



[PS 24]

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

SCHOOL: 10X024
ADDRESS: 660 WEST 236 STREET,
BRONX, NEW YORK 10463
TELEPHONE: 718 796 8845
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 10X024 **SCHOOL NAME:** The Spuyten Duyvil School

SCHOOL ADDRESS: 660 West 236 Street, Bronx, New York 10463

SCHOOL TELEPHONE: 718 796 8845 **FAX:** 718 796 7243

SCHOOL CONTACT PERSON: Donna Connelly **EMAIL ADDRESS:** dconnel@schools.nyc.gov

<u>POSITION/TITLE</u>	<u>PRINT/TYPE NAME</u>
SCHOOL LEADERSHIP TEAM CHAIRPERSON:	<u>Nina Amster</u>
PRINCIPAL:	<u>Donna Connelly</u>
UFT CHAPTER LEADER:	<u>Geraldine La Mura</u>
PARENTS' ASSOCIATION PRESIDENT:	<u>Cliff Stanton</u>
STUDENT REPRESENTATIVE: <i>(Required for high schools)</i>	<u></u>

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 10 **SSO NAME:** Children's First Network ESA

SSO NETWORK LEADER: Bob Cohen

SUPERINTENDENT: Sonia Menendez

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position and Constituent Group Represented	Signature
Donna Connelly	*Principal or Designee	
Geraldine La Mura	*UFT Chapter Chairperson or Designee	
Cliff Stanton	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Irene Lipson	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Beth Aranoff- Lazarus	Member/ staff UFT	
Nina Amster	Member/ staff UFT Chairperson	
Nick Dembowski	Member/ staff CSA	
	Member/ Parent	
	Member/ Parent	
Michael Buckner	Member/ Parent	
	Member/ Parent	
	Member/ Parent	

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

* 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.

PS 24, Spuyten Duyvil School is located in the Riverdale section of the Bronx, New York. This kindergarten to fifth grade school serves a population of approximately 850 students from culturally diverse backgrounds. The school population is composed of 12% Asian, 14% Black, 32% Hispanic, 44% white students. The student body includes 6% English Language Learners and 21% special education students. The average attendance rate for the 2009-10 school year was at or above 94.6%. The school is not in receipt of Title I funding. State test scores for 2010 were 64% of tested students scored level 3 and 4 in ELA state exam and 74% scored at levels 3 and 4 in Mathematics on the NYS exam.

The P.S. 24 community recognizes that children are our future and we must prepare them to assume their roles as contributing members of society. Each child has individual needs, abilities, and aspirations. This vision is one of a school that provides all children with the opportunity to achieve their personal best in all areas of development, and in cooperation with peers, staff, parents, and the larger community. We inspire our students to "think globally and act locally". The school's mission is to engender excellence in academic endeavors and a respect for the similarities and differences that define our diverse population. This is achieved through N.Y.S. standards based instruction that supports all learners according to their particular needs. Supports and enrichment will be provided to accomplish this through ongoing assessment; small group instruction; intervention services provided by specialists; specialized classes and programs designed for high achieving students; integrated curricular studies, and enrichment clubs.

Ps 24 has a unique program which allows for a common prep period each day for all teachers, both classroom and out of classroom. We are working on an A to F, 6 day cycle schedule which allows for common planning for every grade and academically based enrichment clubs. We are working on a Fall and Spring semester, and lower school/upper school organization. There is one teacher data liaison as an additional teacher on every grade that regularly meets with the administration to collect, interpret and use data to inform instruction. This school-wide enrichment model allows for both enrichment clubs and accelerated groups in reading and mathematics to take place during lunch periods. The Fall clubs are open to Grades 1-5 and are selected by students. Students must make a commitment to the clubs for the designated periods: Fall: October-December; and Spring semester, February to May. The club titles for the Fall are Chess Club, Glee Club, Sports Club, Concert band, Spuyten Duyvil Players (theater club), Running club, Mixed Media, Spanish, Technology, Mediation, accelerated math (Ken Ken and problem solving), Book Conversation Groups, Technology, Gardening, and Mural club.

Ps 24 is focused on tracking student progress. Teachers and data specialists, data liaisons, meet weekly after school to analyze both formative and summative assessment information for the purpose of writing individual learning goals and small group guided reading lessons for groups and individual students in every class K-5. Additionally, during professional development, teachers are deepening their understanding for teaching comprehension strategies for their targeted guided reading lessons. All data is analyzed and interpreted by teachers and teacher data liaisons and specialists regularly to inform instruction at faculty meetings, grade meetings, and during professional development days.

Additionally, PS 24's professional development initiative is to purposely work to improve content area learning in science and social studies. This will be achieved through on grade and cross grade planning and design meetings. These meetings will be held weekly for grade meetings and bi-monthly for cross grade collaboration. Teachers will study together and share their expertise at these meetings to both design and track implementation of content in both social studies and science. The evidence of quality work was the development and implementation of an interdisciplinary study of the Hudson River across grades (2009-2010), which will be

continued in school year 2010-2011. This integration of reading, writing, social studies (history and geography) and science is expected to increase and deepen students' content vocabulary and non-fiction reading and writing. Content will include grade appropriate and standards-based vocabulary, concepts and facts in the subject area. During the implementation of this project, teachers are given coverage to conduct intervisitations with their colleagues to view a lesson and debrief the teaching and learning that took place in the lesson. In addition, teachers on all grades as well as out of classroom service providers (SETSS, AIS), data specialist and the principal participate in the design and implementation of these interdisciplinary units. The staff and principal fully anticipate that an improvement in social studies and science content which will impact positively on ELA scores for the school year 2010-1011.

P.S. 24 uses a Balanced Literacy format in which students engage in two hours of reading and writing: for example, the time may include shared reading, read aloud, guided reading, independent reading, literature circles/partnership reading, word study, test preparation, shared writing/interactive writing and writing workshop. Classroom libraries are organized by level, author and genre. A Guided Reading Resource Center stocks multiple sets of books used as needed by classroom teachers and support staff throughout the year. Teachers in Grades K,1, and 2 utilize Fountas and Pinnell Reading Diagnostic System Assessments which include running records, interim data collection and analysis. Students in grades 3,4,5 utilize both ITA's and Predictives to inform instructional decisions. All students are assessed informally through individual conferences to determine progress throughout the course of the year. Each grade has developed reading and writing curriculum calendars for the year based on state standards. Collegial planning opportunities support the mutual development of units of study and the lesson plans that support those units. Staff works together to evaluate student work to determine the effectiveness of planning, instruction, and student progress. Math instruction in grades K-4 is based on the citywide math curriculum that includes Every Day Math as the core curriculum. Instruction for grade 5 features the Investigations program that integrates concept development and the acquisition of basic skills, supplemented by a math text.

P.S. 24 students have access to many special programs. This year, the school will once again participate in a partnership with the New York Philharmonic which will greatly enhance our music program as students get the benefit of teaching professionals and professional musicians. In addition, we will have the opportunity to attend free concerts at Lincoln Center. The music program also features chorus performances, dance and more. In addition, the school has many other programs that support standards based instruction. Students create a wide variety of art in the school's art studio. There is a special emphasis on ceramics and an annual art fair celebrates the students work. All children in kindergarten through second grade learn electronic keyboarding in the school's piano lab; third graders learn recorder: and, fourth and fifth graders learn to play brass, woodwind and percussion instruments. Fourth and fifth graders also have the opportunity to participate in our lunchtime chorus, ensemble band, and intramural sports. Additionally, Grades 4 and 5 will participate with the Vital Theatre Company in playwriting and performance.

The school's physical education program is rigorous where children learn to play various sports under the guidance of two physical education teachers. There is also a dance component culminating in our annual dance festival. P.S. 24's science program features a planetarium, a science inquiry lab in fifth grade, and a hands-on approach in grades K-4.

We believe strongly in social emotional learning and through our experientially based conflict resolution program, children learn through role plays many communication and empathy building skills.

We have a strong technology program, two Smartlabs and Smartboards in all classrooms.

Parents are key partners in all aspects of the school. They are represented on the School Leadership Team and work collaboratively with school staff to construct the CEP. Parents are active throughout the year in major fundraising activities that provide revenue for arts and cultural programming both at school and of site field trips. They participate in large numbers in get acquainted meetings and Parent Teacher nights, DOE parent surveys, PA executive Board and General meetings, the Scholastic Book Fair, learning leaders, and a Mock Election. They provide funding for major arts partnerships and in-school arts programs by professionals.

CEP Section III: School Profile Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010) SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name: P.S. 024 Spuyten Duyvil
District: 10 **DBN:** 10X024 **School BEDS Code:** 321000010024

DEMOGRAPHICS

Grades Served:	Pre-K	3	√	7	11	
K	√	4	√	8	12	
1	√	5	√	9	Ungraded	
2		√		6	10	
Enrollment (As of October 31)	2007-08	2008-09	2009-10	Attendance - % of days students attended:		
Pre-K	0	0	0	2007-08	2008-09	
Kindergarten	111	143	142	94.6	94.2	
Grade 1	135	136	149		TBD	
					Student Stability - % of Enrollment:	
Grade 2	125	136	135	2007-08	2008-09	
					2009-10	
Grade 3	107	132	138	94.3	96.2	
Grade 4	114	108	129		TBD	
Grade 5	122	113	108		Poverty Rate - % of Enrollment:	
Grade 6	0	0	0	2007-08	2008-09	
					2009-10	
Grade 7	0	0	0	17.5	18.0	
Grade 8	0	0	0		26.1	
Grade 9	0	0	0		Students in Temporary Housing - Total Number:	
Grade 10	0	0	0	2007-08	2008-09	
					2009-10	
Grade 11	0	0	0	1	8	
Grade 12	0	0	0		TBD	
Ungraded	9	1	4		Recent Immigrants - Total Number:	
Total	723	769	805	2007-08	2008-09	
					2009-10	
Special Education Enrollment: (As of October 31)	2007-08	2008-09	2009-10	Suspensions (OSYD Reporting) - Total Number:		
# in Self-Contained Classes	65	58	47	2007-08	2008-09	2009-10
# in Collaborative Team Teaching (CTT) Classes	0	0	9	4	7	7
Number all others		65		13	2	TBD
<i>These students are included in the enrollment information above.</i>				0	0	TBD
2007-08		2008-09		0		0
0		0		82		68
0		0		Special High School Programs - Total Number:		
				2009-10		(As of October 31)
				0		CTE Program Participants
				0		Early College HS Program Participants
				English Language Learners (ELL) Enrollment: (BESIS Survey)		
(As of October 31)	2007-08	2008-09	2009-10	Number of Staff -		
# in Transitional	0	0	0			

Bilingual Classes

				2007-08	2008-09	2009-10	<i>Includes all full-time staff: (As of October 31)</i>
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	40	36	35	57	51	TBD	Number of Teachers

SECTION IV: NEEDS ASSESSMENT

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

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

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

SCHOOL STRENGTHS AND ACCOMPLISHMENTS

P.S. 24's most recently completed Quality Review Report 2009-2010 identified four general areas where the School has achieved outstanding performance. They are as follows:

- 1) High quality leadership and goal setting processes provide the vision and momentum for the school's continued high achievement.
- 2) School leaders and faculty consistently use a wide range of formative and summative data to establish a clear understanding of the performance and progress of individual students and subgroups that purposefully analyze student data assessment.
- 4) Professional development opportunities are purposeful and carefully aligned to the school's goals, enabling teachers to reflect on their practice and make timely adjustments that improve student outcomes.
- 5) The school's very effective use of available resources is building capacity and accelerating student progress.
- 6) Teachers use assessment information well to inform curricular planning and groupings so that learning is meaningful and meets students specific needs.
- 7) The school works closely and shares relevant information with parents and students to encourage good attendance and academic achievement.

