinds

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 15 **CHILDREN FIRST NETWORK (CFN):** 102

NETWORK LEADER: Alison Sheehan

SUPERINTENDENT: Anita Skop

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 member 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/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

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
Christina Fuentes	*Principal or Designee	
Julia Masi	*UFT Chapter Chairperson or Designee	
Sharon Hinds	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Yadira Garcia	CBO Representative, if applicable	
Magdalena Gutierrez	Member/parent	
Alex MacDonnell	Member/parent	
Sam Coleman	Member/teacher	
Nydia Mendez	Member/teacher	
	Member/	
	Member/	

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.

PS 24 –The Dual Language School for International Studies is a zoned neighborhood school in Sunset Park, Brooklyn, historically an immigrant community. It is a relatively new school. We are now in our fourteenth year and came into being after almost a generation of community activism to provide more elementary seats in the area. The school opened full-to-the brim from the first day, and quickly became overcrowded. Post 9/11/01 saw a decline in enrollment in all our neighborhood's schools, but since then the numbers have increased.

The dual language program (Pre-K- 5) is well established and mature. Almost half of our classes are dual classes- around half of the students are English Proficient and half are Spanish Proficient. The instruction is 50% in English and 50% in Spanish. The design of the classes depends on the needs of the students in each grade. Some classes follow the two way side by side structure while and some follow a 'roller coaster' model. Most parents of English language learners opt to place their children into the dual language program. New for the 2009-10 school year is a Newcomer class. This multi-grade class of 12 is designed to provide a strong start for newcomers that are native Spanish speakers so that they can transition smoothly to a dual language or monolingual English class. Our students in the dual language classes function academically in both languages. Most of our English Language Learners are in dual classes. The others receive ESL in monolingual English classes. Our program is considered to be a model in NYC and we host scores of visitors wishing to see it in action each year.

At PS 24 we are committed to educating the whole child. We are one of only two barrier-free elementary schools in District 15 and proudly accommodate students with a variety of mobility issues. We offer a broad continuum of services for our students with special needs. There are three small self-contained multi-age classes, two are bilingual. There are six Integrated Co-Teaching classes. A therapy room is a base for a team of Physical Therapists and Occupational Therapists. We have three full time Speech and Language Therapists, two of whom are bilingual. On site we have a Lutheran Medical Center school based health clinic and an on-site dental clinic. Our peace education program has been well established since the second year the school was opened with the goal of promoting social emotional learning. It is unique in its comprehensiveness- K-2nd graders are trained as peace-helpers, 3rd-5th graders are peer mediators, the 4R's curriculum (a literature based conflict resolution curriculum) is implemented in our classrooms, a consultant from Morningside Center for Teaching Social Responsibility works with students and supports teachers with professional development. Our after school program, serving 275 students, Monday- Friday from 3pm- 6pm, is a collaboration with Morningside Center for Teaching Social Responsibility and consists of homework help, recreation, arts and conflict resolution. At PS 24 we are committed to Arts Education. For the past six years every class and every teacher has had an extended experience with an artist in residency. For the 2010-11 we are in the third year of a collaboration called Blank Page to Stage with the Manhattan New Music Project. Each class will work with a teaching artist to conceptualize and realize a musical theater piece based on an aspect of the social studies curriculum. The musicals will be performed in a theater festival at our school.

A major goal of our school is bi-literacy, bilingualism and multiculturalism. Our school is called the dual language school for international studies and from its inception our goal has been to develop bi-literate, bilingual students. We assess our students using both summative and formative assessments in English and Spanish. We use English Language Arts standardized test scores, Teachers College Reading and Writing Project reading assessments, Words Their Way benchmark word study assessments, the Estrellita early childhood benchmark assessments in Spanish, EDL (Spanish formative reading assessment) and the ELE (Spanish Reading standardized exam). Our students' ability to read in both languages gives them the advantage to progress in these exams. Our goal is for students to reach excellence in both languages. Students in the dual language program come from various cultural and national backgrounds. We celebrate different cultures through art, literature, school projects and student diversity panels.

PS 24 offers parents the option of a dual language program from Pre-K to 5th grade as well as a monolingual English instructional track from K through 5th grade. It is within the monolingual classroom that our ELLs are served with ESL instruction provided by our ESL teachers. These students are also offered the opportunity to receive Spanish language instruction (SSL) from one of our specialists as part of their weekly program. Beginning in the Fall of 2010 we will offer an Arabic Club for students that are native speakers of Arabic and interested non-Arabic speaking students. This club will meet on Friday afternoons and be facilitated by our SSL (Spanish as a second language) teacher and assisted by an Arabic speaking paraprofessional and an Arabic speaking parent volunteer. The club will be computer based, using language software for children.

Parent Involvement

Through our collaboration with Community Based Organizations, such as Diaspora Community Services, EvenStart, and Gente y Cuentos, on-site ESL classes, computer classes, parenting classes, secondary and basic education in Spanish are offered to parents. These classes will be scheduled weekly throughout the school year mornings and/or evenings depending on parent need. On Saturdays the NYC DOE Department of Adult Education will offer ESL classes.

Parent meetings will be planned for the purpose of getting input into social studies curricula so that parents' expertise can be tapped. For instance, parents are recruited to be primary sources for our Third Grade Immigration curriculum. Meetings will be convened which pose the question to parents, "What is important for your children to learn about immigration?" The immigration curriculum can then be supplemented by information gathered from these meetings. In addition, parents can be interviewed and surveyed by students using questions and survey instruments designed by students.

Parents will participate in ongoing leadership training through our involvement with Community Learning Exchange- a national network of parent/educator groups dedicated to empowering parents through education.

All parent meetings are conducted in Spanish and English. Also, translators are on staff to translate for the families that speak minority languages (at PS 24) such as Arabic and Chinese.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	P.S. 024								
District:	15	DBN:	15K024	School BEDS Code:	331500010024				
DEMOGRAPHICS									
Grades Served:	Pre-K	√	3	√	7	11			
	K	√	4	√	8	12			
	1	√	5	√	9	Ungraded	√		
	2	√	6		10				
Enrollment					Attendance - % of days students attended :				
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	18	18	18		93.7	94.6	TBD		
Kindergarten	136	114	110						
Grade 1	142	146	126	Student Stability - % of Enrollment :					
Grade 2	129	145	143	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	109	113	139		92.5	91.3	TBD		
Grade 4	122	107	117	Poverty Rate - % of Enrollment :					
Grade 5	119	124	113	(As of October 31)	2007-08	2008-09	2009-10		
Grade 6	0	0	0		86.1	87.0	92.3		
Grade 7	0	0	0	Students in Temporary Housing - Total Number :					
Grade 8	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 9	0	0	0		6	48	TBD		
Grade 10	0	0	0	Recent Immigrants - Total Number :					
Grade 11	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 12	0	0	0		19	7	2		
Ungraded	12	1	1	Special Education Enrollment:					
Total	787	788	787	(As of October 31)	2007-08	2008-09	2009-10		
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
# in Self-Contained Classes	47	44	44	Principal Suspensions	1	0	TBD		
# in Collaborative Team Teaching (CTT) Classes	32	49	43	Superintendent Suspensions	1	0	TBD		
Number all others	79	72	73	Special High School Programs - Total Number:					
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2007-08	2008-09	2009-10		
				CTE Program Participants	0	0	0		
English Language Learners (ELL) Enrollment:				Early College HS Program Participants	0	0	0		
(BESIS Survey)				Number of Staff - Includes all full-time staff:					
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10		
# in Transitional Bilingual Classes	78	226	0	Number of Teachers	68	70	TBD		
# in Dual Lang. Programs	170	208	247						
# receiving ESL services only	98	98	100						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	11	17	84	Number of Administrators and Other Professionals	15	15	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	12	12	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	98.5	98.6	TBD
				% more than 2 years teaching in this school	77.9	81.4	TBD
				% more than 5 years teaching anywhere	57.4	61.4	TBD
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED	87.0	91.0	TBD
American Indian or Alaska Native	0.1	0.1	0.1		93.0	93.6	TBD
Black or African American	2.9	2.5	1.6				
Hispanic or Latino	91.0	91.5	91.4				
Asian or Native Hawaiian/Other Pacific Isl.	2.9	2.6	2.7				
White	3.0	3.0	3.9				
Male	50.6	51.4	51.0				
Female	49.4	48.6	49.0				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase			Category			
	In Good Standing (IGS)			Basic	Focused	Comprehensive	
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2				√		
	Restructuring Advanced						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	11	17	84	Number of Administrators and Other Professionals	15	15	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	12	12	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	98.5	98.6	TBD
				% more than 2 years teaching in this school	77.9	81.4	TBD
				% more than 5 years teaching anywhere	57.4	61.4	TBD
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED	87.0	91.0	TBD
American Indian or Alaska Native	0.1	0.1	0.1		93.0	93.6	TBD
Black or African American	2.9	2.5	1.6				
Hispanic or Latino	91.0	91.5	91.4				
Asian or Native Hawaiian/Other Pacific Isl.	2.9	2.6	2.7				
White	3.0	3.0	3.9				
Male	50.8	51.4	51.0				
Female	49.4	48.6	49.0				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase			Category			
	In Good Standing (IGS)			Basic	Focused	Comprehensive	
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2				√		
	Restructuring Advanced						

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/Teacher 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 your school's 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?
-

Trends: As a result of the new metrics for determining proficiency levels developed by NYSED for the spring 2010 ELA and math exams, PS 24 proficiency levels in both subjects went down, as was the case with most schools in New York State. To get a clear picture of how our students did as a whole on the spring 2010 exams it is useful to look at the mean scale scores of the spring 2010 exams compared to the mean scale scores of the spring 2009 exams. This view reveals that there was a similar performance in math and ELA in 2009 and 2010. The new proficiency levels are more in line with what our teachers have determined based on our formative assessment—the Design Your Own Interim Assessments in math and ELA. We continue to be concerned with the same target group: **English Language Learners with IEPs in the third, fourth and fifth grades**. These students have demonstrated great difficulty in becoming capable test takers. These students can benefit from project-based learning experiences where they are challenged to reach for meaning and express their ideas in authentic contexts both orally and in writing. They need to become capable problem-solvers and self-directed learners. They can benefit from learning how to organize ideas and express their own thinking. In addition, this group of students needs to become successful and to build their self-confidence in an academic setting. They would benefit from explicit confidence building exercises that would provide them with emotional coping tools to be able to tackle questions on the test with confidence. They also need to take very specific steps to become fully familiar with test-taking skills, learn how to understand what the questions are asking and how to answer test questions with a clear self-directed strategy. We can also identify a trend in first grade of more students meeting benchmarks for reading when we analyze our primary reading assessments. In order to maintain this trend we will continue to put great force into RTI and AIS in the early grades.

