



I.S. 024 MYRA S. BARNES

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: I.S. 024 MYRA S. BARNES
ADDRESS: 225 CLEVELAND AVENUE
TELEPHONE: 718-356-4200
FAX: 718-356-5834

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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
Joann Turano	Parent	Electronic Signature Approved. Comments: x
Lenny Santamaria	Principal	Electronic Signature Approved.
ROSA FURIO	Admin/CSA	Electronic Signature Approved. Comments: x
Michael Scarcella	UFT Chapter Leader	Electronic Signature Approved. Comments: x
Melissa Held	UFT Member	Electronic Signature Approved. Comments: x
Eileen Barra	UFT Member	Electronic Signature Approved. Comments: x
Sandra Riccio	PA/PTA President or Designated Co-President	Electronic Signature Approved. Comments: x
Laura Blitzer	Parent	Electronic Signature Approved. Comments: x
Margaret Jeromey	Parent	Electronic Signature Approved. Comments: x
Renee Bolusi	Parent	Electronic Signature Approved. Comments: x
Cynthia Callegari	Parent	Electronic Signature Approved. Comments: x

* Core (mandatory) SLT members.

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.

□

The school houses fifteen sixth grade classes, sixteen seventh grade classes, fifteen eighth grade classes, two sixth grade Special Education self-contained classes, three seventh grade Special Education self-contained classes, and two eighth grade Special Education self-contained classes. ICT (Integrated Co Teaching) classes are housed on each grade, three sixth grade classes, two seventh grade class and two eighth grade classe. The TAP (Transitional Aspergers Program) consists of eight students in the sixth grade, ten in the seventh grade and fourteen students in the eighth grade. The school also works collaboratively with District 75 in placing inclusion students (full and part time) in the appropriate academic and/or arts program.

The average class size is thirty-one (31) students. Students are heterogeneously grouped within each grade according to a talent interest. All students receive two (2) years of Foreign Language (Italian or Spanish). Students are programmed for 10 periods a week of ELA Literacy and Math Blocks. An anti-Bullying Program was developed by our guidance staff and students. Select students in all grades participate by writing original skits and performing them during assembly programs. Guidance counselors at the request of teachers and/or grade assistant principal will address individual and/or group concerns. School counselors and students also visit elementary feeder schools to speak and perform at school assemblies. Our library is now a 21st century technology resource center allowing students to access research materials from home. Over ninety-eight percent of our classrooms are equipped with Smartboard technology and are connected to the internet via Wi-Fi.

In our efforts to maintain a well-balanced educational experience for all students, our Talent Program has remained intact. We have six (6) full time teachers with programs in the arts. Our teachers have developed a three year curricula that addresses the needs and talents of all students including students from the Hungerford School in Art, Band, Computers, Media, Performing Arts and Page to Stage which is a playwriting and Drama specialty.

In an attempt to make our massive school seem smaller, more personal, reduce movement and improve school tone our substantial student population is housed on separate floors by grades. Each grade also has a guidance counselor, team leader, team advisor and Assistant Principal. Our interdisciplinary teams have team leaders and team advisors which help to create a small school community.

Our school addresses our at risk students on each grade by identifying students for our 6th grade At-risk Academic Intervention Program, 7th grade Focus Group Program and 8th grade Follow-up Group Program. We also proved all students with an academic intervention by aligning them with the appropriate reading or math program: Read 180, Kaplan (ELA and Math), and the 37.5 tutorial program. Whenever possible, if funding is available we will provide students with a Saturday Skills Academy stresiing skills rather than Test prep for students in the lowest 1/3 in ELA and Math.

Extra Curricular activities include the Weather Bug Program, Robotics, Imagineers, Bot-Ball, Boost Program (Visual Arts, Performing Arts, Media and Stagecraft), Urban Advantage Science Program and after school self-sustaining enrichment program keeps the students involved with enrichment programs to further their academic experience and explore career interest and possibilities.

All teachers have an opportunity to partake in our professional development workshops offered during and after school that are aligned with our curriculum maps to share best practices, develop plans and implement data driven instruction. Our teachers also engage in professional discussions that result in turnkey workshops to their department during their monthly meetings and/or weekly team meetings. Teachers are also involved in School Leadership and Data Inquiry Teams (one per grade).

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:		I.S. 024 Myra S. Barnes								
District:		31	DBN #:		31R024	School BEDS Code:				
DEMOGRAPHICS										
Grades Served:		<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
		<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Pre-K		0	0	0			92.7	93.9	TBD	
Kindergarten		0	0	0						
Grade 1		0	0	0	Student Stability - % of Enrollment:					
Grade 2		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3		0	0	0			97.7	97.81	TBD	
Grade 4		0	0	0						
Grade 5		0	0	0	Poverty Rate - % of Enrollment:					
Grade 6		463	478	477	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 7		531	475	479			19.5	20	30.9	
Grade 8		508	520	487						
Grade 9		0	0	0	Students in Temporary Housing - Total Number:					
Grade 10		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 11		0	0	0			3	37	TBD	
Grade 12		0	0	0						
Ungraded		31	30	28	Recent Immigrants - Total Number:					
Total		1533	1503	1471	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
							5	5	4	
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:						
<i>(As October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
# in Self-Contained Classes		81	76	69	Principal Suspensions		63	81	TBD	
# in Collaborative Team Teaching (CTT) Classes		39	53	58	Superintendent Suspensions		7	26	TBD	
Number all others		112	133	138						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
English Language Learners (ELL) Enrollment: (BESIS Survey)					CTE Program Participants		0	0	0	
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Early College HS Participants		0	0	0	
# in Transitional Bilingual Classes		0	0	0						

# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff:			
# receiving ESL services only	10	14	18	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	8	5	10	Number of Teachers	93	92	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	35	43	TBD
				Number of Educational Paraprofessionals	17	17	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
	1	0	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	86	81.5	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	77.4	80.4	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	97	98	TBD
American Indian or Alaska Native	0.3	0.2	0.7	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	96	92.5	TBD
Black or African American	1	1.5	1.1				
Hispanic or Latino	9.4	9	10.5				
Asian or Native Hawaiian/Other Pacific Isl.	3.8	3.6	3.3				
White	85.4	85.7	83.5				
Multi-racial							
Male	52.7	52.8	51.9				
Female	47.3	47.2	48.1				
2009-10 TITLE I STATUS							
<input type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance			<input checked="" type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08		<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native	-	-					
Black or African American	-	-	-				
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	√	√	-				
White	√	√					
Multiracial	-	-					
Students with Disabilities	√	√					
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	6	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	76.8	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	7.8	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	20.6	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	43.9	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	4.5	Quality Statement 5: Monitor and Revise	

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

* = 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

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 schools use of resources: last year's school budget, schedule, facility use, class size, etc.

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

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

We receive data from the city and state tests the first quarter of the new scholastic school year. With current and accurate data through the administering of the Predictive, Acuity, and Scantron, immediate results will enable us to determine the strengths and weaknesses of students to enable the teachers to differentiate instruction to move students into the "sphere of success". By using the summative and formative data through these assessments, we have developed a way to secure the data needed to make better instructional decisions and improve student achievement on a continuing basis throughout the school year.