The school can point to the following specific institutions, practices and undertakings that have contributed to its success and represent the most significant aids to its continuous improvement:

- 1) Program A-F
- 2) Teacher data Liaison every grade
- 3) School-wide enrichment program
- 4) Accelerated Groups
- 5) Book of the Month Club
- 6) Teacher Professional Book Club Group
- 7) Professional Development: Reading Instruction, Social Studies Units of Study.
- 8) Continued focus: Integration of Technology, Project based Learning, Social-Emotional Learning all students, Evaluation of initiatives for coherence of policies and practices and to foster improved collaboration and communication.

SCHOOL CHALLENGES AND BARRIERS

P.S. 24's most recently completed Quality Review Report (2009-2010) found three general areas where the school needs to improve.

- 1) **Further develop the successful project-based approach to the curriculum in order to broaden and enrich learning opportunities for all students, including those at academic risk and those in the highest achieving categories.**
- 2) **Build on the safe and nurturing environment so that it is fully inclusive of all students and teachers by providing opportunities for sharing ideas and having a greater part in the school-wide decision making process. More staff feedback for initiatives and goals, effectiveness of PD**
- 3) **Inject rigor into evaluating the effectiveness of curricular, instructional, and organizational developments to further increase coherence in school practices.**
- 4) **Focus on students who "slipped" from level 3 to level 2 on recent exams in ELA and Mathematics. More focus on individual needs of students as told by all incoming data**
- 4) **Continue to work on progress of subgroups of special education students and English language learners (ELLs), even though all students, according to recent accountability report, have achieved their AYP's,**

SECTION V: ANNUAL SCHOOL GOALS

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

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

Subject Area:	Annual Goal:	Short Description:
<p>English Language Arts Mathematics</p>	<p>By June 2011 increase by 10 % the number of students at levels 3 and 4, as determined by state exams.</p>	<p>Incoming data shows that a portion of students has “slipped” from level 3 to level 2. Data from F&P and from TCRWP will enable teachers to differentiate better in order to target students’ needs. Data from ELA test item analyses will be aligned with F&P and TCRWP data to better target instruction for students in all subgroups. Project-based learning and enrichment clubs will enable teachers to engage all students at deeper levels of thinking.</p>
<p>School environment</p>	<p>By June 2011 improve school environment results by 20% growth on the school environment survey.</p>	<p>Incoming data shows a need to communicate more effectively across all areas. This goal will be accomplished in the following ways: monthly grade meetings with teachers during common preps, a program which allows for daily common planning for all teachers, monthly faculty meetings, and professional training in use of the F&P Reading Diagnostic System, content-based units of study, and targeted data analysis and use. By June 2011 we will re-build a sense of community, respect, and collaboration. All constituencies of the school, including students, parents, teachers, and support staff will be part of this initiative. Regular feedback and evaluation of initiatives will be solicited from teachers and used for future planning.</p>

Technology	By June 2011 75 % of teachers will be implementing laptop and SmartBoard technology with all students.	Data from the Quality Review and the school's Progress Report indicates that we by creating a vision for technology as enhancing the curriculum we will boost achievement in the content areas, which will in turn boost reading and math skills. Providing professional development on use of laptops and SmartBoards will allow teachers to differentiate instruction using technology to target individual student needs.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): English Language Arts

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	By June 2011 increase by 10 % the number of students at levels 3 and 4 of the ELA, as determined by state exams.
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<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>Action 1: Professional Development Action 2: Targeted Population</p> <p>Action 1: Professional Development</p> <p>One strategy to accomplish this goal will be providing teachers and staff with quality professional development on using F&P to promote guided reading within the K-5 classrooms. Teachers across grades will be trained monthly by a consultant in how to implement F&P with fidelity in the general classroom. Out-of-classroom teachers and staff will also receive training in how to conduct guided reading groups at various levels and according to students' needs.</p> <p>Another example of professional development would be sessions aimed at aligning social studies and science content with reading objectives. Teachers in grades 3-5 will be offered opportunities for professional development with trained consultants in creating project-based social studies and science units of study.</p> <p>Finally, teachers will meet weekly within grades, monthly with the administration, and daily during common preps to further enhance professional knowledge of F&P reading assessments, guided reading instruction, and project-based learning. These meetings will focus additionally on data from ELA exams and on data gathered from reading assessments and other classroom learning indicators.</p> <p>Action 2: Targeted Population</p> <p>Another strategy for accomplishing this goal will be to target populations in need of AIS services, in need of enrichment opportunities, and in need of more small-group attention during reading. Data analysis conducted by the classroom teachers, the teacher data liaisons, and by the state exams will determine student groups in need of more intensive instruction.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Principal is funded through Tax Levy</p> <ul style="list-style-type: none"> • Teachers release time paid through Tax Levy • Books order will be paid through Tax Levy • Funding for substitutes or coverage by teachers will be funded through Tax Levy
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Progress towards this goal will be measured by F&P assessment data conducted by classroom teachers in November, March, and in June. Progress will also be measured by gains made in ELA acuity and predictives as well as by gains in performance made on state exams.</p>

School Environment

Subject/Area (where relevant):

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> <p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines</p>	<p>By June 2011 improve school environment results by 20% growth on the school environment survey</p> <p>Action 1: Professional Development Action 2: Targeted Feedback Action 3: Clear Communication</p> <p>Action 1: Professional Development</p> <p>Our strategy to accomplish this goal will be to continue to provide opportunities for professional development that support the growth of staff expertise and monitor progress through analysis of student work and achievement trends.</p> <p>An example of professional development activities will include training the entire staff, students, and parents in communication skills including active listening and “I Messages,” constructive problem solving and negotiation, and mediation. All professional development activities will begin with community building activities and end with a reflection piece. Professional development will also train all staff in conflict resolution and peer mediation.</p> <p>Action 2: Targeted Feedback</p> <p>This initiative includes whole grade monthly meetings with students, weekly meetings with teachers, monthly meetings with staff other than classroom teachers, and monthly faculty meetings. Common prep time, a semester schedule, and an A-F daily schedule will facilitate meeting time within and across grades.</p> <p>Improving teachers, staff members and students’ understanding of social and emotional learning (SEL), and incorporating these ideas into our existing school curriculum will assist in overall improvement of the school tone and environment. Our goal is to re-build a sense of community, respect, and collaboration.</p> <p>Action 3: Clear Communication</p> <p>We will work with the Parents Association to review the survey results and identify more and better channels to further improve communication of critical decisions. The Principal will clearly communicate through a variety of media. E-Chalk newsletters will be sent once a month, a Curriculum Corner feature on the school website will convey monthly a variety of curriculum and instructional issues of interest. The</p>
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	Principal will regularly attend all Parents Association meetings.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	Principal is funded through Tax Levy <ul style="list-style-type: none"> • Teachers release time paid through Tax Levy • Funding for substitutes or coverage by teachers will be funded through Tax Levy • Consultant
Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i>	Progress will be measured by two midline assessments designed to evaluate the school environment as perceived by students, teachers, staff, and parents. These two midline assessments will occur in November and in February. These formative assessments will be designed to report areas of strength and areas of focus for school environment.

Subject/Area (where relevant): _____

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	By June 2011 75 % of teachers will be implementing laptop and SmartBoard technology with all students
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>Action 1: Professional Development Action 2: Differentiated Instruction Action 3: Project-Based Learning</p> <p>Action 1: Professional Development</p> <p>Our strategy to accomplish this goal is to enable teachers, staff, and students develop technical expertise so as to enhance curriculum objectives across content areas by using laptop and Smart Board technology. Students' skills and achievement will be impacted through the use of technology at all grades and in all content areas.</p> <p>Teachers will be trained on using laptops and SmartBoards to implement the I-Ready reading strategy program. Training will occur in November initially, and then monthly as needed in order to have 100% of classroom teachers and out-of-classroom teachers trained to implement this program during reading</p>

	<p>workshop.</p> <p>The technology director will co-teach lessons with classroom teachers in order to further professional development gains in technology.</p> <p>Action 2: Differentiated Instruction</p> <p>An example of activities for this initiative include enrichment clubs and accelerated learning clubs that are differentiated based on student achievement and student needs. Students will be trained on how to implement laptops as tools for learning and on using SmartBoards to further learning gains in ELA and Math. Gains in learning will be measured by F&P reading assessments and by ELA and Math exam performance results.</p> <p>Action 3: Project-Based Learning</p> <p>Project-Based Learning will enable teachers to infuse technology into many curriculum areas with a common content-area purpose. Students at all levels will be able to incorporate laptops and SmartBoard technology into projects designed to be rich in content and rigorous in skill development. Students in all grades will incorporate technology into their classroom learning during reading workshop and math instruction.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Principal is funded through Tax Levy</p> <ul style="list-style-type: none"> • Teachers release time paid through Tax Levy • Funding for substitutes or coverage by teachers will be funded through Tax Levy
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Indicators of interim progress towards this goal include successful completion of projects selected for Project-Based Learning. Indicators of progress towards this goal will also include attendance of teachers at professional development and an assessment conducted by the Technology Director on use of technology within the classroom. A baseline assessment of technology use will be conducted in November. The Technology will complete a midline assessment of technology use in March 2011 and a final assessment in June 2011. Achievement of this goal will also be measured by student gains in F&P levels and by achievement on Math and ELA tests.</p>

Enrichment and Accelerated Classes

Evaluative System

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-2010 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

