



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : PS 24

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 15K024_

PRINCIPAL: CHRISTINA FUENTES **EMAIL:** CFUENTE@SCHOOLS.NYC.GOV

SUPERINTENDENT: ANITA SKOP

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Christina Fuentes	*Principal or Designee	
Julia Masi	*UFT Chapter Leader or Designee	
Vidalia Vidal	*PA/PTA President or Designated Co-President	
Tamara Estrella	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Yadira Garcia	CBO Representative, if applicable	
Nydia Mendez	Member/ Teacher	
Maggie White	Member/ Teacher	
Lenny Garcia	Member/ Parent	
Sharon Hinds	Member/ Parent	
Jackie Diaz	Member/ Parent	
Alex MacDonnell	Member/ Parent	
Magdalena Gutierrez	Member/ Parent	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Students will improve their mathematical ability.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Data pertaining to mathematics performance and progress is gathered and analyzed and used as a basis for planning programs and day to day instruction. Data sources for math include: NYS Mathematics Exam, Interim Assessments (DYO, administered three times each year), math interviews in the lower grades, and teacher made assessments, like rubrics aligned to the Common Core Standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities, timeline for implementation.

Two part time AIS teachers will provide targeted math instruction in small groups during the school day to at risk students in grades 1- 5, two- three times weekly in 10 week cycles beginning in October 2011 through June 2012. Students will be identified based on formative and summative assessment results. The Marilyn Burns Intervention Program will be used, a research based intervention. In addition, 10 Saturdays, beginning in January 2012 – April 2012 a Saturday Scholars program will be offered to 120 3rd, 4th, and 5th grade students scoring at level 2 benchmark in math. Math will part of the program, consisting of 1.5 hours weekly. Teachers participate in our Academic Intervention Team (bi-monthly), Data Team (bi-monthly), and grade level teams (bi-monthly), to analyze data and develop instructional plans based on the implications of the analysis.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

A survey of parents was conducted to determine the kinds of activities parents would find helpful. Among more than two hundred responses, the largest number of respondents identified the need for parent workshops on how students learn math and ways for parents to support their children's math learning. Math workshops will be offered during the school day and in the evenings three times during the school year. Workshops will be conducted by parent coordinator, math coach and classroom teachers.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal. ***This is not an issue for PS 24***

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal. **NA**

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
Title I, Title III, and FSF PS and OTPS funds will be used to support these activities.

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Students will show progress in reading ability. Reading ability as measured by Fountas and Pinnell reading levels, benchmarked to grade level Common Core Standards, will improve by 3% when compared to the previous year.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Data pertaining to reading performance and progress is gathered and analyzed and used as a basis for planning programs and day to day instruction. Data sources for reading include: NYS ELA Exam, Interim Assessments (TCRWP running records (benchmarked to the Common Core Standards and administered four times each year), spelling inventories, primary reading assessments in the lower grades, and teacher made assessments.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

The extended day (before school, 37.5 minutes, M-Th) will be used to implement a research based reading intervention program, Fast ForWord as part of the NYCDOE Office of SWD/ELL pilot program. Approximately 125 students, grades K- 5 will be served. In addition, one full time and two part time AIS teachers will provide targeted reading instruction in small groups during the school day to at risk students in 1- 5 grades, two- three times weekly in 10 week cycles. The Fountas & Pinnell Reading Intervention Program will be used. Approximately 75 students will be served. Students will be selected based on reading level, ELL status and/or IEP status. *Teachers participate in our Academic Intervention Team (bi-monthly), Data Team (bi-monthly), and grade level teams (bi-monthly), to analyze data and develop instructional plans based on the implications of the analysis.*

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

A survey of parents was conducted to determine the kinds of activities parents would find helpful. Among more than two hundred responses, the second largest number of respondents identified the need for parent workshops on how students learn to read and ways for parents to support their children's reading progress at home. Family literacy workshops will be offered during the school day and in the evenings three times during the school year. Workshops will be conducted by parent coordinator, literacy coach and classroom teachers

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal. **NA**

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal. **NA**

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Title I, Title III, and FSF PS and OTPS funds will be used to support these activities.