Greatest Accomplishment: We have developed a well functioning **Academic Intervention Team that uses formative and summative data to plan** comprehensive intervention services. Our team analyzes data from standardized test scores and classroom generated formative data to craft programs that address our long term, permanent goal of early intervention to allow no students to fall through the cracks, and our short term goal to address the need to meet our adequate yearly progress (AYP) according to No Child Left Behind.

Significant aids or barriers to the school’s continuous improvement: In addition to the cohort of students with IEPs who are also English language learners, we have identified a critical group of general education students that continue to struggle with English language acquisition. We know these children, who are our **Long-Term ELLs (LTEs) in the fourth and fifth grade** and those who we can identify as our ‘pre-LTEs’ in the third grade need to engage in a deliberate self-directed learning of English in authentic and real learning contexts that spark their interest and motivate their will to learn. These students have for the most part 3-6 years of ESL services and scored Intermediate or Advanced in the NYSESLAT (i.e., not yet English Proficient.) Intervention in English literacy and test preparation for these students would provide the opportunity to become “Proficient” in the NYSESLAT and avoid becoming LTEs, and improve performance on the NYS ELA exam. All of these students would benefit from supportive ESL/ELA instruction that scaffolds the development of vocabulary, learn complex sentence structures, text comprehension skills, as well as critical thinking skills that provide them with awareness of their own thinking abilities, meta-cognition, and problem-solving skills using an approach that is novel to PS 24’s repertoire. Strengthening their self-confidence and building their test taking savvy is a serious need.

Research has shown that strengthening native language instruction guarantees significant transfer of literacy skills into English. We provide Spanish immersion experience in all our dual language classrooms. We have specifically developed our Pre-K classroom in Spanish to continue to consolidate the home language of the 4 –year olds in our school community to prepare them for rigorous work in our dual language program. Many five-year-olds enter **Kindergarten** and linger into **first** and even **second grade** with language development needs in their **native language, Spanish**. This in turn impedes their English language development. We administer formative literacy assessments throughout the school year, such as TCRWP Primary Assessments ,and *Evaluacion del Desarrollo de Lectura* (EDL) In June of 2009 early grades students met Spanish benchmark assessments as follows:

Grade	Spanish	English
K June 2009	21% meeting June benchmark	14% meeting June Benchmark
1 June 2009	30% meeting June benchmark	23% meeting June benchmark
2 June 2009	13.5% meeting June benchmark	19% meeting June benchmark

The following is the data for the next year, June 2010:

Grade	Spanish	English
K June 2010	87% meeting June benchmark	70% meeting June Benchmark
1 June 2010	41% meeting June benchmark	27% meeting June benchmark
2 June 2010	31% meeting June benchmark	35% meeting June benchmark

our early childhood students are in a significant need of developing more extensive vocabulary, of consolidating their phonemic awareness (pre-literacy and literacy skills) and further developing their oral language skills in Spanish in order to become successful readers and writers in their native language. Two of our inquiry teams this year will address the issue of improving vocabulary instruction in literacy and in math. As a result of systematic implementation of an RTI plan for early

Spanish literacy skills we see a marked improvement in the literacy skills in our first and second graders. It is critical to maintain this program as it has proven to be significant in bringing literacy skills up to grade benchmarks. In addition, our data analysis indicates that by providing our Spanish dominant students literacy instruction and AIS, when needed, in Spanish by the second grade students proficiency levels in English begin to match Spanish levels. This indicates that we must continue with this RTI approach.

We feel that the above mentioned needs, coupled with the recalibration of the NYS exam scoring, contribute to the C rating on the 2009-10 school progress report. Although PS 24 missed receiving a B by only .6 of a point, we recognize the need to improve our grade for the 2010-11 school year.

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 2010-11 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, Persistently Lowest-Achieving (PLA), 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 be aligned to the school's annual goals described in this section.

1) Improve reading abilities of students grades Kindergarten – Fifth grade. Reading is the foundation of learning across all disciplines. We seek to improve our students' critical thinking and deep comprehension in reading. This will enable our students' ELA scores to improve so that PS 24 can meet NCLB AYP.

2) Engage students in enriching activities during the school day and during the extended day. Our students by and large come from low income immigrant families (95% free or reduced price meals.) To be fully engaged in a Common Core Standards based curriculum our students need a variety of arts, sports, travel, and applied learning activities to expand schema and vocabulary. This will lead to improved literacy and contribute to our students being a well rounded member of a democratic society.

3) Increase parents' knowledge of our writing and math curriculum. In order for students to receive as much support for their learning at home, parents must know what academic expectations exist for students. We, at the school, must inform parents about the curriculum and the kinds of knowledge and abilities we are expecting of students. Research shows a link between strong support at home and improved academic achievement.

SECTION VI: ACTION PLAN

Subject/Area (where relevant): ELA

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Improve the NYS ELA test scores for third, fourth and fifth grade Special Needs students who are ELLs. This will lead to meeting NCLB AYP.</p>
<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>1) Targeted population will attend a Saturday Program to prepare for the ELA test and NYSESLAT. Total 8 Saturdays during Winter and Spring 2011. Saturday program will be staffed by teachers and supervised by an assistant principal. 2) Related service providers will hold articulation meetings with special education teachers, general education teachers and ESL teachers periodically throughout the year during the 37.5 minutes extended day to share best practices and engage in case studies. 3) teachers, speech teachers, will engage in Teachers College Reading and Writing Project professional development activities ongoing throughout the school year. 4) an RTI program will be implemented using the Estrellita word study program in K, 1st, & 2nd grades- benchmark assessments will be administered every six weeks.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>1)Per session for teachers and AP, materials and supplies for curriculum implementation Title III, SINI, TL FSF 2) No additional resources are needed to hold articulation meetings 3) SINI funds will be used to fund the TCRWP activities 4) TL FSF will be used for copying of word study materials</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>-test scores of targeted students will increase by 3% when comparing scale scores of 2010 ELA exam with scales scores of 2011 exam.</p>

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 2010-11 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, PLA, 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): Enrichment

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:25%; height: 20px;"></td> <td style="width:25%;"></td> <td style="width:25%;"></td> <td style="width:25%;"></td> </tr> </table> <p>Engage students in enriching activities during the school day and during the extended day.</p>				
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:25%; height: 20px;"></td> <td style="width:25%;"></td> <td style="width:25%;"></td> <td style="width:25%;"></td> </tr> </table> <ol style="list-style-type: none"> 1) Implement a sports, arts, lego robotics, reading buddies, and math games program in collaboration with NY Cares on Saturdays and two mornings during the school week ongoing throughout the year. Program will serve 100 students K- 5 based on teacher recommendation. An assistant principal will supervise the volunteers. 2) Fifth grade students will participate in a three day, two night trip to the Taconic Outdoor Education Center in Cold Spring, NY to engage in science and environmental learning. 3) All students and teachers will work with an artist in residency for 20 weeks as part of the Blank Page to Stage program—each class will produce a musical theater piece related to social studies learning including script writing, performance, prop making, etc. An assistant principal will act as liaison with the arts organization, Manhattan New Music Project. 4) Two inquiry teams consisting of classroom teachers, SETSS teachers, administrators, and ESL teachers will investigate effective practices in vocabulary development across the grades in both literacy and math. Inquiry groups will meet weekly before school begins on Fridays throughout the school year. 				
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities</i></p>	<ol style="list-style-type: none"> 1) Aside from the assistant principal's time to supervise scheduling, permission slips and attendance records, no additional resources are needed 2) Administrators and teachers will accompany students on the trip. Funds are raised by the PTA and parents to pay for the trip 3) Blank Page to Stage activities are funded by a US DOE grant won by the Manhattan New Music Project. 				