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

Nov 20, 2008 **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	N/A	N/A	1	n/a	0	
1	30	24	N/A	N/A	2	n/a	1	
2	26	37	N/A	N/A	0	n/a	4	
3	38	24	N/A	N/A	0	n/a	1	
4	43	43			1	n/a	0	
5	48	25			1	n/a	2	
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>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.).</p>
<p>ELA:</p>	<p>Grades 1-2: AIS push in instruction provided to small groups of students in guided reading. AIS Teachers work with the classroom teachers to serve 30 students in 1st grade and 26 students in 2nd grade. In addition Wilson Reading and Word study are used. Grades 3-5 AIS provided by push in AIS teachers who teaches in small groups 38 students in grade 3; 43 students in grade 4; 48 students in grade 5. Additional AIS provided in extended day by classroom teacher and an AIS teacher, and AIS is offered during Winter and Spring Academies for test preparation.</p>
<p>Mathematics:</p>	<p>Small group instruction provided in class by classroom teacher and student teachers or out-of-classroom teachers during instructional time and during extended day. Classroom teacher and Math AIS teachers work with small groups for several weeks before state mathematics test. In addition Math Champs Saturday program, Winter and Spring Academies offers instruction to students identified by teachers as struggling according to multiple data sources.</p>
<p>Science:</p>	<p>Vocabulary and writing of procedures and terms in a science journal are focus of class work to assist all students.</p>
<p>Social Studies:</p>	<p>Classroom teachers serve grade 3-5 students in effective processing of Document Based Questions in preparation for 5th grade Social Studies exam. All students receive content-based instruction for project-based learning.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Counseling offered to students in Special Education who are mandated both individually and in small groups. In addition, general education students with attendance, behavioral and or academic needs are seen by counselor. Issues addressed are bullying, bereavement, separation/divorce, self-esteem, organization, social skills.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>Leads SBST to assess and evaluate students' needs for services; initiates and modifies IEP's, refer to outside counseling and family support services. Consults with staff on behavioral issues. Active member of the Instructional Support Team</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>Social worker sees students individually and in small groups to address social-emotional, academic needs. Works closely with guidance counselor to offer services during school day in one on one and small group delivery.</p>

At-risk Health-related Services:	We conduct vision screening for all students and where indicated suggest families take child to receive vision services. Full time DOH nurse works with families to provide medications in school, and works with pupil personnel secretary and attendance specialist to monitor health related absences
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**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 CFN 6	District 10	School Number 024	School Name Spuyten Duyvil
Principal Donna Connelly		Assistant Principal	
Coach		Coach	
Teacher/Subject Area Sarah Seliger / ESL		Guidance Counselor Marlene Kron	
Teacher/Subject Area Andrea Feldman / AIS		Parent	
Teacher/Subject Area		Parent Coordinator Florence Byrne	
Related Service Provider		Other Jo Ann Benoit	
Network Leader Bob Cohen		Other	

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	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	851	Total Number of ELLs	39	ELLs as Share of Total Student Population (%)	4.58%
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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.

1. At PS 24 possible English language learners (ELLs) are identified at registration by the state-certified ESL teacher, Sarah Seliger, under the supervision of the principal. Upon registration, parents are provided with the Home Language Identification Survey (HLIS) either in the first language or with translation into the parents' first language. Possible ELLs are identified upon initial registration both in September and throughout the school year. At registration when administering the HLIS, an oral interview is conducted when parents check off one box on the front of the HLIS. The oral interview is conducted by the ESL teacher, Sarah Seliger, under the supervision of the principal in English and in the native language. Possible ELLs whose parents have checked the appropriate criteria for LAB-R (Language Assessment Battery-Revised) are then screened at the time of registration. Students receiving scores below the mandated cut-score for ESL eligibility are then grouped for ESL services. The ESL teacher, Sarah Seliger, administers the Spanish LAB to identified ELLs who have indicated on the HLIS that they speak Spanish at home. The initial identification process is completed within ten school days, as per CR Part 154. Parents are shown the DVD and are given the Parent Survey and Program Selection form. Parents are given an explanation of the ESL program. The state-certified ESL teacher, Sarah Seliger, with the assistance of the Parent Coordinator, Florence Byrne, and under the supervision of the principal implements this process. ELLs are annually evaluated using the NYSESLAT in the spring. This exam is administered by the ESL teacher under the supervision of the principal. Letters are sent to parents informing them in their native language and in English of their student's progress on the NYSESLAT.

2. Parents of ELLs receive information about the ESL program choices upon registration by the state-certified ESL teacher, Sarah Seliger. At registration, parents view the DVD, read the program brochure, take the parent survey, and make a program selection. This information is conveyed in the parents' native language through the use of paper translations or through a translator, or by viewing translated versions of the orientation video online. The ESL teacher, Sarah Seliger, and the Parent Coordinator, Florence Byrne, assist

parents in understanding program choices at the time of the orientation, upon registration, and if necessary, by appointment. The principal supervises the ESL teacher and the Parent Coordinator in this process. This orientation is held at registration and at various points throughout the school year when new ELLs are admitted and screened. The parents are further educated about the ESL program in their first language at Parent Conferences, Get Acquainted Days, and at ESL Family Education nights.

3. At our school entitlement letters, Parent Surveys and Program Selection Forms are given to parents upon registration by the state-certified ESL teacher, Sarah Seliger, under the principal's supervision. These forms are given to parents in their first language or through the use of a translator, or through the use of native language translations of the forms.

4. The procedures used for program placement at our school are determined through the initial identification process at registration. Parents are met with upon registration and are given program selection forms and parents surveys, along with explanations in their first language or through the use of a translator, native language paper translations, and the available native language videos. The state-certified ESL teacher, Sarah Seliger, and the Parent Coordinator, Florence Byrne, under the principal's supervision, ensure that program placement runs smoothly. Numbers of parents interested or requesting bilingual programs are recorded.

5. The trend of parent choice in the past few years overwhelmingly indicates (100%) that all parents in the past few years have chosen Freestanding ESL. Reasons for this trend may include parents' wishes for their child to remain in their neighborhood school, absence of bilingual programs in lower-incidence languages, or desire for their child to remain a monolingual English environment.. Data on parent requests is recorded and maintained for further analysis by the ESL teacher, Sarah Seliger.

6. Program choices at our school are aligned with parent requests, as all of our school's parents have chosen Freestanding ESL, which is the program in place at this school. In order to maintain alignment, the same rigorous and timely screening process will continue in order to ensure compliance. In order to maintain alignment, school staff, including the administration and the secretarial staff, are educated in protocol and procedures for ELL Identification and Screening. This training and education is done by Sarah Seliger, the ESL teacher.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Self-Contained	1	1	1	1	1	1	0	0	0	0	0	0	0	6
Push-In	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	1	1	1	1	1	1	0	0	0	0	0	0	0	6

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	39	Newcomers (ELLs receiving service 0-3 years)	35	Special Education	9
SIFE	0	ELLs receiving service 4-6 years	4	Long-Term (completed 6 years)	0

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	35	0	8	4	0	1	0	0	0	39
Total	35	0	8	4	0	1	0	0	0	39

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Yiddish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other <u>0</u>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0													

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other <u>0</u>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0																			

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): <u>0</u>	Number of third language speakers: <u>0</u>
Ethnic breakdown of EPs (Number):	
African-American: <u>0</u>	Asian: <u>0</u>
Hispanic/Latino: <u>0</u>	Other: <u>0</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>0</u>

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	2	2	2	5	2	0	0	0	0	0	0	0	15
Chinese	2	1	0	0	1	0	0	0	0	0	0	0	0	4
Russian	1	0	0	0	1	0	0	0	0	0	0	0	0	2
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	1	1	0	0	0	0	0	0	0	0	0	2
Korean	0	3	0	0	1	0	0	0	0	0	0	0	0	4
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	1	0	0	0	1	0	0	0	0	0	0	0	0	2
Other	2	5	0	0	1	1	0	0	0	0	0	0	0	9
TOTAL	8	11	3	3	11	3	0	0	0	0	0	0	0	39

Part IV: ELL Programming

A. Programming and Scheduling Information

<ol style="list-style-type: none"> 1. How is instruction delivered? <ol style="list-style-type: none"> 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)? <ol style="list-style-type: none"> 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? <ol style="list-style-type: none"> 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.
<ol style="list-style-type: none"> 1. There is a freestanding ESL pull-out program at our school for all ESL students in all grades. Pull-out ESL is heterogeneous and meets for 180 minutes a week for advanced students and for 360 minutes per week for beginners and intermediate level students. Students' native languages are supported through native language literature, specifically, native language folktales and fairy tales, bilingual texts, such as bilingual fairy tales and folktales, bilingual picture dictionaries, and bilingual poetry and nonfiction books, and paper or online translations when necessary, as through International Children's Digital Library website and other websites that offer native language support in lower-incidence languages that are reflected in our school. <ol style="list-style-type: none"> a. The ESL teacher, Sarah Seliger, uses a Pull-Out organization model for all ESL students at all grades and for both general education and special education students. The ESL classes are heterogenous. Advanced-level students receive 200 minutes of ESL instruction weekly, divided into four periods of 50 minutes each, Monday through Thursday. Beginner and Intermediate-level students receive 360 minutes of ESL instruction weekly, Monday through Friday, in seven periods of 52 minutes each. b. The ESL teacher, Sarah Seliger, uses a heterogeneous Pull-Out program model to teach ESL students in all grades at our school for the mandated number of instructional minutes in both general and special education. 2. The ESL teacher, Sarah Seliger, provides the mandated number of instruction minutes for all ELLs in our school within the FreeStanding ESL program that is heterogenously roused and a pull-out model. Students are given the mandated number of instructional minutes through the heterogeneous pull-out ESL organization model. The organization of the staff supports the delivery of the instructional minutes by scheduling students' programs and classes according to the mandates of CR Part 154. ESL Pull-Out instruction is delivered during literacy blocks that integrate science and social studies content. Advanced-level ESL students receive 200 instructional minutes of heterogenous pull-out ESL divided into four periods of 50 minutes each. Beginner and Intermediate-level students receive seven periods of 52 minutes each, Monday through Friday, of heterogenous, pull-out ESL instruction. <ol style="list-style-type: none"> a. ESL instructional minutes are delivered by the ESL teacher, Sarah Seliger, according to the mandates. These minutes are provided

through content-based instruction for all ELLs that is aligned with literacy, social studies, science, and mathematics goals and standards for each grade. Pull-out groups are heterogeneous and range in proficiency level and include from four to twelve students per group. Groups are organized by grade, with grades 3 and 4 grouped together. The ESL teacher provides ESL instructional minutes in English to general education and special education ELLs. The mandated number of minutes is ensured through 50-minute periods of ESL instruction at any one time. The ESL teacher supports the classroom teachers in offering native language materials. Further native language support is offered in the school library, which maintains bilingual texts for the major language groups in our school.