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To improve teacher effectiveness by developing a shared understanding of instructional excellence

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Teachers need useful feedback on their teaching practices to continually improve. NYS and NYC rules and regulations require that teachers get formal feedback yearly. New Federal regulations require that teachers get specific feedback and evaluation based on a research based rubric for the teaching profession. It is necessary, as a faculty, to become acquainted with a particular rubric. In our school we will use the Charlotte Danielson rubric.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Our two Assistant Principals and the Principal will conduct five formative observations for each of our 60 teachers using Domain Three of the Danielson Rubric (a research based instrument) as a guide. Each teacher will also receive one formal observation. Untenured teachers will receive three formal observations. The Danielson rubric will be used as a formative tool, not an evaluative too. Teachers will participate in a professional development activity in September 2011 that will familiarize them with Domain Three of the Danielson rubric. They will view a video of a reading lesson, apply the rubric, discuss in small groups and produce a chart outlining next steps for the teacher in the video. The assistant principals and the principal will each have twenty teachers to whom they will give feedback. The cycle will begin with a professional conversation to review lesson planning, assessment record keeping, and professional goals. Five informal observations and one formal (three for untenured teachers) will occur throughout the year. Informal observations will be approximately fifteen minutes long, followed by a conversation summarizing the feedback. The administrative team will produce notes from the professional conversations, formal observation letters to file, emails documenting informal observations to file, and calendars documenting meetings and observations.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Parents will be informed of these activities through the School Leadership Team.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

NA

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.NA

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Title I and FSF PS and OTPS

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To increase teacher understanding of performance based tasks in the context of adopting the Common Core Standards.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Teachers demonstrated interest in the Common Core Standards and aligned performance based tasks by their voluntary participation in summer professional development activities on this topic. Approximately 25% of teachers participated during the summer. In addition, a group of 12 teachers have formed a committee to study performance based tasks. These activities are necessary to comply with NYS's and NYC's adoption of the Common Core Standards and the coming revision to the state testing program.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Teacher teams will create and/or adapt performance tasks and administer them to every student in reading and math that are embedded in units of study. Beginning in the summer of 2011 teams of teachers will participate in professional development activities to learn about the Common Core Standards and the creation of aligned performance based tasks in reading and math. The professional development activities will be CFN based, school based, and constructed by educational consultants such as Columbia Teachers College Reading and Writing Project and Metamorphosis. Two grade meetings each month will be devoted to looking at student work in math or literacy and applying rubrics and /or continua that are aligned to CCS. In addition, a team of teachers with representatives from each grade will meet outside of regular school hours to study and propose tasks and make a plan for administering and scoring performance based tasks.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Curriculum statements in writing and math will be produced by each grade and distributed to parents four times each year to inform them of the specific learning that their children will be doing during that quarter. Suggestions for how parents can support their children at home will be included. These curriculum statements will be aligned to CCS. Workshops will be held twice during the year to explain and answer parents' questions.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

NA

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

NA

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

SINI funds, Title I, FSF OTPS & PS

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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	71	50	N/A	N/A	0	0	4	58
1	84	50	N/A	N/A	0	0	7	60
2	69	50	N/A	N/A	7	0	10	59
3	125	93	N/A	N/A	6	0	12	62
4	123	95	0	0	8	1	12	61
5	126	94	0	0	7	2	15	59
6								
7								
8								
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	Wilson – small group during 37.5 mins Fountas & Pinnell – small group during the school day Award – small group during the day Fast ForWord – small group during 37.5 mins Small group and one-to-one strategy work during 37.5 mins Estrellita – small group during 37.5 mins and during the school day Guided Reading – small group and one-to-one after school two days a week (Dec-Apr) Saturday Scholars – small group for 9 Saturdays (Jan-Apr)
Mathematics	Marilyn Burns – small group during school Saturday Scholars – small group for 9 Saturdays (Jan-Apr) Small group and one-to-one strategy work during 37.5 min
Science	N/A
Social Studies	N/A
At-risk Services provided by the Guidance Counselor	Lunch clubs – small group during lunch
At-risk Services provided by the School Psychologist	Individual counseling – during school
At-risk Services provided by the Social Worker	Individual and group counseling – during school
At-risk Health-related Services	Medical and Dental Clinic – individual services provided during school

DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING THE PARENT INVOLVEMENT POLICY (PIP)

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

Title I Parent Involvement Policy

I. General Expectations

PS 24 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child's learning;
 - that parents are encouraged to be actively involved in their child's education at school;
 - that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

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

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

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

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

Provide parents with the opportunity to meet with Title 1 funded reading, and ESL teachers, in order to familiarize parents with curriculum review, student assessment results. Title I parents will be represented on the School Leadership Team (SLT). The SLT provides input and feedback various school initiatives.