The strongest aspect of the school's use of data to monitor student's performance is the teacher's ability to observe, collect, and analyze hard and soft data. With this in mind, we develop quarterly assessments and minimum standards of achievement. This is a simple process of quality control – identifying children who have mastered skills and those who have yet to master them. These multiple assessments (which are correlated with the curriculum alignment and curriculum maps) allow us to collect objective data throughout the school year. This helps us determine where children are, and where they need to be, to successfully achieve state standards. This also enables us to provide timely interventions in the classroom and enroll students in special programs to address their individual needs. The wealth of data we accumulate allows us to look at each child, determine how to best help each reach their full potential, and determine what interventions are most successful. We are able to drill down the data through ongoing Interdisciplinary Team meetings. This is best achieved when teachers and AIS service teachers are able to collaborate to identify individual student's strengths and weaknesses. The data we gather is applied to the use of improving student performance in the following:

3 year portfolios for ELA and Math

Yearly Content Area portfolios

Align curriculum with State Standards

Utilizing IEP Pro

Using summative and formative data to access students' needs

Differentiation Instruction – more teachers utilize data to drive instruction

Ongoing Professional Development in the use of Predictive Acuity and Scantron Assessments to drive instruction

The teachers are provided with support from administration to interpret the data for differentiated instruction through Professional Development to help them utilize the data to plan lessons (drive instruction), differentiate instruction and address individual needs.

What have been the greatest accomplishments over the last couple of years?

- Inclusion – Create a rich social environment for students from District 75 to be integrated within I.S. 24.
- TAP Program – continuation of shared instruction program for students with Asperger’s Syndrome.
- Anti Bullying Program – developed by I.S. 24 guidance staff and implemented across the grades.
- Redesign of our I.S. 24 library to meet the needs of the 21st century technology demand.
- The continuation of the internet “Weather Bug” Program – a state of the art weather reporting system to enhance the science curriculum.
- Designated rooms for each talent program.
- Smartboards are in most classrooms to infuse technology to enhance learning.
- Saturday AIS program in ELA and Math for grades 6-8.
- Saturday AIS program for grade 8 Science and Social Studies
- Creation of an Honors program in Grade 6 which will allow students to take part in a differentiated learning model and will allow for advancement in both Middle School and High School

What are the most significant aids and/or barriers to the school’s continuous improvement?

- Aids

- Supportive and active PTA
- Parent Coordinator
- Inquiry Team
- IEP Teacher
- SMART Technology: Senteos and Document Cameras
- 2 Laptop Carts for each grade
- Enrichment Clubs
- Lego Robotics
- S.T.E.P. (Science Technology Enrichment Program)

- Barriers

- Overcrowding impacts on learning and causes frustration for students and teachers
- Budgetary restraints for being a non Title I School
- Transportation concerns that limit childre's ability to take part in 37.5 minute tutoring and/or after-school programs

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.

Annual Goal	Short Description
By November 2010 we will create professional structures and develop formal opportunities for 100% of our teacher teams to meet and collaborate weekly using an inquiry approach to raise student achievement.	Addressing DOE Quality Review statement
By January 2011 we will increase by 50% the development and support of teaching practices toward consistent and effective use of specific differentiated teaching strategies.	Improving teacher quality and effectiveness
By November 2010 we will increase the establishment and tracking of student learning goals by 50% which would allow identified students to inform their next learning steps as well as address need areas.	Priority area for improved student performance (based on PR or other metric)
By May 2011 we will increase student performance in English Language Arts at Level 3 in grade 6-8 by 5%.	Priority area for improved student performance (based on PR or other metric)

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 **Schoolwide**
(where relevant) : _____

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	By November 2010 we will create professional structures and develop formal opportunities for 100% of our teacher teams to meet and collaborate weekly using an inquiry approach to raise student achievement.
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>	Teachers will meet on a weekly basis during 37.5 minutes to engage in inquiry meetings on a team level to increase student performance and raise communication among teacher teams as it relates to student achievement.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include 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>	Professional Development Allocation as well as Network Support Allocation as per CFN Allocation.
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> <input type="checkbox"/> Teacher teams will use interim assessment data, teacher developed assessments, anecdotes and samples of student work on weekly basis to monitor progress of our students in the lowest 1/3 on all grades.

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Subject Area
(where relevant) :

Schoolwide

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	By January 2011 we will increase by 50% the development and support of teaching practices toward consistent and effective use of specific differentiated teaching strategies.
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>	Teachers will participate through in-service and out of school Professional Development workshops which focus on the value and effectiveness of differentiated learning and the strategies utilized to achieve a DI classroom.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include 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>	Professional Development Allocation as well as Network Support Allocation as per CFN Allocation.
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> Through administrative walkthroughs by content area and grade level using the lens of Differentiated Instruction we will use three (October, January 2011 and April 2011) opportunities to monitor progress towards this goal. We project to have 50% of the staff utilizing DI strategies by January 2011.

Subject Area
(where relevant) :

Schoolwide

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By November 2010 we will increase the establishment and tracking of student learning goals by 50% which would allow identified students to inform their next learning steps as well as address need areas.</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><input type="checkbox"/> Monthly department and weekly grade team meetings will have ample time allotted for teachers to focus on consistent goal tracking, actionable feedback delivery and how a student transitions from one goal to the next.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include 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>Professional Development Allocation as well as Network Support Allocation as per CFN Allocation.</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><input type="checkbox"/> At the end of every marking period (November, January, April) student goals are assessed to measure the students current performance and to examine if the goals have been met.</p>

Subject Area
(where relevant) :

English Language Arts

<p>Annual Goal <i>Goals should be SMART – Specific,</i></p>	<p>By May 2011 we will increase student performance in English Language Arts at Level 3 in grade 6-8 by 5%.</p>
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<p><i>Measurable, Achievable, Realistic, and Time-bound.</i></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><input type="checkbox"/> A department wide focus began with the assistance of CEI-PEA staff developer in this area. We will continue to revise our curriculum to be rigorous, differentiated and enriching to allow for multiple entry points in student learning.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include 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>Professional Development Allocation as well as Network Support Allocation as per CFN Allocation.</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><input type="checkbox"/> Our school will use periodic assessment data from Acuity ITA and Predictive as it becomes available to inform instructional practices and decisions. This practice will take place in November 2010, February 2011 and March 2011. We also utilize department meeting twice a month to refer to our curriculum to display how changes in instructional practice will raise student achievement.</p>

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 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must 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

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

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			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	70	64			46	11	7	1
7	90	56			50	10	2	2
8	75	41	100	65	144	15	6	1
9								
10								
11								
12								

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

- o 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.
- o 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.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o 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. 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:	<input type="checkbox"/> <input type="checkbox"/> Read 180 Program by Scholastic Inc. is a computer program for Level 1 students as well as low Level 2 who are in General and Special Education classes. Extended Time- Small Group Instruction (4 days per week) Test Prep- Saturday Academy (March 2011-May 2011) Saturday Skills Academy (January 2011-March 2011) At-risk Resource Room during the school day as well as 37.5 minutes of tutoring.
Mathematics:	<input type="checkbox"/> Test Prep- Saturday Academy (March 2011- May 2011) Extended Time- Small Group Instruction (4 days per week) At-risk Resource Room during the extended day period of 37.5 minutes. Use of Push-in Math Teacher in grade 6,7,8 classes that are designated as non-sp and have students in the lowest 1/3 as per their math exam scores. At-Risk Resource Room during the school day as well as 37.5 minutes of tutoring.
Science:	<input type="checkbox"/> Test Prep- Saturday Academy (May 2011- June 2011) Extended Time- Small Group Instruction (4 days per week)

Social Studies:	<input type="checkbox"/> Extended Time- Small Group Instruction (4 days per week)
At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> Counseling –one-on-one or small group (Daily during the school day and during 37.5 minute tutoring time when necessary).
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> Counseling –one-on-one (Daily during the school day)
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> Counseling –one-on-one (Daily during the school day and 37.5 minute tutoring time when necessary)
At-risk Health-related Services:	<input type="checkbox"/> Visits to classrooms during Health and Science classes by our SAPIS worker. Small group counseling and one-on-one counseling.