3. Content areas are delivered in English through the mandated instructional minutes in heterogeneous Pull-Out ESL groups by the ESL teacher, Sarah Seliger, regardless of proficiency level, grade, or general or special education. Instructional approaches and methods used to make content comprehensible include the SIOP model, content-based language teaching, use of graphic organizers to build schema, activation of prior knowledge through rich discussion and accountable listening, and through the use of computer-assisted language learning models such as Achieve 3000 and Imagine Learning. Leveled texts are provided after reading, writing, and math baseline assessments are performed. Input is made comprehensible through the use of scaffolding, graphic organizers, visuals and manipulatives, and through connections made to content-area learning in the regular classroom. Consultation and informal discussion with the general education and special education classroom teachers ensures that standards for content-based ESL instruction are kept high.

4. The ESL teacher, Sarah Seliger, differentiates instruction for all ELLs in all subgroups, including, at our school, newcomers and ELLs receiving between 4 and 6 years of ESL instruction. Instruction is differentiated within the mandated number of ESL instructional minutes in our pull-out organization model.

a. The ESL teacher, Sarah Seliger, will deliver instruction for SIFE students after interviewing and consulting with family members through the use of a translator, and with the regular classroom teacher. The instructional plan for SIFE students would include literacy assessments such as Fountas and Pinnell reading assessment system, TCRWP reading assessments, developmental spelling assessments, and baseline writing and math assessments. After SIFE students' needs were determined, the ESL teacher would implement leveled texts and literacy activities and reading from Achieve 3000 alongside work with reading strategies and possible phonics-based programs such as Wilson and Fundamentals.

b. ELLs who have been in the country for three years or less (newcomers) receive much more scaffolding for reading and writing across content areas, receive more instruction in vocabulary and grammar, and receive help with listening comprehension in order to develop cognitive academic language proficiency. The ESL teacher, Sarah Seliger, provides this differentiation. Assessments for this group include TCRWP running records and Fountas and Pinnell reading assessments, developmental spelling inventories, and computer-based language learning software such as RAZ Kids and Imagine Learning. Work with Wilson reading programs or with Fundamentals is also included within differentiation for this group. This subgroup of ELLs also receives additional support when needed in communicating homework assignments and classroom expectations. Instruction is differentiated also for this group through the use of ESL materials, leveled texts, and other instructional aids that may be provided to the classroom teacher by the ESL teacher.

c. ELLs receiving 4 to 6 years of ESL instruction receive differentiated instruction by the ESL teacher, Sarah Seliger. This instruction includes assessments such as the TCRWP running records, the Fountas and Pinnell reading assessments, developmental spelling inventories from Words Their Way, and leveled texts from Achieve 3000 and from informational texts that provide rich academic vocabulary and work with reading strategies, particularly in informational texts. Instruction for this subgroup is further differentiated by the ESL teacher in work with writing, where students receive more assistance and graphic organizers in order to complete more complex writing assignments.

d. Long-Term ELLs receive differentiated instruction from the ESL teacher, Sarah Seliger, in the use of reading strategies, building schema using graphic organizers for reading and writing, and using problem-solving strategies and higher-order thinking across content areas. TCRWP and Fountas and Pinnell reading assessments are used to analyze students' needs, and leveled texts, rich vocabulary, and complex informational texts are provided to ensure student gains in ELA and Math.

e. ELLs identified as having special needs receive differentiated instruction as per their IEP. In ESL the ESL teacher provides graphic organizers for use in reading comprehension and in planning for writing. The ESL teacher, Sarah Seliger, may also include work with Wilson and Fundamentals in order to boost academic reading and writing skills. Students with special needs are given differentiated instruction in problem solving across content areas, and use of reading strategies across content areas in order to assist these students in meeting grade-level expectation in ELA and Math.

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

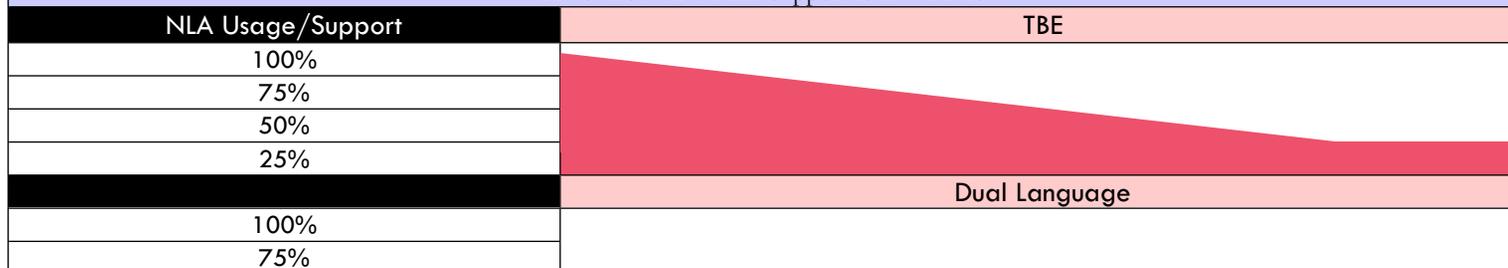
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 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	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

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



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

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

5. ELLs who score below a 3 on the ELA or Math exam or in other content areas receive targeted interventions by the ESL or classroom teacher. The language of instruction for this intervention is English, with native language translation or support as necessary. These interventions include Winter and Spring Institutes, Saturday academies, Extended Day services, and Academic Intervention Services. Targeted interventions for ELLs who are newcomers, special education, SIFE, long-term ELLs, or who have received between 4 and 6 years of service, in ELA include work with Wilson programming in reading during general classroom meeting time, work with Achieve 3000 during ESL classroom time, and work with reading strategies, such as drawing conclusions and analyzing cause and effect while reading. Math interventions for ELLs in all subgroups (newcomer, 4-6 years of service, long-term, SIFE, special education) receive targeted interventions in English with native language support or translation as necessary. These targeted interventions include small-group guided math groups that focus on problem-solving strategies, reading math word problems, and reinforcing basic math fact skills. These interventions are offered by the ESL teacher and by the general classroom teachers during math instructional time or during ESL instructional time.

6. ELLs who have reached proficiency in the NYSESLAT continue to receive transitional support for up to two years following their "Proficient" score on the NYSESLAT. Former ELLs receive the same testing accommodations as ELLs do on all tests. Former ELLs also have access to the same support services available for ELLs, such as Extended Day programming, after-school programming, and other targeted interventions that may include small group work in ELA, Math, or other content areas.

7. New programs under consideration for this upcoming school year include more focused work with media technology in order to improve literacy for ELLs in all content areas. Achieve 3000 and other technology programs available for ELLs will be used more broadly within the ESL curriculum during the school day. Other improvements to the ESL program include the use of more science and social studies content-area texts in order to improve reading strategies across content areas. More collaborative and hands-on learning will accompany use of these science and social studies texts within the ESL classroom.

8. There will be no programs or services discontinued at this time for ELLs for any subgroup.

9. ELLs are afforded equal access to all support services at PS 24. All ELLs have the opportunity to sign up for after-school

programming that is delivered by either the school or by local non-profit organizations. All ELLs have access to after-school ESL instruction that runs for three hours weekly during the school year. All ELLs have access to winter and spring institutes that run during school vacations.

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.

1. Staff development in 2010+2011 at our school includes mentoring, one-on-one support from Network Specialists and city-wide training in content-area teaching and ESL strategies. Staff development for this year will also include work with a Library Media Specialist in order to plan for the use of media literacy instruction with ELLs. This work on media literacy for ELLs will include training on current technology in order to build listening centers, make better use of online ESL materials, and incorporating language learning software and programs into the ESL curriculum. Staff development with the Testing coordinator in 2010+2011 will include data analysis in order to determine specific academic needs for ELLs in literacy in order to target and improve specific skills. ESL training at Network Professional Development opportunities and BETAC institutes will facilitate this staff development. Additional staff development will include alumni networking with members of the Teachers College TESOL department in order to enhance instructional strategies and understand language-learning theory.

2. Support for staff as ELLs transition from elementary to middle school includes educating staff in ESL programming and instruction at the middle school level, training in assessing student needs as these ELLs transition into middle school, and support with planning for the middle school transition. This support also includes time spent implementing running records, building portfolios, and other means of getting students ready for the demands of middle school.

3. As per Jose P., all teachers of ELLs receive a minimum of 7.5 hours of training in ESL theories and practices. This ESL training includes reviewing current thinking about second language acquisition at the elementary school level, examining student work for evidence of language development, analyzing data from ELLs in Math and ELA, as well as other content areas, and training in developing best practices for teachers of ELLs in the general and special education classrooms.

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?

1. Parents of ELLs are involved in all aspects of school life at PS 24 and there is an active Parents Association. Parents are provided with informational workshops and events on all programs, including ESL programming and policies for ELLs. Parents of ELLs are invited to all curriculum and related workshops conducted at our school. Letters and surveys are sent home to inform parents of new initiatives and programs. Parents of ELLs receive additional support through workshops provided them throughout the school year on working with ELLs in

content areas. These particular parent workshops are designed to foster home-school connections and guide parents in best helping their children achieve second language proficiency in English.

2. The school partners with a few community-based organizations to provide after-school programming for all students. These agencies include the Riverdale Y and the Tennis Club of Riverdale. These organizations provide information to parents as necessary.

3. Parents' needs are evaluated through information conversation with the Parent Coordinator or other school staff who work with parents, through surveys sent home through the Parents Association, and through feedback and evaluations provided at Parent Workshops and events sponsored by the Parents Association. Parents' needs are also surveyed through the classroom teacher or through school-based programming, in addition to informal conversation that may occur between teachers and parents.

4. Parental involvement activities provide enrichment for parents who seek enrichment for their children. Parental activities also provide support for parents looking to bolster their children's academic performance and achievement. Parental activities also provide a forum for discussion among other parents at the school in addition to offering a way to build home-school connections, such as through seasonal auctions, carnivals, learning opportunities, or other parents association or school events.