<p><i>described in this action plan.</i></p>	<p>4) Inquiry team funds will pay per session for the teams to meet—TL.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>1) Attendance records, surveys of the volunteers will evaluate the program 2) Students will keep journals that will be graded after the trip in November 2010. 3) Grant activities will be evaluated by an outside evaluator 4) Results of inquiry team work will be reported to the whole faculty at the end of the school year. During the school year all students will participate in at least one enriching activity.</p>

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 2010-11 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, PLA, 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): Parent Involvement

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Increase parents’ knowledge of our writing and math curriculum</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>This year for the first time parents will receive curriculum statements for writing and math that were created by grade teams to align with the Common Core Standards. These statements will be distributed to parents in English and Spanish in September, November January and March to clearly delineate expectations in these curriculum areas for the each quarter of the school year. Teachers will share rubrics aligned with the curriculum statements during parent teacher conferences. In addition, during October parent meetings will be held with the principal and assistant principals to present the curriculum statements and answer parents’ questions. During the winter and spring additional meetings will be held to explain the curriculum statements to parents so that they may support their children at home and ask informed questions of teachers regarding what their children are learning in school.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Teachers will create curriculum statements and rubrics during grade meetings, and during Election Day and Chancellor’s conference day in June facilitated by literacy and math coaches and assistant principals. TL funds and Translation funds will be used to copy statements and statements for distribution to parents. Title I parent involvement funds will be used for evening meetings for parents.</p>

Indicators of Interim Progress and/or Accomplishment

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

A survey will be administered to parents during parent teacher conferences in November and then again during conferences in March. This survey will identify parent satisfaction with the curriculum statements, parents' increased knowledge of the school's writing and math curriculum, parents' increased ability to support their children in the home, and increased ability to ask informed questions of teachers. Survey results will be reported to the faculty, School Leadership Team and PTA at the end of the school year.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

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: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

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

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				
K	35	35	N/A	N/A	15	0	0	30
1	35	35	N/A	N/A	25	0	0	30
2	35	35	N/A	N/A	25	0	0	30
3	40	40	N/A	N/A	30	0	0	30
4	40	40	30	25	35	2	1	30
5	40	40	30	25	35	0	5	30
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:	<ul style="list-style-type: none"> • Wilson instruction is provided to eight small groups of students during extended time early intervention Monday through Thursday. Each group has no more than five students. • Two AIS providers provide Spanish literacy intervention to students in the dual language classes. Four students from first grade and four from second grade receive this service. The provider uses the Estrellita Phonetic Program to develop letter sound awareness. This instruction happens during the school day. • The Estrellita Phonetic Program is used as an intervention in three kindergarten classrooms during the early morning AIS period. • Morning intervention is provided to dual language students in both English and Spanish as needed. • One AIS provider provides literacy instruction to English dominant first grade students five periods a week. Instruction is provided in the form of guided reading. The group has no more than five students. This intervention takes place during the school day. • One AIS provider provides literacy instruction to fourth grade students four periods a week. The instruction is individualized to address the specific needs of the students and is in the form of guided reading and strategy lessons. • The Saturday Scholars intervention program will begin during the second half of the school year. It will provide literacy instruction to approximately sixty third, fourth and fifth grade students. The instruction will be centered around ELA test preparation. • A literacy teacher provides at-risk intervention to a fifth grade class during early morning intervention Monday through Thursday. The group of students is no larger than ten.
Mathematics:	<ul style="list-style-type: none"> • An AIS provider will provide at-risk services for third and fourth grade students in Math during the second half of the school year. This work will take place during the school day. • The Saturday Scholars intervention program will provide math instruction to approximately sixty third, fourth and fifth grade students. The instruction will be centered around Math test preparation and will begin during the second half of the school year. • A math teacher provides at-risk intervention to a fourth grade class during early morning intervention Monday through Thursday. The group of students is no larger than ten.

Science:	<ul style="list-style-type: none"> • AIS services are provided by the classroom teacher during class time. After assessing the individual students, the teacher differentiates instruction using flexible grouping. Content area materials are leveled to address all needs.
Social Studies:	<p>AIS services are provided by the classroom teacher during class time. After assessing the individual students, the teacher differentiates instruction using flexible grouping. Content area materials are leveled to address all needs.</p>
At-risk Services Provided by the Guidance Counselor:	<ul style="list-style-type: none"> • A guidance counselor provided by Lutheran Hospital provides at-risk counseling to approximately 45 students. She meets with them individually or in groups of two once or twice a week during the school day. • A part-time guidance counselor provides at-risk counseling to approximately 15 students who have been referred due to behavior issues or other social/emotional concerns. • Our full-time Department of Education guidance counselor provides at-risk services to 102 students. The intervention includes individual and group counseling and also various socialization clubs. For example, the lunch club is designed for children who need help managing their aggression. The girls club is designed to help fifth grade girls develop self-esteem and assertiveness as they transition into middle school. The Arabic club is designed to promote community and build understanding. All services are provided during the school day.
At-risk Services Provided by the School Psychologist:	<p>At-risk services are provided by the school psychologist as the need arises. The services provided include implementing behavior modification plans and working with parents to provide structure and better management at home.</p>
At-risk Services Provided by the Social Worker:	<p>The social worker provides at-risk individual and group counseling. She meets with teachers and parents of children at-risk. She conducts informal observations, makes referrals to agencies within or outside of the community, or within the school for various at-risk services.</p>
At-risk Health-related Services:	<p>PS 24 has an affiliation with Lutheran Hospital. As a result, the school community receives both a dental and medical clinic that is staffed with Lutheran Hospital health professionals. To combat the trend of unhealthy eating habits, we are piloting CookShop, a classroom program that promotes sound nutritional practices. In addition, we are part of a nutrition initiative sponsored by the NYCDOE.</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 (2010-2011) Language Allocation Policy to this CEP.

15K024 TITLE III 2010-2011

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 (2010-2011) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) pre-k- 5th grade Number of Students to be Served: 85 LEP _____ Non-LEP

Number of Teachers 2 _____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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. **Title III funds will pay for approximately one-third of the salary of two teachers. The teachers will provide push-in literacy services that are additional to mandated services. They will push-in to dual language classrooms during reading and writing instructional periods. The teachers will spend one-third of their schedule to providing services to targeted ELLs in kindergarten (30), first(25) and second grade (30). They are both bilingual certified teachers. They will work with kindergarten, first and second grade students in using an academic linguistic approach in Spanish literacy instruction. They will use the Estrellita program. They will each work with two small groups of 4-5 students three times weekly from September through June. In order to serve all the students they will work in five week cycles from September through June.**

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. **Title III funds will not be used for professional development; however the teachers mentioned above will participate in on-going professional development throughout the year. They will attend workshops and receive coaching in the teaching of reading and writing by literacy staff developers from Columbia Teachers College Reading and Writing Project and Estrellita RTI staff development provided by our dual language coordinator and personnel from NYC DOE office of ELLs.**

Parent Involvement- Parents of ELLs are engaged in a variety of ways on site at the school. The parent coordinator, principal, assistant principal, dual language teachers and consultants collaborate with a variety of community based organizations and create their own projects and workshops as well:

- Plazas Comunitarias- basic Spanish literacy class conducted daily from 8:30- 11:30am- provided by the Mexican Consulate
- EvenStart program- provides ESL classes, parenting classes and home visits to parents of ELLs- Federal program administered through Lutheran Family Health Services
- NYCDOE Adult ESL class- conducted on-site Saturday mornings for up to 40 parents
- Nutrition, health, conflict resolution, workshops in supporting children in literacy and math learning at home- conducted in English and Spanish Sept – June at least one per month- Cornell University Cooperative Extension, Cookshop, Morningside Ctr
- Learning Leaders training- conducted on site in English and Spanish

- Arabic Club- Arabic speaking parent volunteers work with our language lab teacher (bilingual common branch) to run a club for students in Arabic language and culture

Section III. Title III Budget

School: PS 24k BEDS Code: 331500010024

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) -	\$51,120	Funds will be divided between two bilingual certified teachers. Each teacher will devote approximately one-third of her schedule to providing at risk literacy intervention services to ELLs during the school day in small groups.
TOTAL	\$51,120	

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.

We use ATS report- RHLA for the aggregate view. In addition, 'blue cards' are used to update this information for individual students and provide class views. Home language information is also gathered on the HLS report for each student upon entering the school system. The parent coordinator creates class views at the beginning of each year. All staff are surveyed to determine their abilities to read, write and speak languages other than English.

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.

The primary need has been determined to be written and oral translation into Spanish. There is a small need for Arabic translation and Chinese, primarily Mandarin, translation. The School Leadership Team is shares this information in a PTA meeting.

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.

Because of the high number of families with Spanish as a first language, all home communication is provided in both English and Spanish. Chinese and Arabic written communication is provided for the small number of families with these home languages.

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.

For parent teacher conferences staff members are available for oral translation in Spanish, Mandarin, Cantonese and Arabic. All parent meetings are held in Spanish and English with translation in other languages as needed.

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

The school determines home language of students' families and maintains these records using ATS and the blue emergency card. Translations are provided for written and oral communications by PS 24 staff when possible and by the NYC DOE translation unit when necessary for written communication and 'phone in services' are used if necessary for parent teacher conferences.

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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	108,939	816,903	925,842
2. Enter the anticipated 1% set-aside for Parent Involvement:	8,169	1,104	9,273
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	40,845	*	
4. Enter the anticipated 10% set-aside for Professional Development:	81,690	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: ____ 100% ____
6. 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.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

PS 24
The Dual Language School for International Studies
427 38th St
Brooklyn, NY 11232

Title I Parent Involvement Policy

PS 24 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.

- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;
 - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. PS 24 will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the DCEP/DCEP Addendum) under Section 1112 – Local Educational Agency Plans of the ESEA:

Convene an annual meeting, for parents of participating Title 1 students, for the purpose of explaining the program offerings. These meetings will be held during the start of the school year, in conjunction with curriculum night, which is held sometime in October. At this meeting, parents will be asked to volunteer to serve on a committee that will meet during the school year, to help plan and review Title 1 programs.

2. PS 24 will take the following actions to involve parents in the process of school review and improvement under Section 116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA:

Provide parents with the opportunity to meet with Title I funded reading, and ESL teachers, in order to familiarize parents with curriculum review, student assessment results. Title I parents will be represented on the School Leadership Team (SLT). The SLT provides input and feedback various school initiatives.

3. PS 24 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

Parent workshops and informational meetings based on curriculum and assessments of the school will be conducted. Title I programs and interventions will be implemented through, Wilson, guided reading, Estrellita, and Words Their Way.

4. PS 24 will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the other programs: the onsite Even Start program, Local Headstart and local PreK program parents are invited to visit and learn about PS 24. The Parent Coordinator and Dual Language Coordinator will visit these local institutions to educate parents on the program options available at our school.

5. PS 24 will conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation of its parental involvement policy

and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

PTA will conduct a Parent Survey to address the needs and concerns that parents may have about the school environment, parent involvement and curriculum. Fall SLT Retreat will provide a forum for the various constituencies of PS 24 to be actively involved in the evaluation and creation of parental involvement policies. All activities and correspondence will address parent's language needs.