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy - Attach a copy of your school's current year (2010-2011) LAP narrative 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)

6-8

Number of Students to be Served:

LEP 20

Non-LEP 0

Number of Teachers 1

Other Staff (Specify) Teachers

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.

□

IS 24 delivers Freestanding ESL as mandated by CR Part 154. CR Part 154 states that beginner and intermediate students are instructed for two units, or 360 minutes a week and advanced students are instructed for one unit or 180 minutes per week. These units of time are not included in the extended day of 37.5 minutes, Monday through Thursday. Freestanding ESL is delivered in a push-in/pull-out model. Students are pulled from classes and are provided with all facets of learning English, using ESL strategies and approaches. Students are seen in groups that are best suited for their skills and abilities. Depending on students test scores, strengths and weaknesses, students will be placed into different groups. Low beginners form a group of their own. However, low intermediate students may be placed with high level beginners, while high intermediate and advanced students may be placed together. These groups also can vary depending on the dynamics of students and grade levels. All instructional minutes are reviewed by the grade AP to ensure that students are receiving mandated minutes of ELL instruction. The grade AP further collaborates with the ELL teacher for the proper placement of students. IS 24 has a small number of ESL students. Therefore students are given ESL support through a combination of PI and PO programs. The ELL teacher can therefore can push into a class and provide support for the student/s in class, while being in the class to further observe what is going on and support those students again when they are pulled out of class.

Students benefit from a variety of ESL strategies, methods and differentiated instruction. Students develop new learning skills and strategies that focus on their learning styles, strengths and weaknesses. Pull-out classes are split homogeneously and heterogeneously. In order to support ELL students with academic rigors of school demands, ELL teachers deliver content area instruction, using ELL strategies and approaches. Students comprehend content area ideas and enrich language development through a variety of different approaches. The ELL classroom uses grade level content area textbooks, the use of computers, visuals aids(posters, pictures books, flashcards, educational games), and graphic organizers to help promote ELL students to achieve higher academic grades.

Supporting ESL students also involves supportin general education teachers with workshops and meetings that include ELL strategies and approaches. Sharing best practices, working with IEP, creating ESL student goals, an dout reach to parents. These workshops are held at meetings throughout the year to ensure that staff and students are receiving quality education.

Approaches used with ELL students include the following:

Reading Approach

Total Physical Responses (TPR)

Natural Approach

Whole Language Approach

Retelling a Story

Activating Prior Knowledge

- Computer/technology
- Short educational videos
- Listening/reading computer centers
- In class computers
- Music
- Thematic posters
- Educational games

Interactive strategies that are used in general education:

- Think/Pair Share
- Whole Language
- Retelling
- Activating prior knowledge
- K-W-L(knows, wants to know/has learned)

Approaches include a variety of educational games for students in developing vocabulary and language fluency, Vocabulary Directions, MyWord, Let's Talk, Quiddler, Wizard, etc. Educational games and differentiating instruction allows for students with different styles of learning the ability to learn and retain information.

Content area subjects are delivered to ELL students using a variety of methods and approaches. ELL teachers and content area teachers work collaboratively to ensure that students are receiving quality education. Teachers actively modify the nature of assignments through various approaches:

- Repeat/rephrase text
- Use vocabulary with specific contextual clues
- Ensure that reading has a specific purpose
- Categorize vocabulary

- Word banks
- Word walls
- Teach note taking
- Activating prior knowledge
- Filling in the gaps for those who lack past experience

Differentiation of instruction ensures that as many students as possible are comprehending information and language. These and other strategies are used on a continuous basis throughout the school year. ESL students have access to computers to aid during class instruction. ELL teachers use as many types of approaches and strategies to better enable students to learn in a meaningful manner. visual, auditory, kinesthetic, linguistic, etc.

Teachers use a variety of resources in content area teaching:

- Eastern Hemisphere Part A
- Eastern Hemisphere Part B
- United States History: New York History Beginning to 1877
- Quick Review Math Handbook
- Mathematics PLUS
- New York Science
- The American Nation
- Mathematics Unlimited
- Elements of Literature
- Daybook of Critical Reading and Writing, Adventure for Readers

Books that are specific to ESL instruction include but are not limited to the following:

- Discovery Links Social Studies
- The Idiom Advantage, Fluency in Speaking and Listening
- Introduction to academic Discovery
- Even More True Stories
- Put it in Writing
- Achieving on the NYSESLAT

- Stories with a Twist
- Daybook
- What a World
- Action English Pictures
- Fundamentals of English Grammar
- Be a Better Reader
- Moving on in Spelling

ELL students are exposed to a variety of text books provided by the DOE, as well as an array of newspapers, magazines, websites, etc.

- www.nytimes.com
- BBC
- Voice of America
- [The Library of America.org](http://TheLibraryofAmerica.org)
- <http://americanfolklore.net>
- Smithsonian magazine, New York Times magazine

Instructional plans for SIFE students are to bring these students up to their grade level. Teachers will initiate small group activities, collaborative teaching, individualized goals, and greater focus on SIFE students so they can achieve greater academic success. SIFE students will begin where students are comfortable. They will start where they ended and through proven strategies will link their knowledge with what the new information is. They will make gains with learning the fundamentals of math, English, social studies and science.

Students who have been enrolled in NYC Public Schools for less than three years have goals set to familiarize them with learning the basics of the English language. This allows students to function socially in and out of school, and succeed academically. Students become familiar with the statewide tests given out in Math, English, Science and Social Studies. Teachers help students by providing students with samples of the NYS exams (Math, ELA, NYSESLAT, Social Studies, Science). The students become familiar with these exams in terms of phrases and terminology, strategies, etc. The ELL instructor reviews techniques for taking high stakes tests such as reading directions and questions first, skimming the passages for answers, using context clues, practicing from past exams, reviewing frequently used vocabulary from prior exams, reviewing rubrics, etc.

Students enrolled in ESL between 4-6 years will have their test data (New York State ELA and Math scores, NYSESLAT scores, ELL Periodic Assessment tests, Acuity, E-LAP, RAI and other diagnostic exams) analyzed by their teachers to determine there are of deficiencies. The assessment of tests enables teachers to identify specific weaknesses, and allow teachers to develop higher quality lesson plans attuned to

their students needs. Strategies used to aid students in class and test out of ESL include vocabulary enrichment, reviewing rubrics from tests, increasing reading comprehension, etc. Teachers will incorporate educational games, online reading and listening activities to increase language acquisition and academic achievement. The information enables teachers to develop plans based on student data and needs.

Long Term ELL students, having completed six or more years of ESL, will have their test data disaggregated and abilities assessed. Reading comprehension, vocabulary enrichment through a variety of methods (read alouds, guided reading, think aloud, etc) and other proven methods, such as words walls, on-line activities, visual aids, graphic organizers will all be used to help long term ELL students test out and improve in all of their academic areas. All the facets of English, reading, writing, speaking and listening will be broken down to their fundamental roots and students will learn new skills to address the weaknesses they possess. Students will obtain new techniques to achieve their best. Periodic evaluation through teacher observations, assessments (RAI, Acuity, teacher made exams), and Acuity will aid in identifying student deficiencies. Students may also be evaluated for educational weaknesses unrelated to language acquisition. Teachers, with parent's permission, will contact appropriate bilingual evaluators, to help identify a student's weakness, if necessary.

ELL students having been identified as special needs are often addressed using different methodologies to help students make annual yearly progress. The ELL instructor collaborates with Special Education teachers, Speech, Hearing, Visual and OT/PT therapists. The input of all these teachers enables the ELL instructor to develop instruction that helps meet the child's needs. Students in classes with paraprofessionals benefit from further differentiation of instruction. Paraprofessionals are an integral part in helping students with special needs achieve success.