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)	8	0	2	1	0	0	0	0	0	0	0	0	0	11
Intermediate(I)	3	0	0	6	1	1	0	0	0	0	0	0	0	11
Advanced (A)	0	1	1	1	3	6	0	0	0	0	0	0	0	12
Total	11	1	3	8	4	7	0	0	0	0	0	0	0	34

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B	1	0	0	0	0	0	0	0	0	0	0	0	0

SPEAKING	I	3	0	0	0	1	1	0	0	0	0	0	0	0
	A	3	0	2	5	0	2	0	0	0	0	0	0	0
	P	5	4	2	4	9	3	0	0	0	0	0	0	0
READING/ WRITING	B	8	0	1	1	0	0	0	0	0	0	0	0	0
	I	3	0	1	6	2	1	0	0	0	0	0	0	0
	A	0	1	1	1	3	6	0	0	0	0	0	0	0
	P	1	3	1	1	5	0	0	0	0	0	0	0	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	2	1	0	4
4	1	4	2	0	7
5	0	0	0	0	0
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0	0	5	1	4	0	0	0	10
4	2	0	0	0	5	1	2	0	10
5	0	0	3	1	2	0	1	0	7
6	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2	0	1	0	3	0	0	0	6
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0	0	0	0
Math	0	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0
Global History and Geography	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
US History and Government	0	0	0	0
Foreign Language	0	0	0	0
Other <u>n/a</u>				
Other <u>n/a</u>				
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

1. Early literacy assessments used to assess ELLs literacy in the early grades consists of the Fountas and Pinnell reading assessment for grades K, 1, and 2. This assessment tool is new this year and is currently being implemented. The Spanish LAB is used where necessary. Data from the Spanish LAB administered this fall reveals that of the two students who took the Spanish LAB, one student scored highly in all aspects of the test, and the other student scored reasonably well, according to an informal hand score. Data from the Fountas and Pinnell reading assessment shows that ELLs in kindergarten and first grade are predominantly at pre-emergent stages of reading in English, which corresponds to their NYSESLAT or LAB-R scores of "Beginner." Students who scored at intermediate or advanced levels on NYSESLAT were likely to be approaching or at grade level in reading according to Fountas and Pinnell reading assessments. Early writing assessments, delivered informally by classroom teachers shows that all ELLs in kindergarten and first grade were at low or medium levels of writing ability, with ELLs in second grade showing writing ability that was approaching or at grade level.

2. Data from NYSESLAT scores shows that many of our ELLs are at advanced levels of proficiency in the upper grades. For these advanced students we focus instruction on specific individual student weaknesses noted within the four modalities of this exam and raise language proficiency in the targeted areas through activities and lessons that develop the New York State grade-specific performance indicators. The majority of beginners according to the NYSESLAT and LAB-R are clustered in kindergarten and first grade. This pattern suggests that students do make proficiency gains through the years and from grade to grade.

3. The modality analysis suggests that students are stronger in listening and speaking than in reading and writing. The results from the modality analysis show that instructional decisions will be affected primarily by lower reading and writing scores. Data from the reading and writing modalities, across grade levels, showed that students at all grade levels were weaker in reading than in writing. Instruction will then focus on reading more intensely and with strategies for all grade levels.

4. A. Patterns exist across proficiencies and grades. Grades with higher numbers of students achieving "Proficient" on the NYSESLAT were at the top of the testing band, either first or fourth grade. Results showed that for individual students, scores remained consistent from year to year. Students who progressed made progress in all modalities. Students who remained at advanced levels, rather than at proficient

levels, had scores that did not make progress in reading from year to year. No students decreased in score or in level from one year to the next. Several students moved two levels of proficiency, though this movement was most common either from younger students in kindergarten or first grade or from newcomers who were able to test at beginning on the LAB-R and move to intermediate on the NYSESLAT within one year. ELLs in grades 3-5 chose overwhelmingly to take tests in English, even though the native language version of the test was offered. In all cases, ELLs fared better on the English version of the exam, when taking the exam.

B. Data from the ESL Periodic Assessment showed that ELLs were stronger in writing than in reading at all grade levels for which the test was administered. Data from the Periodic Assessment showed that ELLs in fourth grade continued to score high on this assessment device, and that results for fourth grade on this assessment device were predictive of NYSESLAT scores for the same year. Scores from this test are analyzed by the ESL teacher and the Testing Coordinator and are then distributed to teachers of ELLs for the purposes of informing instructional decisions. Targeted interventions and instruction in reading strategies should help ELLs to improve reading scores in the NYSESLAT reading modality. Teachers and the test coordinator are also using the Periodic Assessment as another means of comparison to the ELA test as a way of gaining more information about a child.

c. The school is learning that ELLs, based on scores from the Periodic Assessment, are making gains throughout the years in all modalities, and that these gains are carried over to the NYSESLAT. ELLs who take the Periodic Assessment are also in need of more focused work or targeted interventions in reading in order to boost scores in this modality area. The native language is used in this area as necessary and with the help of bilingual glossaries or direct translation, as applicable.

5. N/A

6. The success of the programming for ELLs is evaluated through data analysis of the NYSESLAT, LAB-R, and other state tests, as well as performance in the general education or special education classroom. The ESL teacher with the classroom teacher and the testing coordinator, under the supervision of the principal, look for growth and progress by students, as measured on state tests and on classroom assessments. For example, student progress on the Fountas and Pinnell reading assessment after several weeks of small group ESL guided reading would be seen as progress. Parental feedback and informal observation are also used to evaluate the program's success as another form of ongoing assessment.

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.

Additional Information

Paste additional information here

Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		S

	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

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

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

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).

- X 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.
- X 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) K-5 **Number of Students to be Served:** **39 LEP** **0 Non-LEP**

Number of Teachers 2 **Other Staff (Specify)** 1 Technology Director

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.

The language instruction program for English language learners in the Title 3 program for 2010-2011 will consist of three parts. The first part of the language instruction program will consist of an ESL After-School literacy program designed to build cognitive academic language skills, increase content-area vocabulary, particularly in social studies and science, and build test readiness skills for the NYSESLAT, the ELA and the Math tests, primarily. Vocabulary instruction will focus on finding meaning in context, using higher-order thinking skills in reading, and building word knowledge using a Robust Vocabulary strategy. This program will run from October 5, 2010 through May 27, 2011 for a total of 104 hours at 4 hours per week, two days per week, 2 hours per day. 31 ELLs in grades 1 through 5 will be serviced. The teacher for this program will be a certified ESL teacher. The Technology Director of our school will co-teach 8 hours with the ESL teacher in order to implement media literacy programs such as Achieve 3000, and other language-learning programs such as *Imagine Learning* and *RAZ Kids*. The first half of the year from October through December will utilize material from *Imagine Learning*, *Achieve 3000*, *RAZ Kids*, and other media literacy websites and tools, supplemented with vocabulary-rich fairy tales and folktales that present the native language alongside the English language text. The second half of the year will focus on NYSESLAT test preparation and building reading skills and strategies in preparation for other content area tests. For this segment of the program the students

will primarily use the Empire State NYSESLAT student books and audio CDs. This program will include a focus on academic vocabulary, reading strategies across content areas, hands-on learning, and document-based study in thematic units. The language of instruction for this program will be in English, with language support in the native languages of Korean, Russian, Albanian, and Spanish, where applicable. Professional development for the ESL teacher and the Technology director will support this after-school component of the Title 3 program. Professional development will consist of attendance at one workshop at Teachers College in computer-assisted language learning.

The second component of the Title 3 program for 2010-2011 will include a parent education piece designed to foster home-school connections in literacy and other content areas. The goal of this program is to increase ELL parent involvement in the school by building parents' skills in English and in developing strategies at home that can be used to help their children in improving language proficiency and academic performance. Five sessions will be held once a month on Wednesdays from November through March for one hour. Sessions will include use of technology and software training in how to read with children in the first and second languages. These workshops will be conducted by the ESL teacher in English with native language translations and translators, if necessary. Materials for parents will be purchased to support home-school connections for this Title 3 component. These materials will include high-interest informational texts, rich picture books, such as Cynthia Rylant's *The Wonderful Happens*, and other materials that parents will be able to use at home.

The third component of the Title 3 program for 2010-2011 will consist of a Supplemental Push-In ESL teacher who will work 90 hours for 2.5 hours per week, one day a week for 36 weeks to push-in to the general education kindergarten classrooms on a rotational basis. This Supplemental piece will begin in September 15, 2010 and run through June 8, 2011. This teacher is a certified ESL teacher who will instruct in English and push-in in order to ensure high quality content area language instruction that is aligned with the general education curriculum. Push-in services will focus on building reading and writing strategies in ELA and in social studies, where applicable, from 8:20 – 10:50 once a week. 8 ELLs in kindergarten will be provided with supplemental instruction under this program piece. The ESL teacher providing supplemental push-in service will rotate through five kindergarten classrooms. The language of instruction for this piece will be English, with native language support or translation where applicable. By choosing kindergarten as the focus for this piece of the Title 3 program, our school is choosing to emphasize the value of early childhood education in order to foster English language development as early as possible in order to ensure academic success throughout the school years.

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.

Staff development for the 2010-2011 school year will focus on integrating technology and media literacy into the ESL after-school curriculum in order to foster academic language development and improve NYSESLAT performance. Professional development will be provided in-house by the school Technology teacher to the ESL teacher for the after-school program and to general education and special education ELLs. The professional development by the technology teacher will be eight hours of work developing lessons, providing instructional support, and co-teaching in the after-school program using such technology-based language programs as *Imagine Learning* or *RAZ Kids*, and other available media literacy websites. Professional Development will also consist of attendance at a workshop at Teachers College on the subject of "Technology in the Language Classroom (CALL)". The ESL teacher and the Technology Director will attend this professional development workshop at Teachers College. Dates and times for this workshop have not yet been announced. These components of professional development for the upcoming school year will allow the Title 3 ESL teachers and other teachers of ELLs to promote best practices and current thinking about developing our school's ELLs' English language proficiency.

Section III. Title III Budget

School: P. S. 24 Spuyten Duyvil School

BEDS Code: 10X024

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) <ul style="list-style-type: none"> - Per session - Per diem 	\$10,526.79	<p>90 hours of per session for Supplemental Push-In ESL Teacher to support ELL students: 2.5 hours per week x 36 weeks x \$49.89 = \$4490.10</p> <p>104 hours of per session for ESL Teacher to support ELL students in After-School program: 4 hours per week x 30 weeks x \$49.89 = \$5188.36</p> <p>5 hours of per session for ESL Teacher to support ESL Parents/ Guardians after school in Parent Workshops: 4 hours x \$49.89 = \$249.45</p> <p>4 hours of per session for ESL Teacher to provide staff development after school to teachers of ELLs: 4 hours x \$49.89 = \$199.56</p> <p>8 hours of per session for Technology Teacher to provide staff development to ESL teachers after school: 8 hours x \$49.89 = \$399.12</p>
Purchased services <ul style="list-style-type: none"> - High quality staff and curriculum development contracts. 	\$300.00	<p>\$300 Registration fee at Teachers College professional development workshop “Technology in the Language Classroom (CALL)” to support ESL teacher staff development: \$150 registration fee x 2 teachers (1 ESL teachers and 1 technology teacher)</p>
Supplies and materials <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed. 	\$2687.96	<p>Empire State NYSESLAT ESL/ELL Student Editions to support test readiness: \$895.20: 48 books x \$18.65 = \$895.20</p> <p>Student Edition Grades K-1: \$18.65 x 20 books = \$373.00</p> <p>Student Edition Grade 2: \$18.65 x 5 books = \$93.25</p>