6. PS 24 will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents and the community to improve student academic achievement through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. The State's academic content standards;
 - ii. The State's student academic achievement standards;
 - iii. The State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators:

Parent workshops will provide information for parents to access government and state websites to help them understand State content and achievement standards. Annual Curriculum Night Session will provide an opportunity to review state standards with parents and for parents to work with teachers. The bi-monthly PS 24 Newsletter will share information on assessments and testing calendar. Results of periodic assessments will be distributed to parents and meetings will be held to explain the results of these assessments. Leveled Reading workshops will provide parents the necessary tools to understand the academic progress of their children throughout the school year.

- b. PS 24 will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:

Collaborating with the NYC DOE adult education division, to provide on-site ESL classes for parents.

Collaborating with EvenStart to provide a toddler program ESL, parenting classes and home visits.

Providing parent workshops on upcoming state exams and schoolwide assessments.

- c. PS 24 will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by:

Using grade level meetings, faculty meetings and PPC meetings as an opportunity to discuss

- d. PS24 will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Learning Leaders, Cookshop, Even Start, , and public pre-school and other programs and conduct and/or encourage participation in activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children by:

Local Headstart and local PreK program parents are invited to visit and learn about PS 24. The Parent Coordinator and Dual Language Coordinator will visit these local institutions to educate parents on the program options available at our school.

- e. PS 24 will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

Compose a Parent Handbook, to be distributed at the beginning of the school year and to all new students throughout the school year, which will include vital information to parents.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs. This policy was adopted by PS 24 on October 22, 2010 and will be in effect for the period of two years. The school will distribute this policy to all parents of participating Title I, Part A children on or November 1, 2010

Principal's Signature: Christina Fuentes
Date October 27, 2010

School Parent Compact

PS 24, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the 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 that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2010-11.

Required School-Parent Compact Provisions

School Responsibilities

PS 24 will:

- ⇒ provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

A major goal of our school is bi-literacy, bilingualism and multiculturalism. Our school is called the dual language school for international studies and from its inception our goal has been to develop bi-literate, bilingual students. We assess our students using both summative and formative assessments in English and Spanish. We use English Language Arts standardized test scores, Teachers College Reading and Writing Project reading assessments, EDL (Spanish formative reading assessment) and the ELE (Spanish Reading standardized exam). Their ability to read in both languages gives them the advantage to progress in these exams. Our goal is for students to reach excellence in both languages. Students in the dual language program come from different cultural and national backgrounds. We celebrate different cultures through art, literature, school projects and student diversity panels.

PS 24 offers parents the option of a dual language program from Pre-K to 5th grade as well as a monolingual English instructional track from K through 5th grade. It is within the monolingual classroom that our ELLs are served with ESL instruction provided by our ESL teachers. These students are also offered the opportunity to receive Spanish language instruction (SSL) from one of our specialists as part of their weekly program. As a whole, our ELLs have been performing well in both the NYS ELA and NYS Math exams, surpassing our general education monolingual student population.

⇒ hold parent-teacher conferences (at least annually in elementary schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

Convene an annual meeting, for parents of participating Title 1 students, for the purpose of explaining the program offerings. These meetings will be held during the start of the school year, in conjunction with curriculum night, which is held sometime in October. At this meeting, parents will be asked to volunteer to serve on a committee that will meet during the school year, to help plan and review Title 1 programs.

⇒ provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

Parents will receive reports three times a year in which they will receive formal information about their child's progress. Parent/Teacher Conferences will be held twice annually. Informal meetings between parents and teachers can be set up at any time by contacting the teacher.

⇒ provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

Staff can be reached by calling the main office at school during school hours and calls will be returned within 24 hours.

⇒ provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:

Parents will have frequent opportunities to volunteer at school and in their child's class. Parents as Reading Partners will be invited to the school on the first Friday of every month. Publishing celebrations where parents come to visit take place monthly.

⇒ involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.

⇒ involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.

⇒ hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

⇒ provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

⇒ provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

⇒ on the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.

⇒ provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.

⇒ provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I (i.e. as per NCLB.)

Parent Responsibilities

We as parents will support our children's learning in the following ways:

- ⇒ supporting my child's learning by making education a priority in our home by:
 - making sure my child is on time and prepared everyday for school;
 - monitoring attendance;
 - talking with my child about his/her activities every day;
 - scheduling daily homework time;
 - providing an environment conducive for study;
 - making sure that homework is completed;
 - monitoring the amount of television my children watch;
- ⇒ volunteering in my child's classroom;
- ⇒ participating, as appropriate, in decisions relating to my children's education;
- ⇒ participating in school activities on a regular basis;
- ⇒ promoting positive use of my child's extracurricular time.
- ⇒ staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding as appropriate;
- ⇒ serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.
- ⇒ reading together with my child every day;
- ⇒ providing my child with a library card;
- ⇒ communicating positive values and character traits, such as respect, hard work and responsibility;
- ⇒ respecting the cultural differences of others;
- ⇒ helping my child accept consequences for negative behavior;
- ⇒ being aware of and following the rules and regulations of the school and district;
- ⇒ supporting the school's discipline policy;
- ⇒ expressing high expectation and offer praise and encouragement for achievement)

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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.

See needs assessment page

2. Schoolwide 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.

See action plans pages and AIS plan pages

3. Instruction by highly qualified staff.

100% HQ

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.

A comprehensive professional development plan is in place to provide ongoing learning in best practices in literacy, math, the content areas, leadership development and social emotional learning to all adult members of the school community.

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

6. Strategies to increase parental involvement through means such as family literacy services. **See action plan page 17.**

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.

PS 24 has an on-site Even Start program, a full day Pre-K class and is part of the federal government's Promise Neighborhood Initiative.

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.

PS 24 participates in the NYC DOE interim assessment initiative, Design Your Own. Teacher teams create formative assessments in math and reading to use to inform instruction for whole group, small group and individualized instruction.

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.

A robust AIS plan is outlined on pages 20- 22.

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.

PS 24 is part of the federal government's Promise Neighborhood initiative beginning in the 2010-11 school year. This is a collaboration with Lutheran Medical Center.

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not

literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State,</i>	Program Funds Are “Conceptually” ¹ Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that
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Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used
TEMPLATE - MAY 2010

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			\$108,939	✓	14- 17, 20-22
Title I, Part A (ARRA)	Federal	✓			\$816,903	✓	14- 17, 20- 22
Title II, Part A	Federal	✓			\$294,428	✓	14-17, 20- 22
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal	✓			\$153,000	✓	14-17, 20-22
Tax Levy	Local	✓			\$3,454,465	✓	14-17, 20-22

conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: Planning for restructuring yr 2 **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

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. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
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. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

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.

Funds will be used to obtain consultants that will coach teachers in effective pedagogical practices across the disciplines with an emphasis on developing higher order thinking skills and developing expressive abilities for ELLs and students with special needs. In addition, funds will be used for per diem substitutes to allow teachers to participate in professional development activities, such as labsites, coaching and de-briefing, inter-visitations, and study groups facilitated by educational consultants.

School Under Registration Review (SURR)

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development. **None of our teachers are new teachers, so they are not qualified for mentoring. All of our teachers are highly qualified.**
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.

Letters will be backpacked to all students in a letter that uses layperson's language in the various home languages of our families.

APPENDIX 7: 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.)

We have no students in temporary housing.

2. Please describe the services you are planning to provide to the STH population.

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 your Children First Network.

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

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 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 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 024					
District:	15	DBN:	15K024	School		331500010024

DEMOGRAPHICS

Grades Served:	Pre-K	v	3	v	7	11	
	K	v	4	v	8	12	
	1	v	5	v	9	Ungraded	v
	2	v	6		10		

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	18	18	19		93.7	94.6	94.4
Kindergarten	114	110	104				
Grade 1	146	126	128	Student Stability - % of Enrollment:			
Grade 2	145	143	126	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	113	139	135		92.5	91.3	93.9
Grade 4	107	117	131	Poverty Rate - % of Enrollment:			
Grade 5	124	113	112	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 6	0	0	0		86.1	92.3	94.8
Grade 7	0	0	0	Students in Temporary Housing - Total Number:			
Grade 8	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 9	0	0	0		6	48	51
Grade 10	0	0	0	Recent Immigrants - Total Number:			
Grade 11	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Grade 12	0	0	0		19	7	2
Ungraded	1	1	4				
Total	768	767	759				

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	44	44	27	Principal Suspensions	1	0	0
# in Collaborative Team Teaching (CTT) Classes	49	43	47	Superintendent Suspensions	1	0	1
Number all others	72	73	63				

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	226	0	TBD	CTE Program Participants	0	0	0
# in Dual Lang. Programs	208	247	TBD	Early College HS Program Participants	0	0	0

Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# receiving ESL services only	98	100	TBD
# ELLs with IEPs	17	84	TBD
Number of Teachers	68	70	64
Number of Administrators and Other Professionals	15	15	8
Number of Educational Paraprofessionals	12	12	20

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	98.5	98.6	98.4
				% more than 2 years teaching in this school	77.9	81.4	93.8
				% more than 5 years teaching anywhere	57.4	61.4	73.4
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	87.0	91.0	92.2
American Indian or Alaska Native	0.1	0.1	0.3	% core classes taught by "highly qualified" teachers	93.0	93.6	98.1
Black or African American	2.5	1.6	1.4				
Hispanic or Latino	91.5	91.4	90.0				
Asian or Native Hawaiian/Other Pacific	2.6	2.7	3.7				
White	3.0	3.9	4.6				
Male	51.4	51.0	51.1				
Female	48.6	49.0	48.9				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good			Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2				v	
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

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

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native	-	-				
Black or African American	-	-	-			
Hispanic or Latino	v	v				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-			
White	-	-	-			
Multiracial						
Students with Disabilities	vsh	v	-			
Limited English Proficient	vsh	v				
Economically Disadvantaged	v	v				
Student groups making	5	5	1			