Students are given the opportunity to take advantage of the support that is provided to them for up to two consecutive years following scoring a proficiency score on the NYSESLAT exam. With parents' permission, students can come to the ESL teacher for further support in their academic classes. Students can ask for further clarification, finding of information, comprehension etc. Students can continue to stay for 37.5 minutes to go over class work, projects and any other academic assignments.

Special education and general education attend ESL training throughout the year. Teachers are taught and are updated on different strategies to reach all students, Special Education and General Education. Teachers have access to the files of ELL students and are aware of who the ESL students are in their class. The teachers are informed of years they have been in the country and what kind of services they are receiving.

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.

□

Professional Development is provided through consultation of our network CEI-PEA and its staff developers.

We also take part in Professional Development opportunities at Fordham University as well as Hunter College where teachers engage in lectures, workshops and training.

Section III. Title III Budget

School: **I.S. 24- Myra S. Barnes**
 BEDS Code: **353100010024**

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	80,018	<input type="checkbox"/> Teacher Salary
Purchased services - High quality staff and curriculum development contracts	0	<input type="checkbox"/> n/a
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	0	<input type="checkbox"/> n/a
Educational Software (Object Code 199)	5,000	<input type="checkbox"/> Computer program by Pearson called Ellis for English Language usage.
Travel	0	<input type="checkbox"/> n/a
Other	0	<input type="checkbox"/> n/a

TOTAL	0	
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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.

□

Both ELL students, and parents of students who speak a second language at home, are able to rely on our school to translate and be a part of the school community. Parents and students are able to attend functions, quarterly progress reports, events, parent/teacher conferences, IEP meeting, and all other school related events with the aid of an interpreter. Parents have equal access to school related functions. Parents are invited to attend workshops, become members of the PTA, volunteer at events, etc. Parents also have the opportunity to access ARIS to keep informed of their child's progress on state tests. The data comes from initial meetings with parents, HLIS, and School wide surveys.

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.

□

Parents of students who have tested out, and students whose home language is other than English, are able to receive translated school information to be translated. The Parent Coordinator of our school also aids in assisting non-English speaking parents in their home language, by providing workshops, events and other written information in a variety of languages. Parents who enter our school have the ability to receive lunch forms, school information and regulations, and other material in the home language. The findings are reported to the school community in staff meetings, professional developments and written notification. The ESL teacher collaborates with teachers, parents and students to articulate any information that is school relevant. The ESL instructor is able to remain in constant communication with ELL parents. School staff is thus kept informed of the students in their classroom and how to communicate effectively with parents.

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.

The written translation services the school will provide are directly related to information that needs to be disseminated to the students from school and related functions that occur in school throughout the year. IS 24 meets the identified needs indicated in Part A by handing out a survey at the beginning of the school year to all students to identify home language. Those students who are ESL identified and non-ESL student who have returned forms of home language will start receiving school related information in their home language. In this manner, parents are able to be a part of the school community and kept informed of all current happenings in the school.

Written translation is provided by DOE translators, in-house and outside vendors. Our in-house translations will be provided by current state certified teachers able to speak and write in the following languages: Italian, Spanish, Arabic, Russian, Uzbek, Ukrainian, Hebrew and Hindi. Outside vendors that are currently used are for Albanian, Chinese, and Turkish. For immediate written translation, Google word translation tools is used in the classroom.

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.

The oral interpretation services the school provides for parents and students are provided by in house and outside vendors. IS 24 currently has the following oral language translation capabilities: Italian, Spanish, Arabic, Russian, Uzbek, Ukrainian, Hebrew and Urdu. Parents are able to come to our school for parent/teacher conferences, IEP meetings, guidance counselor meetings, parent orientations, workshops, school functions, trips, etc and become an active part of the school. Parents can also be called with the aid of an interpreter for information that is time sensitive. Parents are kept informed of their child's progress, and/or any difficulties, in a language that they are comfortable with and fully understand.

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>.

IS 24 ensures that parental notification requirements for translation and interpretation services are being fulfilled. IS 24 provides letters, and on-line correspondence to provide support for non-English speaking parents. IS 24 understands that minor students may not provide translation services and relies on its multilingual staff to provide important and pertinent school related information to parents orally. IS 24 uses its in-house staff, the DOE translation unit and outside school approved vendors to provide necessary and timely translations for the parents. Our school provides professional development for in house staff to update changes that occur in regulations, and how to communicate effectively with parents whose home language is other than English.

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/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

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.)
0
2. Please describe the services you are planning to provide to the STH population.

Part B:

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 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:		412,764	
2. Enter the anticipated 1% set-aside for Parent Involvement:		4,128	
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

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

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_31R024_112310-224320.doc

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 Nancy Ramos	District 31	School Number 024	School Name Myra S. Barnes
Principal Mr. Santamaria	Assistant Principal Mr. Borrero, Mrs. Furio		
Coach type here	Coach type here		
Teacher/Subject Area Ms. Disenhouse, ESL	Guidance Counselor C. Kiefer/M. Sherry/E. Siegel		
Teacher/Subject Area Mr. Torres, Math	Parent type here		
Teacher/Subject Area Mr. Smalls, Spanish	Parent Coordinator Mrs. Nuzzolo		
Related Service Provider type here	Other type here		
Network Leader type here	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	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	5
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	1479	Total Number of ELLs	19	ELLs as Share of Total Student Population (%)	1.28%
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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.

Part A: Language Allocation Policy (LAP)

Myra S. Barnes Intermediate School 24 – ELL students are served by a team of trained pedagogues upon entry to the school. The school secretary or trained pedagogue assists parents when filling out Home Language Identification Survey, HLIS, (in native language when available). The secretary/trained pedagogue will review the HLIS form. The ELL teacher or trained pedagogue will conduct an interview with the family and determine if the child is LAB-R eligible. The ELL teacher will notify parents of the Parent Orientation. Parent Orientation is given at the time of admission, when possible. Parents who cannot attend Parent Orientation on the same day of student registration will be sent home letters (in native language when available) or called to set up a Parent Orientation within ten days of their child's enrollment to the school. Parents are notified that their child has been identified as an ELL student, and will take the LAB-R test within the first ten days of their enrollment to school.

During Parent Orientation, a trained pedagogue will show the Department of Education video to new ELL parents. Parent Orientation occurs throughout the year. At these and all meetings, a bilingual pedagogue will be present (when possible) and the parent coordinator. During Parent orientation, a trained pedagogue will review the agenda for the orientation, including viewing the DOE video, filling out the Parent Survey, Program Selection form (parent choice form), question and answer period and any other relevant topics to the child's adjustment to the new school community. Parents are informed that their choice of Transitional Bilingual, Dual Language or Freestanding English as a Second Language is taken very seriously at I.S. 24. Parents have the ability to choose whatever program they want for their child. A trained pedagogue thoroughly explains the differences of the three programs offered to ELL students; Transitional Bilingual Education, Dual Language Education and Freestanding English as a Second Language. Parents will be notified that if they have chosen Transitional Bilingual or Dual Language that these programs are unavailable at this time, due to insufficient numbers of ELL students and due to parent choice. However, should the numbers of our students increase for a specific program while meeting the criteria for such a program, I.S. 24 will initiate these programs and have another parent orientation for all parents involved. Parent Orientation provides time for a question and answer period to make sure that students and families have health insurance, access to community resources and other necessities. I.S. 24 gives out information for the aforementioned and makes sure parents and students feel that they are part of the school community without any bias.