		<p>Student Edition Grade 3: \$18.65 x 3 books = \$55.95 Student Edition Grade 4: \$18.65 x 10 books = \$186.50 Student Edition Grade 5: \$18.65 x 10 books = \$186.50</p> <p>Empire State NYSESLAT ESL/ELL Audio CD to support test readiness: 5 Audio CDs x \$10.45 = \$52.25 Grade K-1 Audio CD: \$10.45 Grade 2 Audio CD: \$10.45 Grade 3 Audio CD: \$10.45 Grade 4 Audio CD: \$10.45 Grade 5 Audio CD: \$10.45</p> <p>20 bilingual English – Native language dictionaries: 4 English – Spanish dictionaries: 4 x \$6.40 = \$25.60 4 English – Russian dictionaries 4 x \$6.40 = \$25.60 4 English – Chinese dictionaries 4 x \$6.40 = \$25.60 4 English – Korean dictionaries 4 x \$6.40 = \$25.60 4 English – Albanian dictionaries 4 x \$5.40 = \$25.60 \$25.60 x 5 = \$128.00</p> <p>3 sets of bilingual English – native language fairy tales: 44 titles = \$336.67 x 3 sets = \$1010.01</p> <p>50 Marble composition notebooks: 50 x \$6.59 = \$329.50 100 folders: 10 ten-pack file folders x \$1.30 = \$13.00</p> <p>Parent Education Materials: \$260.00</p>
Educational Software (Object Code 199)	\$1223.66	<p>5 Additional <i>Imagine Learning</i> subscriptions: \$150 x 5 = \$750</p> <p>1 Ten-pack of teacher licenses for RAZ Kids to support language learning at home and at school: 10 pack (1) = \$473.66</p>
Travel		
Food Expenditure	\$250.00	Food expense for Parent Workshops: \$250.00
TOTAL	\$14,987.41	

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.

Data and methodologies used to assess the written translation and oral interpretation needs of parents is determined by analysis of the Home Language Identification Survey and from informal reporting from classroom teachers, school administration, the Parent Coordinator, and the ESL Teacher.

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.

Major findings of our school's written translation and oral interpretation needs suggest that these needs are relatively minimal. The small size of the ELL community alongside the level of education of the parents in the community suggests that primarily, translation and interpretation needs are met through the school's efforts. On the occasions when translation and interpretation are necessary, the school has been able to meet these requests. These findings are reported to the school community through regular state and local communications and school-wide documentation.

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.

School staff and parent volunteers will provide the school with written translation services. The school will also use the Translation Services department upon request and when necessary. Procedures to ensure timely provision of translated documents have usually been efficient at PS 24 and will include follow-up measures taken by the school administration, the ESL teacher, and the Parent Coordinator.

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

Oral interpretation services will be provided by the school staff and by parent volunteers as needed and upon request. All services will be provided in a timely fashion and will be done in-house.

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>.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

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

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: _____
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

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

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State’s proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.

- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.

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

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

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

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

Part A: For All Schools Identified for Improvement

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

Part B: For Title I Schools Identified for Improvement

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

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)² data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.
- **English Language Learners**
Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

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

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

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

Examining Fountas and Pinnel data and student writing informed our decision to address improving non-fiction reading and writing, specifically in the context of social studies curriculum and aligning all with NYS standards.

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

Not Applicable

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

Teachers regularly align instruction in all content areas with state standards.

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

1B. Mathematics

Background

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

Specific Math Alignment Issues:

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

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

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

We examined math data to identify skill areas in need of improvement.

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

Applicable Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program? Although math scores are high, students could improve in problem solving and explanation of mathematics processes in problem solving. Students problem solving and written responses to math problems was an area in need of improvement. Use of technology teacher as a coach in using Smartboard technology with the mathematics instruction has and will improve mathematics achievement specifically focusing on problem solving and articulating ideas and processes in mathematics.

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

Professional development and use on technology coach as a mentor for teachers as they address this need.

KEY FINDING 2: INSTRUCTION

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

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

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

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

Intervisitations and teachers observing each other and providing feedback.

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

Applicable Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program? School data supports this finding and professional development and creative programming around interdisciplinary units of study and use of technology is expected to result in gains for students.

There were a large number of teachers observed using direct instruction.

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

Professional development on the components of the reader's and writer's workshop, including guided reading and writing groups and shared reading and writing groups.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM³) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

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

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

Observations of classroom practice by administrators and peers.

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

In some cases this is accurate.

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

Applicable Not Applicable

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

In some cases observations supported this finding.

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

Teachers are provided with coaching and technology to enhance the mathematics curriculum and the active engagement of students.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

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

We have a stable teacher community, very little turnover.

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

Applicable Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?
Not applicable

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

Not applicable

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

MAY 2010

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

Examining growth of students in ELL program.

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

Applicable Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?
Critical because the population increases every year. After school and extended day programs for ELL learners has been made available. Teachers are trained in professional development and all ELL teachers are included in all PD opportunities.

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

See above

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

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

Please respond to the following questions for Key Finding 5:

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

We regularly examine evidence of ELL progress

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

Applicable Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?
Not supported

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

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

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

Please respond to the following questions for Key Finding 6:

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

Cross grade conversations occurred regarding the continuum of learning and encompassing special needs groups.

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

Applicable Not Applicable

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

N/A All teachers attend PD and tailor lessons to individual learners. Teachers are aware of the special needs of students.

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

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

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

Please respond to the following questions for Key Finding 7:

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

Examination of individual students during regular child study team meetings.

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

Applicable Not Applicable

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

Not applicable

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

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

This appendix will not be required for 2009-10.

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
2. Please describe the services you are planning to provide to the STH population.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
We have one student in temporary housing.
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
Student receives additional services through AIS and extended day and after school.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 024 Spuyten Duyvil					
District:	10	DBN:	10X024	School		321000010024

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		94.6	94.2	94.7
Kindergarten	143	142	151				
Grade 1	136	149	146	Student Stability - % of Enrollment:			
Grade 2	136	135	148	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	132	138	139		94.3	96.2	96.3
Grade 4	108	129	136	Poverty Rate - % of Enrollment:			
Grade 5	113	108	132	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 6	0	0	0		17.5	26.1	27.8
Grade 7	0	0	0	Students in Temporary Housing - Total Number:			
Grade 8	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 9	0	0	0		1	8	3
Grade 10	0	0	0	Recent Immigrants - Total Number:			
Grade 11	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Grade 12	0	0	0		4	7	7
Ungraded	1	4	1				
Total	769	805	853				

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	58	47	35	Principal Suspensions	13	2	6
# in Collaborative Team Teaching (CTT) Classes	0	9	16	Superintendent Suspensions	0	0	5
Number all others	82	68	83				

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

Number of Staff - Includes all full-time staff:							
<i>(As of October 31)</i>	2007-08	2008-09	2009-10				
# receiving ESL services only	36	35	TBD	Number of Teachers	57	51	57
# ELLs with IEPs	7	13	TBD	Number of Administrators and Other Professionals	19	17	9
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	11	13	19

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	98.0	100.0
				% more than 2 years teaching in this school	75.4	68.6	73.7
				% more than 5 years teaching anywhere	56.1	68.6	73.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	2007-08	2008-09	2009-10
American Indian or Alaska Native	0.0	0.0	0.1	% core classes taught by "highly qualified" teachers	98.7	98.3	100.0
Black or African American	10.5	10.4	10.4				
Hispanic or Latino	32.2	31.7	31.4				
Asian or Native Hawaiian/Other Pacific	10.0	8.7	9.7				
White	45.1	43.2	47.6				
Male	52.7	52.9	52.4				
Female	47.3	47.1	47.6				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

	Phase			Category		
	In Good		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	v	v	-				
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	7	7	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:				WD	
Overall Score:	38.5	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data				P	
School Environment:	2.5	Quality Statement 2: Plan and Set Goals				WD	
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				WD	
School Performance:	5.8	Quality Statement 4: Align Capacity Building to Goals				WD	
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				WD	
Student Progress:	27.9						
<i>(Comprises 60% of the</i>							
Additional Credit:	2.3						

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 6	District 10	School Number 024	School Name Spuyten Duyvil
Principal Donna Connelly		Assistant Principal	
Coach		Coach	
Teacher/Subject Area Sarah Seliger / ESL		Guidance Counselor Marlene Kron	
Teacher/Subject Area Andrea Feldman / AIS		Parent	
Teacher/Subject Area		Parent Coordinator Florence Byrne	
Related Service Provider		Other Jo Ann Benoit	
Network Leader Bob Cohen		Other	

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	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	851	Total Number of ELLs	39	ELLs as Share of Total Student Population (%)	4.58%
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Part II: ELL Identification Process

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

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

1. At PS 24 possible English language learners (ELLs) are identified at registration by the certified ESL teacher under the supervision of the principal. Parents are provided with the Home Language Identification Survey (HLIS) either in the first language or with translation into the parents' first language. Possible ELLs are identified upon initial registration both in September and throughout the school year. At registration a brief oral interview is conducted when parents check off one box on the front of the HLIS. The oral interview is conducted by the ESL teacher under the supervision of the principal. Possible ELLs whose parents have checked the appropriate criteria for LAB-R (Language Assessment Battery-Revised) are then screened at the time of registration. Students receiving scores below the mandated cut-score for ESL eligibility are then grouped for ESL services. Parents are shown the DVD and are given the Parent Survey and Program Selection form. Parents are given an explanation of the ESL program. The ESL teacher, with the assistance of the Parent Coordinator and under the supervision of the principal implements this process. ELLs are annually evaluated using the NYSESLAT in the spring. This exam is administered by the ESL teacher under the supervision of the principal. Letters are sent to parents informing them in their native language and in English of their student's progress on the NYSESLAT.

2. Parents of ELLs receive information about the ESL program choices upon registration. At registration, parents view the DVD, read the program brochure, take the parent survey, and make a program selection. This information is conveyed in the parents' native language through the use of paper translations or through a translator. The ESL teacher and the Parent Coordinator assist parents in understanding program choices. The principal supervises the ESL teacher and the Parent Coordinator in this process. This orientation is held at registration and at various points throughout the school year when new ELLs are admitted and screened. The parents are further educated about the ESL program in their first language at Parent Conferences, Get Acquainted Days, and at ESL Family Education nights.

3. At our school entitlement letters, Parent Surveys and Program Selection Forms are given to parents upon registration by the ESL teacher under the principal's supervision. These forms are given to parents in their first language or through the use of a translator.

4. The procedures used for program placement at our school are determined through the initial identification process at registration. Parents are met with upon registration and are given program selection forms and parents surveys, along with explanations in their first language or through the use of a translator. The ESL teacher and the Parent Coordinator, under the principal's supervision, ensure that program placement runs smoothly. Numbers of parents interested or requesting bilingual programs are recorded.