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10				
Overall Letter Grade:	C	Overall Evaluation:			NR	
Overall Score:	40.1	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				
School Environment:	8.9	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	4.3	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	26.1					
<i>(Comprises 60% of the</i>						
Additional Credit:	0.8					

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 102	District 15	School Number 24	School Name PS 24
Principal Christina Fuentes		Assistant Principal Rose Silva, Erica Padin	
Coach Mayra Deliz		Coach Lisa Weis	
Teacher/Subject Area D.L. Coor Australia Fernandez		Guidance Counselor Gloria Jaramillo	
Teacher/Subject Area ESL teacher Elizabeth Nahar		Parent Magdalena Gutierrez	
Teacher/Subject Area O'Mayra Cruz ESL/AIS		Parent Coordinator Tamara Estrella	
Related Service Provider type here		Other type here	
Network Leader Alison Sheehan		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	6	Number of Certified Bilingual Teachers	22	Number of Certified NLA/Foreign Language Teachers	1
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	4	Number of Teachers of ELLs without ESL/Bilingual Certification	2

C. School Demographics

Total Number of Students in School	750	Total Number of ELLs	367	ELLs as Share of Total Student Population (%)	48.93%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of 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 screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual

Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here

1. The Home Identification Language Surveys are administered by a trained pedagogue, our Dual Language Coordinator, who holds a bilingual license. The Dual Language Coordinator will conduct the informal oral interview in the parents' home language. For parents of other languages, such as Chinese and Arabic, a translator is provided to support the pedagogue in the interview process. The ESL teacher will review the HILS to determine if the student is a potential ELL. On the Home Language Identification Language Survey there are eight questions. If one of the questions from one to four is marked as "other than English is spoken at home," and two questions are marked as other than English is spoken, from questions five to eight, the child is a potential ELL. Once the ESL teacher collects the HILS from parents and determines that a language other than English is spoken at the child's home, the ESL teachers administer the Language Allocation Battery test to that child within ten days of enrollment. Students that score below proficiency will be eligible for state-mandated services and to take the New York State English as a Second Language Achievement Test (NYSESLAT). Dual Language teachers and ESL teachers will prepare students for the NYSESLAT exams and will differentiate instruction based on proficiency levels. Students on beginner and intermediate proficiency levels on NYSESLAT get 360 minutes of ESL a week and students scoring advanced get 180 minutes of ESL a week with preparation for the ELA. Students are placed where parent selected on the Parent Survey and Program Selection Form within ten days of school enrollment.

2. The Dual Language Coordinator, Australia Fernandez, who holds a Bilingual License and the ESL teacher, Elizabeth Nahar, who holds an ESL license conducts parent orientations continuously throughout the year as new students are enrolled. In addition, we schedule two main parent-orientations annually, one in the fall, during the first two weeks of school, and once in the spring (end of March). In the parent orientation meeting, the Dual Coordinator and the ESL specialist show the EPIC video. They explain the two program choices (Dual Language and monolingual with ESL support) that our school offers. They also explain that for those parents that want Transitional Bilingual Education they have the option of applying to a school that offers that in their native language, if it exists, and we can help them find the information and figure that out.

The process goes as follows; first we send home a parent orientation invite with the Parent Selection Program Form attached. The parent coordinator and ESL teachers also post flyers announcing the time and place of the Parent-Orientaion throughout the school. Parents of English Language Learners are invited to an orientation within ten days of enrollment. They watch the video describing the three program options. They fill out a Parent Survey Program Selection Form, and identify their program of choice for their children. ELLs are placed parent's program of choice. At PS 24 the program options are a dual language program with instruction 50% of the time in English and 50% of the time in Spanish or placement in a monolingual classroom with ESL push-in support.

3. The ESL teachers distribute entitlement letters and collect any Parent Survey and Program Selection Forms that weren't returned during the parent orientation meeting. The ESL team uses the Lab-R hand score sheet and RLER (List of Eligibility Report) from ATS to determine the ELLs. The ESL teachers go to each classroom and collect the entitlement letters and Parent Survey and Program Selection Form and check off names from the List of Eligibility Report and reissue a second letter. After we collect entitlement letters and the Parent Survey and Program Selection Forms we file them in a secured file cabinet in the ESL office/classroom. We send a letter home to invite parents to come to the Parent Orientation and post an invitation on our school's calendar. In addition, flyers are posted around our school. We use the Lab-R hand score to determine which students are entitled and need an entitlement letter with the Parent Survey and Program Selection Form attached. We use the Lab-R eligibility report from ATS to check off which students did or did not receive the entitlement letter with the Parent Survey and Program Selection form. We ask parents to bring in the Parent Survey and Program Selection forms during the Parent Orientation. If parents are unable to attend the first Parent Orientation meeting, the parent coordinator will reschedule another meeting on a day that the parent can attend. They can also fill it out at home and send it in with their child. We highly encourage parents to come to the school where after watching the video and asking questions they get to fill out the survey. For parents that can't make it or need additional support we make phone calls. If we are not able to reach the parent or retrieve the survey, we place the child in a dual language classroom if the student is a Spanish speaker. If the child is a speaker of other languages, the child is placed in a monolingual classroom with ESL support. Often this group of students is less than 15 in total.

4. When a new student is enrolled and they are identified as ELL, the parent will watch a video in their native language explaining program options for ELLs. After answering their questions they will be given the Parent Survey and Program Selection Form. After reviewing the Parent Survey and Program Selection Forms, the Dual Language Coordinator and the K-2 assistant principal will place the student in a dual class or in a monolingual classroom with ESL push-in services. If the parent chooses Transitional Bilingual Education, because we don't offer TBE, we will inform the parent of a school which offers it. During parent orientation and registration, we inform parents of ELLs of our two program options for students at PS 24. We have a Dual Language program or monolingual with ESL push-in support. Parents get to decide which program they would like to have their child in and children are placed accordingly. This is done in the parents' native language. Even though we don't offer a bilingual transitional program, we explain to parents who select this program that they can request to have their child placed in a school that offers TBE. We do our best to place children in a school that offers their preferred program.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, the Dual Language Coordinator and ESL specialist found that the trend has been that about 75% of parents choose the Dual Language Program and 25% of parents choose monolingual classes with ESL services. The ESL teachers are responsible for distributing and collecting Parent Survey Program Selection Forms and they are checked off using the RLER(List of Eligibility Roster Report) from ATS to keep track of which parents submitted and which parents didn't submit the forms. We use this to follow up. These records are stored in a file cabinet located in the ESL office.

6. The program models offered at our school are aligned with parents' request. Children are placed in either a monolingual or dual language classroom depending on the option their parents chose. If the parents check off and request a dual language program, the children are placed in the dual language program and the same for monolingual with ESL support. If the parent checks off a monolingual option on the parent program option form, the children are placed accordingly. If parents prefer a transitional bilingual program or a program that has an arabic or chinese bilingual component are advised that it may exist in another school. We inform them that their children could either participate in our monolingual program with ESL push-in support or we can help them find a school that offers that option.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)	3	3	3	4	3	2								18

Freestanding ESL														
Self-Contained	1													1
Push-In		2	2	2	3	3								12
Total	4	5	5	6	6	5	0	0	0	0	0	0	0	31

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	367	Newcomers (ELLs receiving service 0-3 years)	300	Special Education	15
SIFE	5	ELLs receiving service 4-6 years	67	Long-Term (completed 6 years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education.

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	226	4	12	39	0	1	0	0	0	265
ESL	74	1	3	28	0	0	0	0	0	102
Total	300	5	15	67	0	1	0	0	0	367

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	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														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	0	0	0	0

Dual Language (ELLs/EPs) K-8														
Number of ELLs by Grade in Each Language Group														

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP										
Spanish	56	17	52	32	43	32	50	29	38	31	23	22							262	163
Chinese					1														1	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other		4			1	3		4				2							1	13
TOTAL	56	21	52	32	45	35	50	33	38	31	23	24	0	0	0	0	0	0	264	176

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
Spanish									0	0	
Chinese									0	0	
Russian									0	0	
Korean									0	0	
Haitian									0	0	
French									0	0	
Other									0	0	
TOTAL	0										

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): <u>265</u>	Number of third language speakers: <u>1</u>
Ethnic breakdown of EPs (Number):	
African-American: <u>5</u>	Asian: <u>148</u>
Native American: <u>6</u>	Other: <u>2</u>

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	11	9	13	13	17	14								77
Chinese		1												1
Russian														0
Bengali		1		2	1									4
Urdu														0
Arabic	3	6	2	4	1	1								17
Haitian														0
French														0
Korean														0
Punjabi														0
Polish					1									1
Albanian														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Other		0	2											2
TOTAL	14	17	2	3	20	15	0	71						

Part IV: ELL Programming

A. Programming and Scheduling Information

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.

1. At Public School 24, we have three organizational models for English Language Learners. The Dual Language Program consists of two models: the roller coaster model and the side by side model. In the Dual Language Program, instruction is delivered 50% of the time in English and 50% in Spanish in both the roller coaster and side by side model. In this model, approximately half of the students are English proficient and the other half is Spanish dominant. The classrooms are heterogenous in proficiency levels in both English and Spanish. The third model consists of ESL push-in for English Language Learners in the monolingual classes. ESL teachers work collaboratively with the classroom teacher to support ESL students.