At I.S. 24 Parent Orientation is very important. Parent orientation occurs within the first ten days of a child's enrollment to our school. Parents who are not able to attend orientation once letters have been sent and phone calls logged will have a Parent Orientation conducted when parents show up at school at a later date. A log is maintained of parents who have attended Parent Orientation. There are three sets of records kept of Parent Orientation. The original copies of Parent Choice are kept in the cumulative folder, and then two copies are kept by the ELL teacher. Parents not having returned the Parent Choice Survey or students coming into our school without previous parent choice forms filled will have the parent choice automatically revert to Transitional Bilingual. Parent orientation letters are distributed along with entitlement letter, parent surveys and any other correspondence in conjunction with ELL students. These and

any other forms of official school correspondence are done in the home language, when available, via the translation unit provided by the Department of Education or outside vendors. I.S. 24 has several pedagogues who are available to translate written or verbal correspondence when necessary for topics that are officially school related.

Transitional Bilingual Language program has been the predominant choice when choosing from Transitional Bilingual, Dual Language and ESL. This choice is largely due to the fact that IS 24 does not receive the parent choice surveys in cumulative folders. However during parent orientations held at IS 24, more parents have chosen Freestanding English as a Second Language. IS 24 is aware that all parent choice surveys missing from their cumulative folders revert to TBE. IS 24 honors all parent choices. Parents are fully informed of the three choices they have during Parent Orientation. Parents interviewed during Parent Orientation at IS 24 have stated that they believe that their children will benefit the most when placed in an English only environment. Parents who have chosen Transitional Bilingual or Dual Language programs are informed that their choice is important. However, Parents are also informed that although the program(s) they have chosen are unavailable at the present and that the program will be initiated when the criteria of having sufficient numbers of students and parent choices have been met. IS 24 has a small population of ELLs this year. There are 19 students speaking 8 different languages, therefore we are unable to open a TBE or Dual language program at the present time. The staff is also aware that the LAP is a living document and is shared with our faculty during meetings throughout the year. The LAP is shared and every staff member is aware of its importance. The LAP is updated and revised during the year to reflect the changes that occur in the methods, strategies and materials used with students.

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	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained							0	0	0					0
Push-In							0	5	1					6
Total	0	0	0	0	0	0	0	5	1	0	0	0	0	6

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	19	Newcomers (ELLs receiving service 0-3 years)	5	Special Education	8
SIFE	0	ELLs receiving service 4-6 years	6	Long-Term (completed 6 years)	8

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										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>						
Dual Language	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>						
ESL	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>						
Total	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>						

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													

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	
	EL	EP	EL	EP																
Spanish																			0	0
Chinese																			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	
	EL L	EP	EL L	EP																
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							1	5	1					7
Chinese							0	1	1					2
Russian							2	2	0					4
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														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
Polish														0
Albanian								1	1					2
Other							1	2	1					4
TOTAL	0	0	0	0	0	0	4	11	4	0	0	0	0	19

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.

A. Programming and Scheduling Information

IS 24 delivers Freestanding ESL as mandated by CR Part 154. CR Part 154 states that beginner and intermediate students are instructed for two units, or 360 minutes a week and advanced students are instructed for one unit or 180 minutes per week. These units of time are not included in the extended day of 37.5 minutes, Monday through Thursday. Freestanding ESL is delivered in a push-in/pull-out model. Students are pulled from classes and are provided with all facets of learning English, using ESL strategies and approaches. Students are seen in groups that are best suited for their skills and abilities. Depending on students test scores, strengths and weaknesses, students will be placed into different groups. Low beginners form a group of their own. However, low intermediate students may be placed with high level beginners, while high intermediate and advanced students may be placed together. These groups also can vary depending on the dynamics of students and grade levels. All instructional minutes are reviewed by the grade AP to ensure that students are receiving mandated minutes of ELL instruction. The grade AP further collaborates with the ELL teacher for the proper placement of students. IS 24 has a small number of ESL students. Therefore students are given ESL support through a combination of PI and PO programs. The ELL teacher can therefore can push into a class and provide support for the student/s in class, while being in the class to further observe what is going on and support those students again when they are pulled out of class.

Students benefit from a variety of ESL strategies, methods and differentiated instruction. Students develop new learning skills and strategies that focus on their learning styles, strengths and weaknesses. Pull-out classes are split homogeneously and heterogeneously. In order to support ELL students with academic rigors of school demands, ELL teachers deliver content area instruction, using ELL strategies and approaches. Students comprehend content area ideas and enrich language development through a variety of different approaches. The

ELL classroom uses grade level content area textbooks, the use of computers, visuals aids(posters, pictures books, flashcards, educational games), and graphic organizers to help promote ELL students to achieve higher academic grades.

Supporting ESL students also involves supportin general education teachers with workshops and meetings that include ELL strategies and approaches. Sharing best practices, working with IEP, creating ESL student goals, an dout reach to parents. These workshops are held at meetings throughout the year to ensure that staff and students are receiving quality education.

Approaches used with ELL students include the following:

Reading Approach

Total Physical Responses (TPR)

Natural Approach

Whole Language Approach

Retelling a Story

Activating Prior Knowledge

- Computer/technology
- Short educational videos
- Listening/reading computer centers
- In class computers
- Music
- Thematic posters
- Educational games

Interactive strategies that are used in general education:

- Think/Pair Share
- Whole Language
- Retelling
- Activating prior knowledge
- K-W-L(knows, wants to know/has learned)

Approaches include a variety of educational games for students in developing vocabulary and language fluency, Vocabulary Directions, MyWord, Let’s Talk, Quiddler, Wizard, etc. Educational games and differentiating instruction allows for students with different styles of learning the ability to learn and retain information.

Content area subjects are delivered to ELL students using a variety of methods and approaches. ELL teachers and content area teachers work collaboratively to ensure that students are receiving quality education. Teachers actively modify the nature of assignments through various approaches:

- Repeat/rephrase text
- Use vocabulary with specific contextual clues
- Ensure that reading has a specific purpose
- Categorize vocabulary
- Word banks
- Word walls
- Teach note taking
- Activating prior knowledge
- Filling in the gaps for those who lack past experience

Differentiation of instruction ensures that as many students as possible are comprehending information and language. These and other strategies are used on a continuous basis throughout the school year. ESL students have access to computers to aid during class instruction. ELL teachers use as many types of approaches and strategies to better enable students to learn in a meaningful manner. visual,

auditory, kinesthetic, linguistic, etc.

Teachers use a variety of resources in content area teaching:

- Eastern Hemisphere Part A
- Eastern Hemisphere Part B
- United States History: New York History Beginning to 1877
- Quick Review Math Handbook
- Mathematics PLUS
- New York Science
- The American Nation
- Mathematics Unlimited
- Elements of Literature
- Daybook of Critical Reading and Writing, Adventure for Readers

Books that are specific to ESL instruction include but are not limited to the following:

- Discovery Links Social Studies
- The Idiom Advantage, Fluency in Speaking and Listening
- Introduction to academic Discovery
- Even More True Stories
- Put it in Writing
- Achieving on the NYSESLAT
- Stories with a Twist
- Daybook
- What a World
- Action English Pictures
- Fundamentals of English Grammar
- Be a Better Reader
- Moving on in Spelling

ELL students are exposed to a variety of text books provided by the DOE, as well as an array of newspapers, magazines, websites, etc.

- www.nytimes.com
- BBC
- Voice of America
- [The Library of America.org](http://TheLibraryofAmerica.org)
- <http://americanfolklore.net>
- Smithsonian magazine, New York Times magazine

Instructional plans for SIFE students are to bring these students up to their grade level. Teachers will initiate small group activities, collaborative teaching, individualized goals, and greater focus on SIFE students so they can achieve greater academic success. SIFE students will begin where students are comfortable. They will start where they ended and through proven strategies will link their knowledge with what the new information is. They will make gains with learning the fundamentals of math, English, social studies and science.