5. The trend of parent choice in the past few years overwhelmingly indicates (100%) that parents have chosen Freestanding ESL. Reasons for this trend may include parents' wishes for their child to remain in their neighborhood school.

6. Program choices at our school are aligned with parent requests.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Self-Contained	1	1	1	1	1	1	0	0	0	0	0	0	0	6
Push-In	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	1	1	1	1	1	1	0	0	0	0	0	0	0	6

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	39	Newcomers (ELLs receiving service 0-3 years)	35	Special Education	9
SIFE	0	ELLs receiving service 4-6 years	4	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	35	0	8	4	0	1	0	0	0	39
Total	35	0	8	4	0	1	0	0	0	39

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Yiddish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other 0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0													

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL		
	ELL	EP																			
Spanish	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other 0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0																				

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 0	Number of third language speakers: 0	
Ethnic breakdown of EPs (Number):		
African-American: 0	Asian: 0	Hispanic/Latino: 0
Native American: 0	White (Non-Hispanic/Latino): 0	Other: 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
--	---	---	---	---	---	---	---	---	---	---	----	----	----	-------

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	2	2	2	2	5	2	0	0	0	0	0	0	0	15
Chinese	2	1	0	0	1	0	0	0	0	0	0	0	0	4
Russian	1	0	0	0	1	0	0	0	0	0	0	0	0	2
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	1	1	0	0	0	0	0	0	0	0	0	2
Korean	0	3	0	0	1	0	0	0	0	0	0	0	0	4
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	1	0	0	0	1	0	0	0	0	0	0	0	0	2
Other	2	5	0	0	1	1	0	0	0	0	0	0	0	9
TOTAL	8	11	3	3	11	3	0	39						

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1. There is a freestanding ESL pull-out program at our school for all ESL students in all grades. Pull-out ESL is heterogeneous and meets for 180 minutes a week for advanced students and for 360 minutes per week for beginners and intermediate level students.

a. The ESL teacher uses a Pull-Out organization model for all ESL students at all grades and for both general education and special education students.

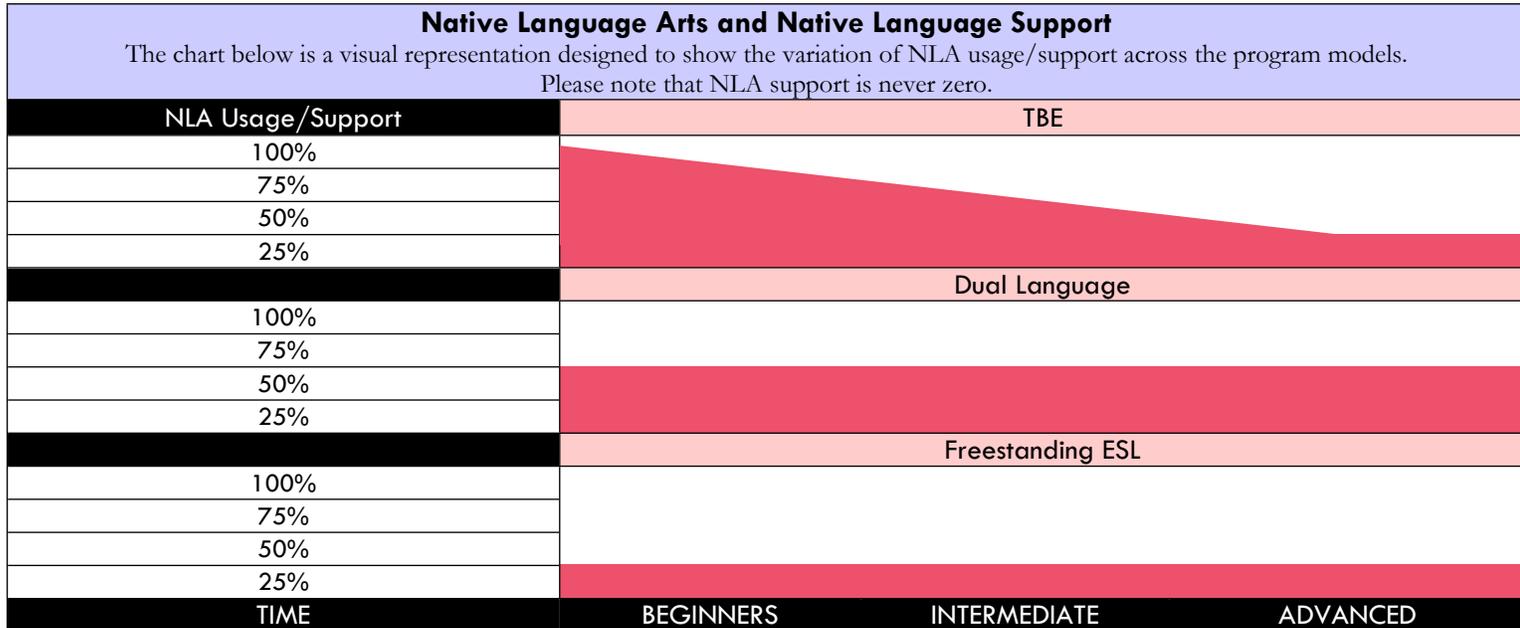
b. The ESL teacher uses a heterogeneous program model to teach ESL students in all grades at our school for the mandated number of instructional minutes in both general and special education.

2. The ESL teacher provides the mandated number of instruction minutes for all ELLs in our school. Students are given the mandated number of instructional minutes through the heterogeneous pull-out ESL organization model.

- a. ESL instructional minutes are delivered by the ESL teacher according to the mandates. These minutes are provided through content-based instruction for all ELLs. Pull-out groups range in proficiency level and include from four to twelve students per group. The ESL teacher provides ESL instructional minutes in English to general education and special education ELLs.
3. Content areas are delivered in English through the mandated instructional minutes in ESL by the ESL teacher regardless of proficiency level, grade, or general or special education. Instructional approaches and methods used to make content comprehensible include the SIOP model, content-based language teaching, use of graphic organizers to build schema, activation of prior knowledge through rich discussion and accountable listening, and through the use of computer-assisted language learning models such as Achieve 3000 and Imagine Learning. Leveled texts are provided after reading, writing, and math baseline assessments are performed. Input is made comprehensible through the use of scaffolding, graphic organizers, visuals and manipulatives, and through connections made to content-area learning in the regular classroom. Consultation and informal discussion with the general education and special education classroom teachers ensures that standards for content-based ESL instruction are kept high.
4. The ESL teacher differentiates instruction for all ELLs in all subgroups, including, at our school, newcomers and ELLs receiving between 4 and 6 years of ESL instruction. Instruction is differentiated within the mandated number of ESL instructional minutes in our pull-out organization model.
- a. The ESL teacher will deliver instruction for SIFE students after interviewing and consulting with family members through the use of a translator, and with the regular classroom teacher. The instructional plan for SIFE students would include literacy assessments such as Fountas and Pinnell reading assessment system, TCRWP reading assessments, developmental spelling assessments, and baseline writing and math assessments. After SIFE students' needs were determined, the ESL teacher would implement leveled texts and literacy activities and reading from Achieve 3000 alongside work with reading strategies and possible phonics-based programs such as Wilson and Fundamentals.
- b. ELLs who have been in the country for three years or less (newcomers) receive much more scaffolding for reading and writing across content areas, receive more instruction in vocabulary and grammar, and receive help with listening comprehension in order to develop cognitive academic language proficiency. The ESL teacher provides this differentiation. Assessments for this group include TCRWP running records and Fountas and Pinnell reading assessments, developmental spelling inventories, and computer-based language learning software such as RAZ Kids and Imagine Learning. Work with Wilson reading programs or with Fundamentals is also included within differentiation for this group. This subgroup of ELLs also receives additional support when needed in communicating homework assignments and classroom expectations. Instruction is differentiated also for this group through the use of ESL materials, leveled texts, and other instructional aids that may be provided to the classroom teacher by the ESL teacher.
- c. ELLs receiving 4 to 6 years of ESL instruction receive differentiated instruction by the ESL teacher. This instruction includes assessments such as the TCRWP running records, the Fountas and Pinnell reading assessments, developmental spelling inventories from Words Their Way, and leveled texts from Achieve 3000 and from informational texts that provide rich academic vocabulary and work with reading strategies, particularly in informational texts. Instruction for this subgroup is further differentiated by the ESL teacher in work with writing, where students receive more assistance and graphic organizers in order to complete more complex writing assignments.
- d. Long-Term ELLs receive differentiated instruction from the ESL teacher in the use of reading strategies, building schema using graphic organizers for reading and writing, and using problem-solving strategies and higher-order thinking across content areas. TCRWP and Fountas and Pinnell reading assessments are used to analyze students' needs, and leveled texts, rich vocabulary, and complex informational texts are provided to ensure student gains in ELA and Math.
- e. ELLs identified as having special needs receive differentiated instruction as per their IEP. In ESL the ESL teacher provides graphic organizers for use in reading comprehension and in planning for writing. The ESL teacher may also include work with Wilson and Fundamentals in order to boost academic reading and writing skills. Students with special needs are given differentiated instruction in problem solving across content areas, and use of reading strategies across content areas in order to assist these students in meeting grade-level expectation in ELA and Math.

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 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	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

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

5. ELLs who score below a 3 on the ELA or Math exam or in other content areas receive targeted interventions by the ESL or classroom teacher. The language of instruction for this intervention is English, with native language translation or support as necessary. These interventions include Winter and Spring Institutes, Saturday academies, Extended Day services, and Academic Intervention Services. Targeted interventions for ELLs who are newcomers, special education, SIFE, long-term ELLs, or who have received between 4 and 6 years of service, in ELA include work with Wilson programming in reading during general classroom meeting time, work with Achieve 3000 during ESL classroom time, and work with reading strategies, such as drawing conclusions and analyzing cause and effect while reading. Math interventions for ELLs in all subgroups (newcomer, 4-6 years of service, long-term, SIFE, special education) receive targeted interventions in English with native language support or translation as necessary. These targeted interventions include small-group guided math groups that focus on problem-solving strategies, reading math word problems, and reinforcing basic math fact skills. These interventions are offered by the ESL teacher and by the general classroom teachers during math instructional time or during ESL instructional time.

6. ELLs who have reached proficiency in the NYSESLAT continue to receive transitional support for up to two years following their "Proficient" score on the NYSESLAT. Former ELLs receive the same testing accommodations as ELLs do on all tests. Former ELLs also have access to the same support services available for ELLs, such as Extended Day programming, after-school programming, and other targeted interventions that may include small group work in ELA, Math, or other content areas.