At PS 24 we have a balance literacy model. We use workshop model for instruction in all classes and Teacher's College Reading and Writing workshop in all our classrooms. Instruction is delivered in English in the monolingual classrooms and in English and Spanish in the Dual Language classrooms. The dual language teachers and the monolingual teachers use the ESL program On Our Way to English for ESL specific lessons in addition to balance literacy. Classroom teachers use ESL strategies to deliver instruction in English such as using manipulatives, expressive language and total body response when delivering vocabulary, instruction, and or complex concepts to ELL students. Classroom instruction is also enhanced by color-coding, large pictures, implementing the arts, and constant verbal communication to ensure full understanding and grasp of the lesson. Instruction in all the content areas is often composed of a mini-lesson (link and modeling), active engagement, independent work, differentiated small groups, mid-workshop interruption and a share. All classrooms have rich libraries filled with English and Spanish (in Dual Language classrooms) books in all content areas and topics. Students are encouraged to incorporate turn and talk, cooperative learning, and partner work throughout the day.

2. At PS 24 we have created a calendar for the Dual Language Program that clarifies our LAP in terms of the language to be taught each day, or half day for roller coaster classes, for each class. This calendar is followed by all staff and teachers throughout the school, including cluster teachers, guidance counselors and AIS team and SETTS providers. Mandated instructional minutes are met through providing explicit English as a Second Language instructional support through the content areas Social Studies and Science, Reading and Writing. The English World dual language teachers (or dual teachers on English days) are required to incorporate English instruction through the content areas in order to meet mandated language needs of students (360 minutes a week for Beginner and Intermediate students and

180 minutes a week for Advanced students). In a dual English day (every other day) this amounts to four periods or more, every other day, of ESL. The school schedule consists of seven 45 minute periods a day. Dual Language teachers service all the English Language Learners in the class all day in all content areas in addition to more differentiation using the extended day for more support for beginners and struggling students. She differentiates instruction and has small ESL groups on each level according to the NYSESLAT proficiencies. ELA instruction is also incorporated into the daily schedule through reading, writing, and mathematics time blocks. The time blocks for literacy and mathematics consist of 60 minute blocks. Native Language Arts (NLA) is done in Spanish on Spanish days (or half days depending on whether it's a roller coaster dual class or a side by side class). English and Spanish instruction, in Dual Language classrooms, are equally divided.

In the monolingual classes, the mandated instructional minutes are met by the ESL teacher. Each ESL teacher incorporates in their scheduled program the required minutes to service ESL students (360 minutes for Beginner and Intermediate students and 180 minutes for Advanced students). The school schedule consists of seven 45 minute periods a day. The ESL teachers incorporate the amount of minutes for each language proficiency group using the minutes needed to fulfill the mandated services. For example, a beginner student is serviced by an ESL teacher one hour and twelve minutes a day, totaling 360 minutes a week. Whereas, an advanced student would be serviced by the ESL teacher 36 minutes a day to total 180 minutes a day. The ESL teacher services small groups of students according to language proficiency levels.

3. The content areas are taught in all the program models (Monolingual with ESL support, CTT, special education and Dual Language) using cooperative learning, partner work, differentiation and modeling. In the dual language program instruction is taught 50% of the time in English and 50% in Spanish (one day English, one day Spanish). Immersion is used for each language. The program model used for literacy includes the Teacher's College Reading and Writing Project. The literacy coach and Teacher's College consultants prepare teachers with lessons and reading and writing units for teachers to apply in the classroom. Grade meetings and individual meetings are organized with teachers and coaches to plan, assess, and evaluate curriculums and activities for all children. Literacy units are taught using a variety of leveled children's books (in English and Spanish), photo libraries, turn and talk, partnerships, reader's theater, word study, and multi media arts to enhance the lessons for English language learners and Spanish Language Learners. Guided reading groups, strategy lesson groups, differentiated group instruction, and partnerships are used throughout all the content areas. ESL teachers support classroom teachers in all the content areas targeting the speaking, listening, reading and writing components of a lesson.

Mathematics instruction is delivered using a similar method in all the program models (Monolingual with ESL support and Dual Language). PS 24 incorporates the Investigations: TERC curriculum for mathematics for all grades. Student workbooks guided books and teacher manuals are published in both English and Spanish. Students and teachers in dual language classrooms receive corresponding books in both English and in Spanish. Students are expected to approach the mathematics content through investigations that help develop flexibility in problem solving, mathematical thinking, and language activities. Grade meetings and individual meetings are organized with teachers and the math coach to plan, assess, and evaluate units and lessons for all students. Lessons are enhanced by the use of manipulative materials, drawing, writing, talking, and technology. English language learners benefit from the variety of methods and approaches teachers use to accentuate lessons.

The Science curriculum corresponds to the New York City scope and sequence and NYS Science standards. At PS 24, we incorporate the Full Option Science System (FOSS) program in both English and Spanish. Teachers and students engage in enduring experiences that lead to deeper understanding of the natural world. All students observe, describe, sort, and organize objects, organisms, materials, and simple systems. Students are encouraged to use their senses to acquire data, and their emerging language and mathematics skills to process and communicate their observations. The program incorporates the English Language Learner links to enhance each science lesson for the students. Teachers receive training, coaching and materials from by the school's Science Coordinator. Partnerships, small group instruction, and project based learning is used to ensure student learning.

The Social Studies curriculum corresponds to the New York City scope and sequence and NYS Social Studies standards. Teachers attend professional development, throughout New York City, on the units taught for each grade. Instruction is delivered in both English and Spanish. The methods used to deliver the curriculum include, but are not limited to, project based learning, role playing, teacher and student modeling, and technology. Prior knowledge, compare and contrast, research procedures, note-taking, self-monitoring, questioning, problem solving, and procedural skills are some of the learning strategies for social studies.

Ongoing assessment in English and Spanish is done for differentiation. We use the Primary Assessment (k-1), Estrellita, Words Their Way, Teacher's College Running Record and EDL (DRA) in Spanish to assess for reading and word recognition in English and Spanish. To assess mathematics skills we use DYO (English and Spanish) and Rubrics (English and Spanish). Also, for writing we use rubrics (Spanish and English), Writing on Demand and informal assessments in writing workshop to assess the students' writing. The science program (FOSS) is used for assessing science progress. We use FOSS in addition to science rubrics designed by the science teachers. This allows our teachers to differentiate instruction for all students on every subject.

4. Instruction for English Language Learners is differentiated by incorporating language objectives and functions of language such as

describing, explaining, identifying, sequencing, planning, comparing and predicting. Students are organized into small groups with the classroom teacher or ESL teacher facilitating student learning. Students are encouraged to use cognates from their native language to make

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

	Beginning	Intermediate	Advanced
ESL instruction for all ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for all ELLs as required under CR Part 154	180 minutes per week	180 minutes per week	180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

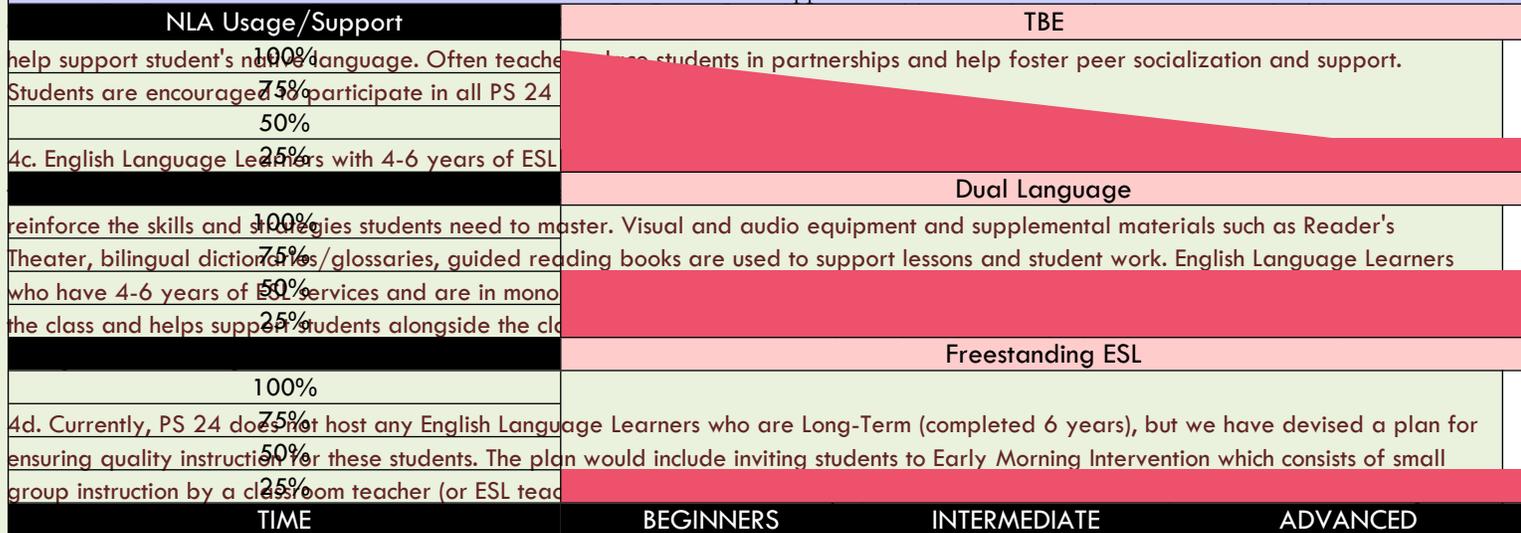
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

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

4b. Newcomer students are often placed in the Dual Language or monolingual program based on parent preference and language needs.

Native Language Arts and Native Language Support

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



NYSESLAT and continue to receive ESL services after 6 years. The ESL teacher would service these students for the mandated ESL time required by New York State as well as additional periods a week to improve language and academic development.

4e. English Language Learners with special needs in both the Dual Language and monolingual classrooms are supported through a variety of differentiated instruction lessons. Students are assessed regularly and placed into partnerships, strategy groups, and small instructional groups based on their IEP mandates, language needs, and academic performance. A variety of manipulatives, visual/audio materials, and hands-on support is provided to the students. SETTS teachers also support ELL students by using small group instruction, the Wilson Program, and other phonemic awareness programs. All teachers help support students by implementing Total Physical Response (TPR) method and other cueing systems. The ESL teachers push-in to work with these students. ESL teachers use graphic organizers, bilingual dictionaries, flash cards, photographs, and web-based programs (such as Starfall, Raz-Kids, Power Media Plus, Book Flicks, etc.) to help support ESL students with special needs. Students extra support in math during morning intervention with their classroom teacher or an out of the classroom support person. Math games and Stern math materials are used for math support for our students in English and Spanish.