Students who have been enrolled in NYC Public Schools for less than three years have goals set to familiarize them with learning the basics of the English language. This allows students to function socially in and out of school, and succeed academically. Students become familiar with the statewide tests given out in Math, English, Science and Social Studies. Teachers help students by providing students with

samples of the NYS exams (Math, ELA, NYSESLAT, Social Studies, Science). The students become familiar with these exams in terms of phrases and terminology, strategies, etc. The ELL instructor reviews techniques for taking high stakes tests such as reading directions and questions first, skimming the passages for answers, using context clues, practicing from past exams, reviewing frequently used vocabulary from prior exams, reviewing rubrics, etc.

Students enrolled in ESL between 4-6 years will have their test data (New York State ELA and Math scores, NYSESLAT scores, ELL Periodic Assessment tests, Acuity, E-LAP, RAI and other diagnostic exams) analyzed by their teachers to determine there are of deficiencies. The assessment of tests enables teachers to identify specific weaknesses, and allow teachers to develop higher quality lesson plans attuned to their students needs. Strategies used to aid students in class and test out of ESL include vocabulary enrichment, reviewing rubrics from tests, increasing reading comprehension, etc. Teachers will incorporate educational games, online reading and listening activities to increase language acquisition and academic achievement. The information enables teachers to develop plans based on student data and needs.

Long Term ELL students, having completed six or more years of ESL, will have their test data disaggregated and abilities assessed. Reading comprehension, vocabulary enrichment through a variety of methods (read alouds, guided reading, think aloud, etc) and other proven methods, such as words walls, on-line activities, visual aids, graphic organizers will all be used to help long term ELL students test out and improve in all of their academic areas. All the facets of English, reading, writing, speaking and listening will be broken down to their fundamental roots and students will learn new skills to address the weaknesses they possess. Students will obtain new techniques to achieve their best. Periodic evaluation through teacher observations, assessments (RAI, Acuity, teacher made exams), and Acuity will aid in identifying student deficiencies. Students may also be evaluated for educational weaknesses unrelated to language acquisition. Teachers, with parent's permission, will contact appropriate bilingual evaluators, to help identify a student's weakness, if necessary.

ELL students having been identified as special needs are often addressed using different methodologies to help students make annual yearly progress. The ELL instructor collaborates with Special Education teachers, Speech, Hearing, Visual and OT/PT therapists. The input of all these teachers enables the ELL instructor to develop instruction that helps meet the child's needs. Students in classes with paraprofessionals benefit from further differentiation of instruction. Paraprofessionals are an integral part in helping students with special needs achieve success.

Students are given the opportunity to take advantage of the support that is provided to them for up to two consecutive years following scoring a proficiency score on the NYSESLAT exam. With parents' permission, students can come to the ESL teacher for further support in their academic classes. Students can ask for further clarification, finding of information, comprehension etc. Students can continue to stay for 37.5 minutes to go over class work, projects and any other academic assignments.

Students with special needs are welcome at I.S. 24. Special Education services include 12:1 and 12:1:1 programs, CTT classes, SETTS, Speech, Hearing, Occupation and Physical Therapy, Guidance, etc. Trained instructors identify students, assess and place students in correct classes, so that students benefit academically. ELL students are placed in appropriate classes, from SP classes, CTT classes, etc. The ELL teacher collaborates with special education teachers in order to develop an appropriate action plan and provide a high level of instruction. Special education and general education attend ESL training throughout the year. Teachers are taught and are updated on different strategies to reach all students, Special Education and General Education. Teachers have access to the files of ELL students and are aware of who the ESL students are in their class. The teachers are informed of years they have been in the country and what kind of services they are receiving.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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?

I.S. 24 provides targeted intervention programs for ELLs in ELA, Math and other content areas. Intervention includes but is not limited to the following programs: 37.5 minutes extended day, and Saturday Programs. Students review during 37.5 minutes - classroom learning, homework, projects and assignments. Students can ask for clarification, review work and begin homework in an informal setting. Saturday programs are enrichment programs in Math and English. These programs reinforce state standards and strategies in preparation for high stakes tests.

ESL instruction is aligned with the core curriculum in math and literacy. Students work within their capabilities for each of their classes and receive ESL instruction to support learning and filling in missing knowledge within the class framework. Students who are true beginners learn essential skills in the core curriculums (vocabulary, language acquisition, fluency in reading, etc.). ESL teachers, parent coordinator, and content area teachers reach out to parents to keep them informed of their child's progress and any other issues that may arise throughout the year. ESL parents are reached through written correspondence, email blast, school notifications/flyers and phone calls. All of the correspondences will be aided via the translation unit provided by the Department of Education, in-house translators and/or outside vendors.

Interventions that are placed for ELL students include 37.5 minutes, Math and ELA Saturday programs, early morning math tutoring, Project for Academic Student Success, and guidance counselors. Along with reaching out to parents, general education teachers, students are given every opportunity to improve in their academic endeavors.

A new program? All of our programs

ELL students have equal access to all school functions. The translation unit provided by the DOE as well as in-house translators makes it possible for ELL students to be aware of all the events that occur in school during the year. Students are invited to participate in C.H.A.M.P.S. offered after school, Saturday programs (ELA/Math and eighth grade Science and Social Studies), school dances, Teacher/Student charity softball games, Peer and School Leadership, American Red Cross, Toys for Tots/Teddy Bear drive, Breast Cancer Walk-a-thon, Arista School and community service, March of Dimes, Penny Harvest, Support our Troops, Great American Smoke out, Movie nights, etc. The ELL teacher provides a variety of information for not only students, but workshops and forums for parents as well. Forums include the Chancellor's Meeting, Open houses for incoming 6th graders, High School information forums, etc. ELL students are a welcomed part of our school community.

- Instructional Stories with a Twist
- Postcards
- Achieving on the NYSESLAT
- Moving on in Spelling
- Discovery Links (various books addressing History and Science)
- The Oxford Picture Dictionary for the Content Areas (poster boards, including vocabulary)
- "Ranger Rick" National Wildlife Federation magazines,
- Newbridge "Visual Vocabulary Builder" card for Science (Life Science series including CD for computer, Spanish/English)
- Bilingual textbooks, dictionaries and glossaries, including the computer for additional help

Native language support is important for the development of ELL students. Classroom libraries and the school library provide students with support in their language. Students are encouraged to read in their native language because it has been proven that students who have strong native language skills are better at transference to a second language. Therefore it is important for students to keep up their reading, writing and speaking in their native language. Our classrooms provide students to computers for word-to-word translation. ELL students are introduced to students in ESL and non-ESL students who share the same language. Meeting students in ESL and out of ESL that share a language, creates a feeling of acceptance, understanding and friendship. Students are encouraged to continue with their home language. IS 24 has several paraprofessionals, OT/PT personnel that speak that speak second languages. They help students by having someone support native language. Languages that are spoken by our staff include Russian, Spanish, Korean, Arabic, Hebrew, Hindi, Urdu, Polish, Italian, Greek and Albanian.

I.S. 24 aligns services that correspond to ELLs' ages and grade levels. Students are placed appropriately to ensure that students receive high quality instruction. Students use grade level textbooks and are instructed using scaffolding method in order to breakdown the concepts into ways that can relate to those students. Using the same textbooks and using the actual vocabulary, concepts, captions, students can comprehend and use the knowledge that they already know and build on it. Using ELLs prior knowledge and their own background help students develop and comprehend concepts in class.