7. New programs under consideration for this upcoming school year include more focused work with media technology in order to improve literacy for ELLs in all content areas. Achieve 3000 and other technology programs available for ELLs will be used more broadly within the ESL curriculum during the school day. Other improvements to the ESL program include the use of more science and social studies content-area texts in order to improve reading strategies across content areas. More collaborative and hands-on learning will accompany use of these science and social studies texts within the ESL classroom.

8. There will be no programs or services discontinued at this time for ELLs for any subgroup.

9. ELLs are afforded equal access to all support services at PS 24. All ELLs have the opportunity to sign up for after-school programming that is delivered by either the school or by local non-profit organizations. All ELLs have access to after-school ESL instruction that runs for three hours weekly during the school year. All ELLs have access to winter and spring institutes that run during school vacations. All ELLs have access to supplementary tutoring and other support services offered by the ESL teacher, community tutors, or other support staff. All ELLs are afforded access to supplementary learning clubs, such as Chess, Running, or Accelerated Math, that run during all lunch times for all students at our school.

10. Instructional materials used to support ELLs include authentic literature, such as work by Cynthia Rylant or by Eric Carle that is used to support standards-based, curricular objectives. All literature is standards-based and linked to social studies, science, math or ELA curriculum. Content-area ESL materials include student sets of leveled science readers with accompanying big books and photo cards for Shared reading and guided reading instruction. These content-based materials also support writing strategy instruction across content areas. Other materials include technology programs designed to improve ELLs' literacy and language proficiency. The programs include Achieve 3000, Imagine Learning, RAZ Kids, as well as other electronic book sites that offer content-based online text, such as Scholastic's Bookflick website. Smartboard technology is in use in the general and special education classroom and is available for use by all ELLs.

11. Native language support in the ESL program model is delivered by either the ESL teacher, the general education teachers, or by

translators. Many of the e-book sites offer translation into Spanish, and Imagine Learning offers native language support in other high-incidence languages such as Chinese and Korean. All other written materials are translated as necessary using such programs as the DOE's translation services or Google translator.

12. Required services and resources support and correspond to ELLs' ages and grade levels at our school.
13. Programming for newly enrolled ELLs occurs within the school tours and question-and-answer sessions offered by the Parents Association and the Parent Coordinator. These school tours are offered to all newly enrolled students in the fall, spring, and summer by appointment. Student-led tours are also offered throughout the school year to newly enrolled ELLs and their families.
14. Currently, a Spanish language elective is offered to ELLs once a week as part of their general education curriculum.

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)?

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.

1. Staff development in 2010+2011 at our school includes mentoring, one-on-one support from Network Specialists and city-wide training in content-area teaching and ESL strategies. Staff development for this year will also include work with a Library Media Specialist in order to plan for the use of media literacy instruction with ELLs. This work on media literacy for ELLs will include training on current technology in order to build listening centers, make better use of online ESL materials, and incorporating language learning software and programs into the ESL curriculum. Staff development with the Testing coordinator in 2010+2011 will include data analysis in order to determine specific academic needs for ELLs in literacy in order to target and improve specific skills. ESL training at Network Professional Development opportunities and BETAC institutes will facilitate this staff development. Additional staff development will include alumni networking with members of the Teachers College TESOL department in order to enhance instructional strategies and understand language-learning theory.

2. Support for staff as ELLs transition from elementary to middle school includes educating staff in ESL programming and instruction at the middle school level, training in assessing student needs as these ELLs transition into middle school, and support with planning for the middle school transition. This support also includes time spent implementing running records, building portfolios, and other means of getting students ready for the demands of middle school.

3. As per Jose P., all teachers of ELLs receive a minimum of 7.5 hours of training in ESL theories and practices. This ESL training includes reviewing current thinking about second language acquisition at the elementary school level, examining student work for evidence of language development, analyzing data from ELLs in Math and ELA, as well as other content areas, and training in developing best practices for teachers of ELLs in the general and special education classrooms.

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?

1. Parents of ELLs are involved in all aspects of school life at PS 24 and there is an active Parents Association. Parents are provided with informational workshops and events on all programs, including ESL programming and policies for ELLs. Parents of ELLs are invited to all curriculum and related workshops conducted at our school. Letters and surveys are sent home to inform parents of new initiatives and programs. Parents of ELLs receive additional support through workshops provided them throughout the school year on working with ELLs in content areas. These particular parent workshops are designed to foster home-school connections and guide parents in best helping their children achieve second language proficiency in English.

2. The school partners with a few community-based organizations to provide after-school programming for all students. These agencies include the Riverdale Y and the Tennis Club of Riverdale. These organizations provide information to parents as necessary.

3. Parents' needs are evaluated through information conversation with the Parent Coordinator or other school staff who work with parents, through surveys sent home through the Parents Association, and through feedback and evaluations provided at Parent Workshops and events sponsored by the Parents Association. Parents' needs are also surveyed through the classroom teacher or through school-based programming, in addition to informal conversation that may occur between teachers and parents.

4. Parental involvement activities provide enrichment for parents who seek enrichment for their children. Parental activities also provide support for parents looking to bolster their children's academic performance and achievement. Parental activities also provide a forum for discussion among other parents at the school in addition to offering a way to build home-school connections, such as through seasonal auctions, carnivals, learning opportunities, or other parents association or school events.

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)	8	0	2	1	0	0	0	0	0	0	0	0	0	11
Intermediate(I)	3	0	0	6	1	1	0	0	0	0	0	0	0	11
Advanced (A)	0	1	1	1	3	6	0	0	0	0	0	0	0	12
Total	11	1	3	8	4	7	0	0	0	0	0	0	0	34

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

WRITING	I	3	0	1	6	2	1	0	0	0	0	0	0	0
	A	0	1	1	1	3	6	0	0	0	0	0	0	0
	P	1	3	1	1	5	0	0	0	0	0	0	0	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	2	1	0	4
4	1	4	2	0	7
5	0	0	0	0	0
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0	0	5	1	4	0	0	0	10
4	2	0	0	0	5	1	2	0	10
5	0	0	3	1	2	0	1	0	7
6	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2	0	1	0	3	0	0	0	6
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	2	0	2	0	3	0	0	0	7
8	0	0	0	0	0	0	0	0	0

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

New York State Regents Exam					
	Number of ELLs Taking Test		Number of ELLs Passing Test		
	English	Native Language	English	Native Language	
Comprehensive English	0	0	0	0	
Math	0	0	0	0	
Math	0	0	0	0	
Biology	0	0	0	0	
Chemistry	0	0	0	0	
Earth Science	0	0	0	0	
Living Environment	0	0	0	0	
Physics	0	0	0	0	
Global History and Geography	0	0	0	0	
US History and Government	0	0	0	0	
Foreign Language	0	0	0	0	
Other <u>n/a</u>					
Other <u>n/a</u>					
NYSAA ELA	0	0	0	0	
NYSAA Mathematics	0	0	0	0	
NYSAA Social Studies	0	0	0	0	
NYSAA Science	0	0	0	0	

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

1. Early literacy assessments used to assess ELLs literacy in the early grades consists of the Fountas and Pinnell reading assessment for grades K, 1, and 2. This assessment tool is new this year and is currently being implemented. The Spanish LAB is used where necessary. Data from the Spanish LAB administered this fall reveals that of the two students who took the Spanish LAB, one student scored highly in all aspects of the test, and the other student scored reasonably well, according to an informal hand score. Data from the Fountas and Pinnell reading assessment shows that ELLs in kindergarten and first grade are predominantly at pre-emergent stages of reading in English, which corresponds to their NYSESLAT or LAB-R scores of "Beginner." Students who scored at intermediate or advanced levels on NYSESLAT were likely to be approaching or at grade level in reading according to Fountas and Pinnell reading assessments. Early writing assessments, delivered informally by classroom teachers shows that all ELLs in kindergarten and first grade were at low or medium levels of writing ability, with ELLs in second grade showing writing ability that was approaching or at grade level.

2. Data from NYSESLAT scores shows that many of our ELLs are at advanced levels of proficiency in the upper grades. For these advanced students we focus instruction on specific individual student weaknesses noted within the four modalities of this exam and raise language proficiency in the targeted areas through activities and lessons that develop the New York State grade-specific performance indicators. The majority of beginners according to the NYSESLAT and LAB-R are clustered in kindergarten and first grade. This pattern suggests that students do make proficiency gains through the years and from grade to grade.

3. The modality analysis suggests that students are stronger in listening and speaking than in reading and writing. The results from the modality analysis show that instructional decisions will be affected primarily by lower reading and writing scores. Data from the reading and writing modalities, across grade levels, showed that students at all grade levels were weaker in reading than in writing. Instruction will then focus on reading more intensely and with strategies for all grade levels.

4. A. Patterns exist across proficiencies and grades. Grades with higher numbers of students achieving "Proficient" on the NYSESLAT were at the top of the testing band, either first or fourth grade. Results showed that for individual students, scores remained consistent from year to year. Students who progressed made progress in all modalities. Students who remained at advanced levels, rather than at proficient levels, had scores that did not make progress in reading from year to year. No students decreased in score or in level from one year to the next. Several students moved two levels of proficiency, though this movement was most common either from younger students in kindergarten or first grade or from newcomers who were able to test at beginning on the LAB-R and move to intermediate on the NYSESLAT within one year.

B. Data from the ESL Periodic Assessment showed that ELLs were stronger in writing than in reading at all grade levels for which the test was administered. Data from the Periodic Assessment showed that ELLs in fourth grade continued to score high on this assessment device, and that results for fourth grade on this assessment device were predictive of NYSESLAT scores for the same year. Scores from this test are analyzed by the ESL teacher and the Testing Coordinator and are then distributed to teachers of ELLs for the purposes of informing instructional decisions. Targeted interventions and instruction in reading strategies should help ELLs to improve reading scores in the NYSESLAT reading modality. Teachers and the test coordinator are also using the Periodic Assessment as another means of comparison to the ELA test as a way of gaining more information about a child.

c. The school is learning that ELLs, based on scores from the Periodic Assessment, are making gains throughout the years in all modalities, and that these gains are carried over to the NYSESLAT. ELLs who take the Periodic Assessment are also in need of more focused work or targeted

interventions in reading in order to boost scores in this modality area. The native language is used in this area as necessary and with the help of bilingual glossaries or direct translation, as applicable.

5. N/A

6. The success of the programming for ELLs is evaluated through data analysis of the NYSESLAT, LAB-R, and other state tests, as well as performance in the general education or special education classroom. The ESL teacher with the classroom teacher and the testing coordinator, under the supervision of the principal, look for growth and progress by students, as measured on state tests and on classroom assessments. For example, student progress on the Fountas and Pinnell reading assessment after several weeks of small group ESL guided reading would be seen as progress. Parental feedback and informal observation are also used to evaluate the program's success as another form of ongoing assessment.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		

	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		