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

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

4. PS 24 will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the other programs:

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

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

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

6. PS 24 will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents and the community to improve student academic achievement through the following activities specifically described below:

- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. The State's academic content standards;
 - ii. The State's student academic achievement standards;
 - iii. The State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators:

Parent workshops will provide information for parents to access government and state websites to help them understand State content and Common Core Standards. Annual Curriculum Night Session will provide an opportunity to review these standards with parents and for parents to work with teachers. The

bi-monthly PS 24 Newsletter will share information on assessments and testing calendar. Results of periodic assessments and Curriculum Statements will be distributed to parents and meetings will be held to explain the results of these assessments. Leveled Reading workshops will provide parents the necessary tools to understand the academic progress of their children throughout the school year.

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

Collaborating with NYCDOE Department of Adult Education to provide ESL classes for parents.
Collaborating with UVEA (Unidad de Voluntarios para la Educacion de Adultos) using the Plazas Comunitarias Curriculum to provide Basic Education and leadership training for parents.
Providing parent workshops on up coming state exams and schoolwide assessments.

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

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

- d. PS24 will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public pre-school and other programs and conduct and/or encourage participation in activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children by:

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

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

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

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the School Leadership Team. This policy was adopted by PS 24 on October 28, 2011 and will be in effect for the period of two (2) years. The school will distribute this policy to all parents of participating Title I, Part A children on or before December 15, 2011, by posting on school website.

Principal's Signature: _Chrristina Fuentes
Date: October 28, 2011

School Parent Compact

PS 24, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2011-12.

Required School-Parent Compact Provisions

School Responsibilities

PS 24 will:

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

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

PS 24 offers parents the option of a dual language program from Pre-K to 5th grade as well as a monolingual English instructional track from K through 5th grade. It is within the monolingual classroom that our ELLs are served with ESL instruction provided by our ESL teachers. These students are also offered the opportunity to receive Spanish language instruction (SSL) from one of our specialists as part of their weekly program. Overall our third, fourth and fifth grade students have been performing increasingly well in the ELA and Math test over the past eight years. Since 2000 there has been a decrease in students scoring level one in the NYS ELA exam of 12.2% and of 24.8% in the NYS Math exam. In the same time period there has been an increase of students meeting standards on the NYS ELA exam of 24% and on the NYS Math exam of 54.9%. As a whole, our ELLs have been performing well in both the NYS ELA and NYS Math exams, surpassing our general education monolingual student population.

- ⇒ hold parent-teacher conferences (bi-annually in elementary schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held in November 2011 and March 2012.
- Convene an annual meeting, for parents of participating Title 1 students, for the purpose of explaining the program offerings. These meetings will be held during the start of the school year, in conjunction with Curriculum Night, which is held in September. At this meeting, parents will be asked to volunteer to serve on a committee that will meet during the school year, to help plan and review Title 1 programs.
- ⇒ provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
- Parents will receive reports three times a year in which they will receive formal information about their child's progress. Parent/Teacher Conferences will be held twice annually. Informal meetings between parents and teachers can be set up at any time by contacting the teacher.
- ⇒ provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

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

- ⇒ provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:
 - Parents will have frequent opportunities to volunteer at school and in their child's class. Family Reading Day hosted on the last Friday of every month so that parents have an opportunity to visit and be involved in a reading activity in their child's classroom. Publishing celebrations where parents come to visit take place monthly. Parents who have been trained as Learning Leaders will volunteer to help teachers and students in the classroom.
- ⇒ involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
- ⇒ involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
- ⇒ hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
- ⇒ provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
- ⇒ provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- ⇒ on the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- ⇒ provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
- ⇒ provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I (i.e. as per NCLB.)

Parent Responsibilities

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

- ⇒ supporting my child's learning by making education a priority in our home by:
 - making sure my child is on time and prepared everyday for school;
 - monitoring attendance;
 - talking with my child about his/her activities every day;
 - scheduling daily homework time;
 - providing an environment conducive for study;
 - making sure that homework is completed;
 - monitoring the amount of television my children watch;
- ⇒ volunteering in my child's classroom;
- ⇒ participating, as appropriate, in decisions relating to my children's education;
- ⇒ participating in school activities on a regular basis;
- ⇒ promoting positive use of my child's extracurricular time.

- ⇒ staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding as appropriate;
- ⇒ serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.
- ⇒ reading together with my child every day;
- ⇒ providing my child with a library card;
- ⇒ communicating positive values and character traits, such as respect, hard work and responsibility;
- ⇒ respecting the cultural differences of others;
- ⇒ helping my child accept consequences for negative behavior;
- ⇒ being aware of and following the rules and regulations of the school and district;
- ⇒ supporting the school's discipline policy;
- ⇒ expressing high expectation and offer praise and encouragement for achievement)

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: 15K024 School Name: P.S. 24 The Dual Language School
Cluster: 1 Network: 102

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.