Incoming ELL students from NYC Public Schools are invited to attend our annual open house in the spring. I.S. 24 provides parents and students the opportunity to meet the teachers and tour the school. This allows students to meet and greet teachers, ask questions, and become familiar with the school environment. Parents are invited to ask questions, look at the classroom and have an insight to the school their child will soon be a part of. Students are also informed of the programs offered in and after school, activities they can join, etc. IS 24 reaches out to parents and students alike so that the education experience is both positive and productive. IS 24 is aware that the transition from grade school to middle school can be trying. We offer our guidance counselors and open door policy so that students can acclimate to the new environment in a safe and quick manner. Likewise, students that are graduating eighth grade and entering high school are also offered guidance counselors, High School information night, parent workshops to how to fill out paperwork for high school, open houses at the high schools and many opportunities to ask questions about the new year to come. High School Books? come in several languages so that parents can be a part of the process of choosing which high school is best suited for their child. Students also can look online at the high schools and see programs being offered, a look at the school life and curriculum. ESL students are also offered summer programs to accelerate their progress into high school. One such program is the Summer Intensive English Language Program at the City University of New York. The program is free and is designed for students who are at the intermediate or advanced level of English language proficiency and who are strongly motivated to learn. Students who have attended are very satisfied with the level of learning and the preparedness it gave them to high school.

In order to support the native language electives, teachers, paraprofessionals, OT/PT personnel are invited to the classroom. Students are therefore able to speak freely in their language. Our library has ordered books in several native languages to aid language support as well. Between a dedicated bilingual staff, native language library and computers, we are able to support native language.

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

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.

ELL staff has already attended CEP/LAP meeting, and other meeting involving ELL topics at the ISC in Staten Island. ELL staff will attend more professional development sessions, including Designing and Developing Exemplary Practices for ELLs. The ELL staff is sent to a variety of forums that discuss long term ELLs, parent outreach and so forth.

The overall staff of IS 24 is involved with ESL. Staff is notified when a new student has entered their classroom. Teachers are notified of home language, level, abilities and any special needs that the students may have. The ELL instructor provides several professional developments for regular classroom content area teachers in order to better assist ELL students in the classroom. The minimum 7.5 hours of ELL training for all staff is provided during the school year. The ELL instructor provides workshops to general education staff regarding several strategies that will assist ELL students in their classroom. The ELL teacher and other trained pedagogues will also provide staff with professional development for enrolling new ELL students to the school. School secretaries have attended professional development meetings related to ELL enrollment in school (Chief Achievement Office, SWDs and ELLs Pupil Accounting Secretary Professional Development Fall 2009).

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?

Parental involvement is a large part of IS 24. Every year there are many functions that reach out to parents in our school community. Our parent coordinator is up to date on many of the workshops available at our school and throughout the boroughs to assist all students and parents in our school, general, special and ELL students. Parents are kept abreast of information through leaflets, flyers, email blast and an automated phone system. ELL students also will have flyers translated, when possible, and are able to know about the many events and programs offered in our school and community. Parents are welcome at our school and encouraged to attend workshops and forums held at our school and throughout the city.

■ I.S. 24 enjoys collaborations with several community-based organizations, including Staten Island Hospital, Staten Island Yankees, American Cancer Society, March of Dimes, The S.I. Parent Resource Center, Grace Foundation, Staten Island Parent to Parent, Teddy Atlas Foundation, Project Hospitality and the Lynne Robbins Steinman Foundation. These agencies provide on going parent outreach, counseling and medical services, student tutoring, and referrals to other support agencies and are vital components of the Academic Intervention Services.

2. Annual meeting for parents of all students who are attending I.S. 24
3. Provide parents with timely information about programs in the school via flyers and newsletter
4. Parent-teacher conferences
5. School-wide project bulletin board
6. School-based committee meetings and School Leadership Team
7. Monthly PTA meetings, 6th grade Orientation breakfast, Open house
8. Visit feeder schools prior to their 6th grade year to prepare for transition into intermediate school
9. Articulation meetings
10. High School Orientation for General/ESL/Special Education Parents
11. Parent/guardian Survey
12. Parent Workshops on various matters pertaining to outcome of Survey
13. Literacy and Math workshops for parents (curriculum based)
14. Library workshop for parents on Internet searching and the use of NOVEL (New York Online Virtual Electronic Library)
15. Bullying workshop in collaboration with the Guidance Department
16. Internet Safety workshop
17. HIV/AIDS curriculum workshop

- 18. ESL parent meetings
- 19. Region 7 Office of Parent Engagement
- 20. Notices will be available to parents in other languages

■ Organize for Effort - Outreach to all parents by PTA newsletter, notices in different languages, telephone announcement system, updated website and make available PTA and School Leadership Team information, parents will be given ample opportunity to participate in their children’s education.

■ Accountable Talk - Literacy and Math workshops for parents (curriculum based), library workshop on Internet searching and the use of NOVEL (New York Online Virtual Electronic Library) and ESL parent meetings will inform and build upon parental involvement

■ Learning as Apprentice - Providing parents with Regional training, professional development and parent coordinator workshops, parents will be given the tools which will educate and provide the opportunity to assist their children in all fields of study.

I.S. 24 is continuously dedicated to improve communication with ELL parents. Parents are continuously encouraged to partake in school activities, school functions and be an important source when it comes to their child’s education. Parents are kept informed of school activities by using the DOE translation unit, in-house and outside vendor translators when available. Parents are encouraged to attend workshops, programs and meeting in and out of school.

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)							2	4	2					8
Intermediate(I)							0	1	1					2
Advanced (A)							2	6	1					9
Total	0	0	0	0	0	0	4	11	4	0	0	0	0	19

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							1	1	0				
	I							0	4	1				
	A							1	4	3				
	P								2	1	0			
READING/ WRITING	B							0	3	2				
	I							1	0	1				
	A							3	4	1				
	P								0	3	0			

NYS ELA									
Grade	Level 1		Level 2		Level 3		Level 4		Total
3									0
4									0
5									0
6		0		1		1		0	2
7		2		4		0		0	6
8		0		2		0		0	2
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									0
4									0
5									0
6	0		2		0		0		2
7	1		5		1		1		8
8	0		0		1		1		2
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			4		4				8
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			2		5		1		8
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				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

evident in the ELA, Science and Social Studies tests. Students are often repeating the same level of ESL year after year with little improvement and just short of points when it comes to proficiency levels of the NYSESLAT. This is especially evident when it comes to the writing section. Some students are falling shy of reaching proficiency in writing by just 2-5 points. Teachers are using these scores to guide their teaching to make sure that they are providing students with a higher level of education. Once teachers are aware of a particular weakness, they will develop a curriculum that will better suit the students to attain a level of proficiency and finally test out of ESL, or to gain a new level within ESL. Teachers also create goals for each student to provide them with a more effective way of teaching.

Assessment tools that our school uses to assess the early literacy skills of our ELLs include the LAB-R and NYSESLAT. The insight the data provides about our ELLs provides teachers with information that drives their teaching. This information allows us to identify the deficiencies and strengths of students which guide our teaching. The pattern that is revealed by the data pattern is that most of our ELLs are proficient when it comes to Listening/Speaking section and are Advanced in Writing/Reading. Most of our ELLs are long term ELLs. These students are coming to our school speaking fluent English, but their skills in writing are not quite adequate to reach proficiency level in the NYSESLAT.

Patterns across NYSESLAT modalities reading/writing and listening and speaking affect instructional decisions because it helps drive instruction. If a child is scoring proficiency in Speaking/Listening and needs help in writing, it creates a lesson that continues support with Listening/Speaking but with more focus in reading and writing so that those skills increase as the academic year comes to a close.