B. Programming and Scheduling Information--Continued

5. 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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Paste response to questions 5-14 here

5. At PS 24 we provide intervention for ELLs in ELA, Math and other content areas during our Early Morning Intervention period. Classroom, AIS and ESL teachers work with students in small differentiated groups in both languages (English and Spanish) when necessary. Teacher partnerships are formed to address the individual needs of targeted students. Both academic and language needs are addressed and supported through a variety of lessons and activities. AIS teachers provide English and Spanish intervention for students who need additional support in ELA, Mathematics, and all the content areas. Some of the strategies students work on are decoding, comprehension, critical thinking, and expressive language. The intervention provided to students helps develop language acquisition and development. Students work on grammar/writing, organization, and word attack skills.

6. For students who are reaching proficiency on the NYSESLAT, both Dual Language teachers and ESL teachers provide the mandated 360 minutes for Beginner and Intermediate students and 180 minutes for Advanced. ESL teachers prepare students for the NYSESLAT using sample tests, teacher generated examples, and incorporating NYSESLAT specific strategies within each lesson. Students are supported throughout the day with a variety of activities and lessons enhancing the use of written and oral language. Students receive opportunities to work with other English proficient students and are exposed to vocabulary rich content. Students are transitioned from one differentiated group to another. For example: once a student masters a language skill, a teacher may move the child to the next level group to scaffold the child's knowledge and mastery. Once students reach proficiency on NYSESLAT, students receive support for the New York State English Language Arts, and other standardized tests during Early Morning Intervention and our Saturday Scholars program. Students are encouraged to participate in all the academic intervention programs provided by the school.

7. In the upcoming year, a Newcomer Intervention program will be created to provide orientation and beginner ESL instruction to this year's Newcomer students.

8. Unfortunately, PS 24 was forced to discontinue a Newcomer class, afterschool ESL class, and Spanish Math support for English Language Learners due to citywide cutbacks.

9. English Language Learners are offered equal access to all school programs by invitation, recommendations, and purposeful request. Since PS 24 has a high population of ELL students, it is evident that ELLs are welcomed, encouraged and involved in all school programs. Afterschool and supplemental programs which take place include the Supplemental Educational Services (SES) program offered to all students in our school. This program offers reading and mathematics skills for all students at the students grade and proficiency levels. PS 24 also has an afterschool program offering homework assistance, conflict resolution strategies and recreation. Students are also involved in the arts including dance and theater.

10. The following materials are used to support English Language Learners (dual and mono setting): web-based programs (Starfall, Raz-Kids, Power Media Plus, Book Flicks), sequence flash cards, SRA photo library, Benchmark guided reading books, and Rigby: On Our Way to English, an ESL program called "SUBE" is used for beginner and new comer ESL students in dual and monolingual push-in setting. Teachers also use Reader's Theater, Time for Kids, and the Wilson Program.

11. Native language support is delivered in the Dual Language program in a 50/50 language model. Students receive instruction in both English and Spanish in all content areas. In both the roller coaster and side by side Dual Language model, students have the opportunity to receive native language support and to be immersed in either an day English or Spanish Spanish day (half day for roller coaster dual classes). Students in monolingual classes who speak other languages such as Arabic and Chinese have the option of joining their native language club to enrich their L1. Spanish as a Second Language (SSL) and native language is also offered to students who are Spanish

speaking in the monolingual classes by our SSL teacher. A student's native language is embraced and nurtured through ongoing classroom activities, providing classrooms with student native language literature, and celebrating schoolwide diversity. In addition, ELLs (dual and mono. setting are taught to look for cognates when looking at English text.

12. Required service support and resources are both grade and age appropriate for our ELLs. All students are assessed on a daily basis and are presented with the necessary materials, instruction, and environment to receive a high quality education. Both formal and informal assessments take place throughout the year in order for classroom teachers, AIS, SETTS and ESL teachers to support all English Language Learners.

13. Students who are newly enrolled to PS 24 are often invited to orientations and open houses. Students and parents are welcomed to come and observe classrooms and other school activities. These events assist students in getting acquainted with the school community. Students and parents are encouraged to ask questions to the Dual Language Coordinator and other assisting teachers about school programs, activities, and expectations.

14. Some of the language electives offered to English Language Learners include: the Dual Language Program (roller coaster and/or side by side), monolingual classes with SSL support, and language clubs to support students of other native languages other than Spanish.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

1. In Kindergarten English proficient children and Spanish proficient children spend 70% of the day in Spanish and 30% of the day in English. First to fifth grade children spend 50% of the time learning in English and 50% of the time in Spanish. The children in the dual language program are already mixed heterogenously so that 40-50% of them are English Proficient speakers and the other half are Spanish proficient speakers.

2. Children are grouped heterogenously in each class and they spend everyday together throughout the year. In Kindergarten, Science and Social Studies are taught in English. Literacy and math is taught in Spanish.

3. As explained above, Kindergarten children learn literacy, Math in Spanish, Social Studies and Science in English. 70% of the time includes literacy and Math and 30% of the time includes Science and Social Studies. In grades one through three children are in a side by side setting with a team of teachers. One is the English teacher and the other is the Spanish teacher and children learn all the subjects in both languages. One day in Spanish and the next day in English. Grades four and five follow a roller coaster model where instruction is half the day in one language and half the day in the other language. Teachers start the day with the language they left off the previous day and then switch in the middle of the day to the other language. All subjects are also taught 50% of the time in Spanish and 50% of the time in English. In the roller coaster model, teachers are bilingual and they teach both languages.

4. Both side by side and self contained as explained in Question 3.

5. In Kindergarten, emergent literacy is taught in Spanish first. In the later grades, it is taught in both languages.

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

1. At PS 24 we have ELLs in every classroom. All our teachers (dual language, monolingual, special education and Academic Intervention Services providers) and assistant principals participate in professional development that is relevant to ELLs. For example, all teachers and assistant principals participate in Teacher's College Reading and Writing workshops for ELLs. Our coaches are expected to be knowledgeable of ELLs and provide professional development accordingly. We have a Dual Language Coordinator that provides support to dual language teachers with all aspects of instruction including assesment in Spanish, English as a Second Language and sending teachers to professional development outside the school. Our literacy coach is bilingual and all PD that is conducted by her is also done with ELLs in mind including Reading and Writing Workshop, word study, Social Studies, etc. On November 2, PS 24 teachers will take classes at El

Museo del Barrio, Voces Hispanicas with DOE, Habits of Mind with ELL lens at PS 24. In addition, our math coach is bilingual and she provides PD support with ELLs in mind. Instruction is differentiated throughout the school. Our ELL paraprofessionals participate in Social Emotional Professional development given by our Social Emotional Coach Emma Gonzalez. Lower grade paraprofessionals also participate in Estrellita training (Spanish phonics and word study program k-1) and balanced literacy PD. Our Parent Coordinator has attended a Cookshop workshop and she will be working with parents teaching them how to cook and cooking healthy meals with them. Instruction is differentiated throughout the school for all personnel members. Please see attached Professional Development Calendar.

2. On a monthly basis teachers meet with support staff that provide academic intervention, guidance, and services to get a bigger picture of the child and to collaborate on academic progress. Support is provided also by the literacy coach who works with teachers to prepare a rubric that reflects what students are expected to know in terms of language in middle school. This helps teachers in planning for instruction to meet the needs of transitioning to middle school.

3. At PS 24 all teachers are educated on working with ELLs throughout the school. We have veteran teachers that have taken the required 12 hours of ESL training and newer teachers receive Professional Development on ESL and native language support from our Dual Language Coordinator Australia Fernandez. Lisa Weis our literacy coach is also bilingual as well as Mayra Deliz, math coach and all professional development is done with ESL and ELL lens. We ensure that all teachers at PS 24 are knowledgeable of the fact that a great majority of our students are either ELLs or former ELLs. Our curriculum throughout the school includes strategies that meets the needs of ELLs in all subject areas. PS 24 coaches work with all teachers (dual, general ed., special ed.) on a regular basis providing out of classroom and in classroom support. They meet with teachers twice a week during grade meetings. School secretary goes receives professional development once a year outside of the school. In school, all personnel are trained on working with our community parents and teachers on an individual basis and as needed. Translation is always provided..

Professional Development Calendar for year 2010-2011 so far:

*SEE ATTACHED CALENDER

E. Parental Involvement

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

Paste response to questions 1-4 here

*Translation is provided to all parents as needed. Our Parent Coordinator, Dual Language Coordinator, Office Staff and almost all out of classroom and classroom teachers are bilingual. When speaking with parents we usually speak with them in their native language. In addition, we have a Chinese teacher and Arabic para that assist whenever translation is necessary for Chinese and Arabic parents. During Parent Teacher Conferences all teachers are provided with a translator as needed.

1. We offer a variety of programs and services to parents of ELLs, special ed. and general ed. at PS 24. There are ESL classes for parents on Saturdays. We often provide classes on nutrition, how to relieve stress, yoga and other kinds of exercises, etc. We conduct a meeting with parents on how to support their children at home with our Estrellita/Spanish phonemic awareness program and another on how to support their children for the ELA. There is also an Even Start program that provides ESL and parent training classes everyday. The last Friday of each month all parents are invited to the school for Parent Reading Day. They get to go into their children's classrooms to read with their children. Afterwards they gather for workshops designed for them on reading, social emotional learning and other topics as they come up. In addition, we have parents who are Learning Leaders and who receive specific training for that purpose. They work in classrooms supporting instruction and supporting children. This is offered to all parents in the school (of ELLs, general ed. and special ed.). Our Parent Coordinator Tamara Estrella is teaching parents how to cook healthy meals at home. This program is being used in the classroom by several dual language and monolingual teachers (with push-in ESL support). They are teaching the children how to prepare healthy meals and the importance of a healthy diet.