P.S. 24 uses the Home Language Survey to assess the initial need for translation and interpretation for our families. At initial personal encounters with families, school personnel is made available to provide interpretation in several different languages (i.e Spanish, Chinese, Arabic).

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.

At P.S. 24, there is a high percentage of our families whose primary language is Spanish. Therefore, all written and oral communication for these parents is provided in English and Spanish. There are smaller percentage of our population the require communication in Chinese and arabic. Interpretation for these languages are also be provided by P.S. 24 staff.

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.

At P.S. 24, all documents are sent to parents in both English and Spanish to serve the language needs of our families. Translations are done in-house by school staff, such as, the Parent Coordinator, classroom teachers, administrators, and other support staff. Chinese and Arabic can be provided by the DOE Translation and Interpretation unit.

- 2.

3. 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.

At P.S. 24, the majority of our school staff is bilingual. Interpretation can be provided for parents on the spot at all parent meetings, conferences, and daily interactions. Our school staff can, on a daily basis, provide interpretation in Spanish, Chinese, and Arabic. School staff is informed as to who is available to provide these services. In the event of an absence, we will make use of the DOE Translation and Interpretation Hotline.

4. 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>.

At P.S. 24, we will notify parents of the requirements for translation and interpretation services by providing each parent with the Parents Bill of Rights in a language they understand. We service parents in English, Spanish, Chinese, and Arabic. All signs and notifications are provided in English and Spanish at all times. Our Chinese and Arabic parents are informed of staff members that are available for translation and interpretation services.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: PS 24	DBN: 15k024
Cluster Leader: Corine Rello Anselmo	Network Leader: Sheehan
This school is (check one): <input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="checkbox"/> Before school <input type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> *Other: during the day
Total # of ELLs to be served: <u>60</u> Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> *3 <input type="checkbox"/> *4 <input type="checkbox"/> *5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 1 # of certified ESL/Bilingual teachers: 1 # of content area teachers:

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: A certified bilingual teacher will provide supplemental academic intervention to targeted ELLs (level 1 benchmark in Fountas & Pinnell reading levels, level 1 interim assessment benchmark in math) in the third, fourth and fifth grades. Groups of 8-10 students will be pulled out and receive 45 minute sessions twice weekly in cycles of 10 weeks to move students out when they make sufficient progress and add new students to the groups. Services begin in October 2011 through June 2012. The teacher will use Marilyn Burns Math Intervention Kit and Fountas & Pinnell Reading Intervention Program. Instruction will be delivered in English. Small group reading and math intervention has been proven to improve student achievement.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: All teachers of ELLs will participate in literacy staff development on site (15 days, two cycles: one of 7 days for third- fifth grades, one of 8 days for Kindergarten- 2nd gr) and off site (50 calendar days, 5 times monthly) with Columbia Teachers College Reading and Writing Project beginning in Sept 2011- June 2012. All second and third grade teachers of ELLs and one teacher in each of the other grades will participate in math professional development- on site (8 days, 4 days in the fall, four days in the spring) and off site (4 days each grade throughout the year for professional learning communities) provided by Metamorphosis Inc. Topics to be covered: scaffolding content area language development, accountable talk for ELLs in math, developing performance based tasks aligned to Common Core Standards, effective literacy and math teaching strategies informed by the Charlotte Danielson Rubric.

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: Parent workshops will be held throughout the year to inform and engage parents in activities that will help them understand the curriculum and gain strategies to help their children at home, in addition to activities that will improve parents' own literacy skills. The last Friday of every month Sept 2011- June 2012, there will be a morning workshop (1 hour) conducted in multiple languages on topics such as early mathematical number sense and how children learn to read. These workshops will be presented by PS 24 coaches and teachers. Also, parent workshops in Spanish basic and intermediate literacy are offered four mornings weekly (3 hours each session) throughout the school year September 2011- June 2012 by Plazas Comunitarias and ESL for adults is offered on Saturdays (three hours each session) throughout the school year September 2011- June 2012 by NYCDOE. Title III funds will be used for books, paper, folders, fliers and other supplies to publicize and support these activities. Activities will also be publicized on the school website and parent newsletter.