Only one student has taken the native language test and comparatively had scored higher and proficient in the native language compared to English. The pattern across proficiencies and grades show that most students are in the high intermediate and Advanced levels in the NYSESLAT test. In the past our school has used the ELL Periodic Assessment test to help further drive instruction. It allowed teachers to focus on the weaknesses of the student, while maintaining the strengths throughout the year.

Our school does not have a dual language program.

Our school evaluates the success of our ELL program by student's progression using the NYSESLAT, overall students acclimation to the school academically and socially, and to the community at large. It is important that ELL students in IS 24 are always striving to reach their fullest academic potential with the help of the school community and all that it has to offer.

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.

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		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	I.S. 024 Myra S. Barnes					
District:	31	DBN:	31R024	School		353100010024

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	0		92.7	93.9	93.1
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	478	477	447				
Grade 7	475	479	492				
Grade 8	520	487	488				
Grade 9	0	0	0				
Grade 10	0	0	0				
Grade 11	0	0	0				
Grade 12	0	0	0				
Ungraded	30	28	23				
Total	1503	1471	1450				

Student Stability - % of Enrollment:			
(As of June 30)	2007-08	2008-09	2009-10
	97.7	97.8	96.1

Poverty Rate - % of Enrollment:			
(As of October 31)	2008-09	2009-10	2010-11
	19.5	30.9	35.9

Students in Temporary Housing - Total Number:			
(As of June 30)	2007-08	2008-09	2009-10
	3	37	23

Recent Immigrants - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
	5	5	4

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	76	69	67	Principal Suspensions	63	81	121
# in Collaborative Team Teaching (CTT) Classes	53	58	79	Superintendent Suspensions	7	26	18
Number all others	133	138	117				

Special High School Programs - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	93	92	96
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	35	43	15
# receiving ESL services only	14	18	TBD	Number of Educational Paraprofessionals	17	17	43
# ELLs with IEPs	5	10	TBD				

These students are included in the General and Special Education enrollment information above.

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
	1	0	6	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	86.0	81.5	89.6
				% more than 5 years teaching anywhere	77.4	80.4	85.4
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2008-09	2009-10	2010-11	% core classes taught by "highly qualified" teachers	97.0	98.0	95.8
American Indian or Alaska Native	0.2	0.7	0.7		96.0	92.5	97.1
Black or African American	1.5	1.1	1.7				
Hispanic or Latino	9.0	10.5	11.2				
Asian or Native Hawaiian/Other Pacific	3.6	3.3	3.7				
White	85.7	83.5	82.7				
Male	52.8	51.9	53.5				
Female	47.2	48.1	46.5				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
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	v	v	-				
White	v	v					
Multiracial	-	-					
Students with Disabilities	v	v					
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	6	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	C	Overall Evaluation:	P
Overall Score:	37.6	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	P
School Environment:	6.2	Quality Statement 2: Plan and Set Goals	P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	UPF
School Performance:	11.2	Quality Statement 4: Align Capacity Building to Goals	P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	P
Student Progress:	16.7		
<i>(Comprises 60% of the</i>			
Additional Credit:	3.5		

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	I.S. 024 Myra S. Barnes					
District:	31	DBN:	31R024	School		353100010024

DEMOGRAPHICS

Grades Served:	Pre-K		3		7	v	11		
	K		4		8	v	12		
	1		5		9		Ungraded	v	
	2		6		v	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	0	0	0		92.7	93.9	93.1
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	478	477	447				
Grade 7	475	479	492				
Grade 8	520	487	488				
Grade 9	0	0	0				
Grade 10	0	0	0				
Grade 11	0	0	0				
Grade 12	0	0	0				
Ungraded	30	28	23				
Total	1503	1471	1450				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	97.7	97.8	96.1

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	19.5	30.9	35.9

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	3	37	23

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	5	5	4

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	76	69	67	Principal Suspensions	63	81	121
# in Collaborative Team Teaching (CTT) Classes	53	58	79	Superintendent Suspensions	7	26	18
Number all others	133	138	117				

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	0	0	TBD	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0
# receiving ESL services only	14	18	TBD				
# ELLs with IEPs	5	10	TBD				

Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Teachers	93	92	96
Number of Administrators and Other Professionals	35	43	15
Number of Educational Paraprofessionals	17	17	43

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
	1	0	6	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	86.0	81.5	89.6
				% more than 5 years teaching anywhere	77.4	80.4	85.4
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	97.0	98.0	95.8
American Indian or Alaska Native	0.2	0.7	0.7	% core classes taught by "highly qualified" teachers	96.0	92.5	97.1
Black or African American	1.5	1.1	1.7				
Hispanic or Latino	9.0	10.5	11.2				
Asian or Native Hawaiian/Other Pacific	3.6	3.3	3.7				
White	85.7	83.5	82.7				
Male	52.8	51.9	53.5				
Female	47.2	48.1	46.5				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
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	v	v	-			
White	v	v				
Multiracial	-	-				
Students with Disabilities	v	v				
Limited English Proficient	-	-	-			
Economically Disadvantaged	v	v				
Student groups making	6	6	1			

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	C	Overall Evaluation:	P
Overall Score:	37.6	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	P
School Environment:	6.2	Quality Statement 2: Plan and Set Goals	P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	UPF
School Performance:	11.2	Quality Statement 4: Align Capacity Building to Goals	P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	P
Student Progress:	16.7		
<i>(Comprises 60% of the</i>			
Additional Credit:	3.5		

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

Title I Parent Involvement Policy and Parent-School Compact for Intermediate School 24 (31R024)

Section I: Title I Parent Involvement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore I.S. 24, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]*, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. I.S. 24's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Advisory Council, as trained volunteers and welcomed members of our school community. I.S. 24 will support parents and families of Title I students by:

1. providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);
2. providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
3. fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
4. providing assistance to parents in understanding City, State and Federal standards and assessments;
5. sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
6. providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

7. We will maintain and renew our school website, www.barnes24.org, which provides links to resources and websites for students and parents. Also, our school calendar and curriculum information give parents information about topics being covered and special events as well.

I.S. 24's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the I.S.24 Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, I.S. 24 will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a ¹dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a

Please note that only New York City Public schools that have attained a student population of two-hundred (200) or more will receive funding to hire a Parent Coordinator.

dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)
- host the required Title I Parent Annual Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings (e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed; and

I.S. 24 will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Open School Week and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council;
- supporting or hosting OFEA District Family Day events;

- establishing a Parent Resource Center or lending library; instructional materials for parents.
- using the “phone-blast” and “e-blast” system to reach all parents with important messages via recorded telephone/ e-mail messages. All our students and parents can be reached at pre-determined times through this system.
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; and
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand;
- updating our school website, www.barnes24.org, this provides links to resources and websites for students and parents. Our website also includes a comprehensive school calendar with regular updates and is translated into any language.

Section II: School-Parent Compact

I.S. 24, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]* is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. PS/MS/HS XX staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

School Responsibilities:

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State’s Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to State Standards;
- offering high quality instruction in all content areas; and
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;

- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes)
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education. I will also:
 - communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
 - respond to surveys, feedback forms and notices when requested;
 - become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
 - participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
 - take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and
 - share responsibility for the improved academic achievement of my child;

Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully; and
- always try my best to learn

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by Mr. Lenny Santamaria on December 20, 2010.

This Parent Involvement Policy was updated on December 20, 2010 and will be reviewed and, if necessary, updated again prior to January 31, 2011.

The final version of this document will be distributed to the school community in December 2010 and will be available on file in the Parent Coordinator's office.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school's CEP and filed with the Office for Family Engagement and Advocacy.