2. PS 24 has a partnership with Lutheran Medical Center, Center for My Life and Even Start. These organizations provide Health guidelines, family mental health services and English as a Second language as well as parental guidance (to parents of ELLs, special ed. and general ed.).

3. We provide orientations to all families coming to PS 24 and in addition our principal organizes parent breakfasts with families of ELLs and general ed., two grades at a time, where she gets to gather with them and listen to their concerns. We also have parents that participate in our Leadership meetings and get to voice their interests to the school's leadership. In addition, we conduct parent surveys to

assess their needs. For example, we send science, writing and math curriculum statements home (in English and Spanish) and we conducted a survey during Parent Teacher Conferences to see if parents understood it and if they thought the curriculum statements were a useful tool to share the curriculum with them. The response has been that it is very useful to parents and we continue to send curriculum statements to parents every other month.

4. Our parental involvement is based on parent input and student needs. They help teachers in the classroom supporting with small groups, reading with kids, making copies and assisting children and teachers in the classroom. It helps create consistency of information and it facilitates communication. Parents are better able to support their children at home if they understand the curriculum and feel part of the community. Part of the work we do is to welcome families and to help them see how their input and support in the school and at home facilitates their children's academic progress.

Part V: Assessment Analysis

A. Assessment Breakdown

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	9	10	11	12	TOTAL
Beginner(B)	18	32	19	13	4	6								92
Intermediate(I)	18	23	23	49	28	12								153
Advanced (A)	34	14	20	7	26	21								122
Total	70	69	62	69	58	39	0	0	0	0	0	0	0	367

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B		5	1	2	0	0							
	I		23	16	4	3	0							
	A		23	33	33	40	22							
	P		10	7	26	16	13							
READING/ WRITING	B		26	7	11	15	6							
	I		23	20	44	29	9							
	A		6	16	7	25	21							
	P		1	10	0	1	0							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	38	16	6		60
4	20	17	4		41
5	16	16	3		35
6					0
7					0
8					0

NYS ELA							
Grade	Level 1		Level 2		Level 3	Level 4	Total
NYSAA Bilingual Spe Ed							0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	12	9	19	15	3	3			61
4	4	2	17	13	4	3			43
5	6	4	7	5	8	7			37
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	5	5	7	5	10	8			40
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									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)	2	10	18	23	0	1	12	30
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 do 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?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

- At PS 24 we use various assessments to determine students' academic needs in both English and Spanish. Incoming students are given a

2. Lab-R results demonstrated that, 25% of ELLs in kindergarten through fifth grade are at beginning English proficiency level and 25% of the ELLs are at the intermediate English proficiency level. The remaining 50%, mostly kindergarten, are at advance English Proficiency level. On the NYSESLAT, 80% of first graders are at beginning and intermediate proficiency level and 20% are in advance English proficiency level. In second grade, 80% are beginning and intermediate English proficiency level and 20% are in advance proficiency level. In third grade, 90% of the ELLs are at beginning and intermediate English proficiency level and 10% are at the advanced English proficiency level. In fourth grade, 55% of the ELLs are at beginning and intermediate English proficiency level and 45% of the ELLs are at advance English proficiency level. In the fifth grade, 46% of ELLs are in beginning and intermediate English proficiency level and 54% of ELLs are in advance English proficiency level. The pattern is that in grades K-4 the majority of ELLs are intermediate English proficiency level and that by the fifth grade 54% are reaching proficiency level.

3. According to the NYSESLAT modalities, reading and writing were the areas where our ELLs in the dual language program as well as in the monolingual setting with ESL push-in/pull -out showed weakness. Their strength was in listening and speaking portion of the test. Instruction will focus on differentiation within the Reading and Writing workshop to meet the needs of the students. Students that are on the beginner proficiency level will focus on building basic language in English through themes such as family, school and food during the weekly mandated 360 minutes of ESL. They will build vocabulary and writing skills using the ESL program "On Our Way to English" and "SUBE". Students at the intermediate levels will also work in small groups in shared reading and using the intermediate levels of "On Our Way to English", developing reading and writing skills during the mandated 360minutes of ESL a weekly. Students on the advanced proficiency level in the NYSESLAT will work on developing ESL in Language Arts through reading and writing during the mandated 180 ESL minutes. They will look for words that are cognates with their native language and they will work on building vocabulary by using the Kate Kinsella vocabulary method designed for ELLs. ESL specialists will work with ELLs in monolingual and CTT classes as well as with the self contained and special ed. students. They will work in push-in or pull-out sessions and during the morning alongside the classroom teachers, as well as during the extended day. Dual Language teachers and their Intervention support teachers will work with their students on English days (every other day) and during early morning intervention alongside their out of classroom colleague. Two out of the classroom bilingual teachers will pull out newcomers to provide ESL at the beginner level using the "SUBE" ESL program, the photolibrary and thematic units to build foundation vocabulary in English. All the teachers will work with students in small groups and individually in conferences to train them on using effective strategies to improve their reading and writing skills. All struggling students(ELLs, special and general education) will be invited to the morning program to work in small groups (groups of 5 or less) to develop their reading and writing skills and to improve their reading levels according to Fountas and Pinnell levels and NYSESLAT profeciciency levels. In addition, a few weeks before the NYSESLAT ELLs will be invited to come to the morning program to prepare for the NYSESLAT and work on areas of weakness with their classroom teachers and support staff and/or ESL specialist. We will be using Empire Continental NYSESLAT Prep program and "SUBE". Dual Language, monolingual and ESL teachers will continue to collaborate on students' needs. ESL teachers will combine the Cognitive Academic Language Learning Approach (CALLA) with the mandated regional Balanced Literacy model. Such methodologies include scaffolding and the use of realia, songs, art and role-play to aid in comprehension. All teachers use instructional material that incorporates colorful graphics, text, vocabulary definitions, graphic organizers, and big-books. This includes the program: On Our Way to English. Vocabulary study will be a pivotal piece and ELL students will be paired with non-ELLs.

4. a. In the NYSESLAT proficiency we notice a majority of the students at beginnern and intermediate in the lower grade. As they move up to the fourth and fifth grade we have a fewer number of ELLs and less and less students scoring at beginner and intermediate levels. In Kindergarten we have 18 beginner students and in the first grade we have 32 beginner students, by the fourth grade we have 4 students scoring at beginner and in the fifth grade we have 6 students scoring as beginner. These students in fourth and fifth grade are new comers. When looking at test results, students who took the test in English tend to perform similarly in math, science and social studies when compared to students who took the test in their native language. Students who reached advanced proficiency on NYSESLAT tend to do better academically in the ELA test and on tests they took in English then intermediate students who took either, math, reading, science or social studies in English. When analyzing Fountas and Pinnell reading levels and comparing the English levels to Spanish levels, students who have been at our school since Kindergarten and are reading on level or advanced levels in Spanish are also doing the same for English. The higher their native language skill is in their native language, the more likely it is they transfer that to English and vice versa.

b. We look at periodic assessments in reading, math (DYO), writing on demand, phonemic awareness in Spanish and English to determine students' academic and language needs. This information is used to form differentiated groups, for academic intervention during the day and extended day and for individualized student plans in both the native language and in English.

c. Periodic assessments are administered about four times a year at PS 24 and these include, as named above, math DYO, writing on demand, TC Reading records and Evaluacion de Desarrollo de Lenguaje in addition to Spelling inventory and Spanish phonemic awareness, Estrellita. These assessments are administered to all students at

PS 24. We are able to see, in the dual program, how language learners are fairing in both their native and second language in those subjects and in addition we are able create differentiated groups based on that information.

5. We have a school made evaluation tool that assesses students' language in Spanish and English. It assesses for social as well as academic oral language. This assessment is given to all studients in the dual language program. In addition, all students in the dual language program are assessed using the Evaluacion de Desarrrollo de Lenguaje assessment (EDL/DRA translation) as well as TC reading assessments.

Dual language students take the ELE exam and 30 of them scored within the 4th quarter while 23 of ELLs scored in the 4th quarter. English Proficient children at PS 24 come in as bilingual or native English speakers. They score differently depending on grade level and time in dual. Some children start in our Spanish Pre-k program while others start in the first grade. By second grade EP, non-Spanish speakers are able to have conversations with their Spanish speaking peers on a regular basis. English proficient speakers are scoring a three or 2+ in the ELA, on average.

6. Anyone who walks into our school would normally point out that our students are focused, well adjusted, engaged. More than half of our student population is English Language Learner. Our students are progressing and are bilingual and bi-literate. If we compare our performance on the ELA from last year, just looking at the raw scores, there is a rise in score from last year to this year and 24% of dual language students reached proficiency while 19% of monolingual students reached proficiency. Students are making steady progress from Beginner to Advanced proficiencies in NYSESLAT. In the NY state test 34.4% of dual students scored three while 26.9% of monolingual students scored a three. ELLs in the monolingual program also have access to Spanish as a Second Language and first language support through our SSL specialist who has also created an Arabic/Chinese club to provide native language enrichment to students in our monolingual population. Our ELLs are able to take the math and science test in their native language and their native skills are enhanced through our dual language program, Spanish as a Second Language for students in the Monolingual program and the Chinese and Arabic club. This ensures that our ELLs are able to benefit from modifications for ELLs on the ELA (use of glossaries) math and science exams (use of Native Language test). Access to their native language ensures a connection with families, school and learning for all our students and improves their social emotional skills. In addition, in looking at running records and phonemic awareness assessments we see that students are making progress in English and Spanish and that transference of native language is making a huge contribution to English academic progress. According to the periodic assessments we see that children that have strong native language background are much more successful academically in all subject areas than students that are struggling in their native language.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		