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: __15K024__ **School Name:** PS 24

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.
ELA- Students in all grades in all demographic areas are struggling with reading comprehension. There is a need to improve teacher effectiveness in integrated co-teaching classes. In addition, increased integration of social studies with reading and writing curriculum is required.
2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

-Teachers of students with disabilities and general education partners of teachers in integrated co-teaching classes will receive professional development in best practices from the Teachers College Inclusive Classroom Project. This professional development will include 6 days of on-site work by an educational consultant during the first half of the school year. The consultant will model best practices in classroom labsites, coach teachers in their classrooms, support teachers to implement collaborative planning, arrange guided inter-visitations, and use best practices for students with disabilities in literacy learning, and curriculum integration. In addition, four special education teachers will participate in inquiry projects run by the Teachers College Inclusive Classroom Project on topics such as, Universal Design for Learning, Assistive Technology, and Managing Behavior. These projects will involve 8 day long sessions throughout the school year.

-All teachers will participate in literacy staff development from Teachers College Reading and Writing Project. Educational consultants will provide 15 days of on-site professional development on best practices in literacy instruction. The consultants will model in labsites, coach teachers in classrooms, support teachers to plan collaboratively, work with the literacy coach and guide teachers to implement reading and writing curriculum. In addition, all teachers will participate in 'calendar days' at Teachers College Reading and Writing Project—1-2 teachers will attend approximately 60 days of professional development targeted to specific grade levels, areas of literacy, and the needs of specific student sub groups such as ELLs, students with disabilities, or gender.

-A multi-faceted literacy intervention plan will be implemented to provide intervention for all at risk first, second, third, fourth and fifth graders to improve their reading abilities. A full time reading teacher will work with struggling first and second grade readers in small groups (4-6 students) during the regular school day in ten week cycles using the Fountas & Pinnell Reading Intervention Kit. In addition, 125 students, primarily ELLs and ELLs who are also students with disabilities, 1st- 5th grade will use FastForWord, a web-based intervention to improve auditory processing Mon- Thurs during the extended day intervention time before the regular school day. After school third, fourth and fifth graders reading at a level 1 or level 2 according to benchmark Common Core Standards will receive guided reading in group size of no more than six students, two days/week for one hour from December 2011 – April 2012. Beginning in January through April on 10 Saturdays third, fourth and fifth grade students that read at level 2 and low level 3 will receive literacy and math test preparation for 3.5hours. The literacy focus will be on test savvy through genre studies.

Part B: For Title I SINI Schools Only

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 will be used to remove the school from school improvement.

The 10% will be used to pay for the professional development services of the Teachers College Inclusive Classroom Project, as described above. In addition, professional development in using a research based teacher effectiveness rubric, such as Danielson or CLASS will be implemented by consultants from Morningside Center. Fourth and Fifth grade teachers will receive ongoing coaching to use plan lessons and use best practices guided by the research based rubric. Teachers will videotape themselves teaching and then post their videos on a website, My Teaching Partner. The coaches will review the videos, edit and re-post with feedback for the teachers to engage the teachers in a dialogue on their practices. Teachers will be guided through a protocol of self-reflection to improve practice according to the rubric.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development. The NYCDOE guidelines for mentoring new teachers will be fully implemented. Mentoring will included face to face meetings during the school day and after school, emails and class inter-visitations. All time requirements will be met and the mentor –mentee contacts will be documented on the web-based tool provided by the NYCDOE for this purpose.
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. Parents will be notified in writing as per the guidelines provided by NYSED in English, Spanish and Chinese. Letters will be backpacked home. Parents will also be notified in a School Leadership Team meeting and a PTA meeting.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

Cluster Leader/Network Leader C.RelloAnselmi/Alison Sheehan	District 15	Borough Brooklyn	School Number 24
School Name P.S. 24 The Dual Language School			

B. Language Allocation Policy Team Composition

Principal Christina Fuentes	Assistant Principal Rose Dubitsky/Erica Padin
Coach Mayra Deliz	Coach Lisa Weis
ESL Teacher Elizabeth Nahar	Guidance Counselor Gloria Jaramillo
Teacher/Subject Area O'Mayra Cruz/Testing Coord.	Parent Vidalia Vidal
Teacher/Subject Area Julia Masi/ESL Teacher	Parent Coordinator Tamara Estrella
Related Service Provider Judy Loebel	Other Australia Fernandez/Dual Coord
Network Leader Maria Della Ragione	Other type here

C. 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	3	Number of certified bilingual teachers	24	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	2	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	1		

D. School Demographics

Total number of students in school	746	Total Number of ELLs	358	ELLs as share of total student population (%)	47.99%
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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. 

1a. The Home Identification Language Survey (HLIS) is administered by a trained pedagogue, Dual Language Coordinator, Australia Fernandez, who holds a bilingual license. The Dual Language Coordinator and a team of bilingual teachers will conduct the informal oral interview in English and Spanish with each incoming student and in English with Arabic and Chinese students. The ESL teacher, Elizabeth Nahar, will review the HLIS to determine if the student is a potential ELL. On the HLIS, there are eight questions. If one of the questions from one to four is marked as "other than English is spoken at home," and two questions are marked as other than English is spoken, from questions five to eight, the child is a potential ELL. Once the ESL teacher collects the HILS from parents and determines that a language other than English is spoken at the child's home, the ESL teachers administer the Language Allocation Battery (LAB-R) test to that child within ten days of enrollment. Students that score below proficiency will be eligible for state-mandated services and to take the New York State English as a Second Language Achievement Test (NYSESLAT). After the English LAB-R is administered by our two ESL teachers Elizabeth Nahar and Julia Masi, entitled Spanish speaking students also take the Spanish LAB-R which is administered by Daisy Carusillo, O'Mayra Cruz, and Elizabeth Nahar, all Spanish-speaking bilingual teachers. Dual Language teachers and ESL teachers will prepare students for the NYSESLAT exams and will differentiate instruction based on proficiency levels. Students at the beginner and intermediate proficiency levels on the NYSESLAT receive 360 minutes of ESL per week and students scoring advanced receive 180 minutes of ESL per week with preparation for the ELA. Students are placed where their parents select on the Parent Survey and Program Selection Form within ten days of school enrollment. Entitled students based on the ATS report, the RLER (List of Eligibility Report), take the NYSESLAT exam annually and newly enrolled students are identified based on the LAB-R handcores. The speaking portion of the NYSESLAT is administered during the time period allotted by the Department of Education (DOE). ESL teachers and bilingual teachers are trained on the process of administering the speaking portion of the exam by watching a video provided by the DOE with instructions on administering the speaking portion of the NYSESLAT. The reading and writing portion is administered by dual language classroom teachers for their students and ESL specialists administer it to English Language Learner (ELL) students in the monolingual setting. The listening portion comes with a CD that the dual language teacher or the ESL specialists use during the listening portion of the exam. All our teachers administering the NYSESLAT use the Empire State NYSESLAT preparation testing material to prepare ELLs to take the four components of the NYSESLAT.

2. The Dual Language Coordinator, Australia Fernandez, who holds a Bilingual License and the ESL teacher, Elizabeth Nahar, who holds an ESL license conduct parent orientations continuously throughout the year as new students are enrolled. In addition, they schedule two main parent-orientations annually, one in the fall, during the first two weeks of school, and one in the spring (end of March). In the parent orientation meeting, the Dual Coordinator and the ESL specialist show the EPIC video. They follow up with questions and clarify the three program choices (Dual Language, Transitional Bilingual (TBE) and monolingual with ESL support) that our school offers as needed. They also explain that in the case that a parent does not get the program of their choice, they have the option of applying to a school that offers their choice in their native language, if it exists. We will assist them in finding this information and figure out what options are available for them and their child(ren). For parents of other languages, such as Chinese and Arabic, the video is shown in their language as well. While our Dual Language Coordinator and ESL specialist are Spanish speaking, a translator is

provided to support the pedagogues during the parent orientation process for parents of Arabic and Chinese students.

The process goes as follows: First, we send home a parent orientation invite with the Parent Selection Program Form attached. The parent coordinator and ESL teachers also post flyers announcing the time and place of the Parent-Orientaion throughout the school. We also post an invitation for parents to come using the school calendar. Then, parents of ELLs are invited to an orientation within ten days of enrollment. Parents watch the video describing the three program options. They fill out a Parent Survey Program Selection Form, and identify their program of choice for their child(ren). Finally, ELLs are placed parent's program of choice. At P.S. 24, we have a strong dual language program with instruction 50% of the time in English and 50% of the time in Spanish, transitional bilingual classes, and monolingual classrooms with ESL push-in support.

Children are placed in a parent's program of choice based on their selection. Parents are told during orientation that their child(ren) will be placed in the parent's program of choice and that they will be called if space or choice is not available. To form a TBE classroom, we need a minimum of 15 children within two grades. Parents are told that they will get a phone call to discuss other options, if that were the case. If their choice is not available, parents are informed by a phone call or in-person interview and they are given the option of choosing a monolingual setting with ESL push-in, pull out support, or they are given names of schools that offer their program of choice.

3. At P.S. 24, The ESL teacher, Elizabeth Nahar, distributes entitlement letters and collects any Parent Survey and Program Selection Forms that weren't returned during the parent orientation meeting. The ESL team uses the LAB-R handscore sheet and RLER from ATS to identify ELLs. The ESL teachers go to each classroom to collect the entitlement letters, Parent Survey, and Program Selection Form to check off names of students fro whom we have received from or not using the RLER. We call and re-issue a second letter to parents whom have not returned all forms. After we collect entitlement letters, Parent Survey, and Program Selection Forms, we file them in a secured file cabinet in the ESL office/classroom, room 314. Original parent surveys and program selection forms are filed in the students' cumulative folders. We also ask parents to bring in the Parent Survey and Program Selection forms during the Parent Orientation. If parents are unable to attend the first Parent Orientation meeting, the parent coordinator will reschedule another meeting on a day that the parent can attend. Parents can also fill it out at home and send it in with their child. We highly encourage parents to come to the school where after watching the video and asking questions, they can fill out the survey. For parents that can't make it or need additional support, we make phone calls. If we are not able to reach the parent or retrieve the survey, we place the child in a transitional bilingual classroom (if we have the numbers, if not a dual language classroom) if the student is a Spanish speaker. If the child is a speaker of other languages, the child is placed in a monolingual classroom with ESL support. Often this group of students is less than 15 in total.

4. At P.S. 24, we explain program options to students at the time of parent orientation. **This school serves the following grades (includes ELLs and EPs)** 1 2 3 4 5 6 7 8 9 10 11 12 Check all that apply. Identified as an ELL, the parent will reach a decision their native language with one parent or a group of parents, depending on the number of new students. The Dual Language Coordinator, Australia Fernandez, ESL specialist, Elizabeth Nahar, and two bilingual paraprofessionals will be available to translate. They speak the languages of the families in our communities: Spanish, Arabic, Chinese and English, and will translate for parents as needed. The video will be shown in Spanish to Spanish speaking parents, Arabic to Arabic speaking parents, and Chinese to Chinese speaking parents. After answering parents' questions, they will be given the Parent Survey and Program Selection Form in their native language. Also, after reviewing the Parent Survey and Program Selection Forms, the Dual Language Coordinator and the K-2 Assistant Principal, Erica Padin, will place the student in a dual language, transitional bilingual (TBE), or in a monolingual classroom with ESL push-in services. If the parent chooses a model of education offered in the EPIC for which we don't have the numbers, such as for TBE or Dual Language for Arabic or Chinese speakers, we will inform the parent of a school which offers it. During parent orientation and registration, we inform parents of ELLs of the three program options for students at P.S. 24 and possible options nearby that offer what they desire. We have a dual language program, transitional bilingual classes and monolingual with ESL push in support. Parents get to decide which program they would like to have their child in and children are placed accordingly. This is done in the parents' native language. If we are not able to offer a bilingual transitional program, we explain to parents who select this program that they can request to have their child placed in a school that offers TBE. We do our best to place children in a school that offers their preferred program. Placement letters are sent home via backpack mail. All students at P.S. 24 have a plastic Communication Folder that goes home every night and the entitlement letters go in there as soon as decisions are made about placement. The Communication Folder goes in their backpack and home. A copy of the placement letter is placed in the ELL binder. It is kept in room 314 by our ESL specialist, Elizabeth Nahar. Continued entitlement letters are sent home within the first few days of school to those students who did not pass the NYSESLAT and a copy is also kept in the ELL binder in room 314. We also send home transition letters to students who reach Proficiency in the NYSESLAT exam and keep a copy of these letters in the ELL binder. All the letters are sent home in the parent's native language.

5. At P.S. 24, every year we generate a placement log to keep track of parent program selections. After reviewing it, along with the Parent Survey and Program Selection forms for the past few years, the Dual Language Coordinator and ESL specialist found that the trend has been that about 75% of parents choose the Dual Language Program and 25% of parents choose monolingual classes with ESL services. The ESL teachers are responsible for distributing and collecting Parent Survey Program Selection Forms and they are checked off using the RLER(List of Eligibility Roster Report) from ATS to keep track of which parents submitted and which parents didn't submit the forms. We use this to follow up. These records are stored in a file cabinet located in the ESL office, along with the school generated placement log. We use the data gathered from the placement log to determine the number of dual language classes, TBE, or monolingual with ESL support. During the past two years, 75% of new Kindergarten and first grade parents of ELLs, according to placement log, requested dual language Spanish/English education, 100% of 3rd to 4th grade parents of Spanish speaking new comers requested TBE, 25% of new Kindergarten and first grade parents of ELLs (a mix of Spanish, Chinese, and Arabic) chose a monolingual setting with ESL support. This leads us to plan for three Kindergarten dual language teachers for the following year and one monolingual teacher in addition to a new comer Spanish/English TBE classroom of 3rd-5th graders.

6. At P.S. 24, the program models offered are aligned with parents' request. Children are placed in either a monolingual, transitional bilingual (TBE) or dual language classroom, depending on the option their parents chose. If the parents check off and request a dual language program, the children are placed in the dual language program and the same for monolingual with ESL support. If the parent checks off a monolingual option on the parent program option form, the children are placed accordingly. If parents prefer a program that we are not able to offer at this school based on the number of students, such as Arabic or Chinese bilingual component, they are advised that it may exist in another school. We inform them that their children could either participate in our monolingual program with ESL push-in support or we can help them find a school that offers that option.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K * 1 * 2 * 3 * 4 * 5 * 6 ● 7 ● 8 ● 9 ● 10 ● 11 ● 12 ●
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This school offers (check all that apply):

Transitional bilingual education program	Yes *	No ●	If yes, indicate language(s): English Spanish
Dual language program	Yes *	No ●	If yes, indicate language(s): English Spanish

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. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>		1			1									2
Dual Language <small>(50%:50%)</small>	3	4	3	3	3	3								19

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Freestanding ESL														
Self-Contained	1													1
Push-In		1	2	2	3	2								10
Total	4	6	5	5	7	5	0	32						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	358	Newcomers (ELLs receiving service 0-3 years)	275	Special Education	33
SIFE	6	ELLs receiving service 4-6 years	83	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)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	22	5	9	3	0	0	0	0	0	25
Dual Language	190	1		50						240
ESL	58			35						93
Total	270	6	9	88	0	0	0	0	0	358

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	4	1	3	2	7	5								22
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	4	1	3	2	7	5	0	22						

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP										
Spanish	43	32	55	27	40	29	34	31	38	37	25	36							235	192
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other <u>Arabic</u>	1								1										1	1
TOTAL	44	32	55	27	40	29	34	31	38	38	25	36	0	0	0	0	0	0	236	193

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers: 2

Ethnic breakdown of EPs (Number):

African-American: 4

Asian:

Hispanic/Latino: 185

Native American:

White (Non-Hispanic/Latino): 3

Other: 1

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														0
Chinese		2												2
Russian														0
Bengali					1	1								2
Urdu														0
Arabic		1	2	1	2									6
Haitian														0
French														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
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	3	2	1	3	1	0	10						

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. At P.S. 24, we have three organizational models for English Language Learners (ELLs). The Dual Language Program consists of two models: the roller coaster model and the side by side model. In the Dual Language Program, instruction is delivered 50% of the time in English and 50% in Spanish in both the roller coaster and side by side model. In this model, approximately half of the students are English proficient and the other half is Spanish dominant. The classrooms are heterogenous in proficiency levels in both English and Spanish. The third model consists of ESL push-in for English Language Learners in the monolingual classes. ESL teachers work collaboratively with the classroom teacher to support ESL students. We have a transitional bilingual classroom grades 3, 4, and 5 and a bilingual special education bilingual classroom for grades K-2. Instruction is in Spanish three days per week and in English two days per week. One teacher teaches the Spanish component and the other teaches the Spanish component. In the bilingual special education class, instruction is in Spanish in the mornings and English in the afternoons. Both bilingual classes are heterogenously grouped.

At P.S. 24, we have a balanced literacy model. We use the workshop model for instruction in all classes and Teacher's College Reading and Writing workshop in all our classrooms. Instruction is delivered in English in the monolingual classrooms and in English and Spanish in the Dual Language classrooms. The dual language teachers and the monolingual teachers use the ESL program "On Our Way to

A. Programming and Scheduling Information

English" for ESL specific lessons, in addition to balanced literacy. Classroom teachers use ESL strategies to deliver instruction in English such as using manipulatives, expressive language, and total body response when delivering vocabulary, instruction, and/or complex concepts to ELL students. Classroom instruction is also enhanced by color-coding, large pictures, implementing the arts, and constant verbal communication to ensure full understanding and grasp of the lesson. Instruction in all the content areas is often composed of a mini-lesson (link and modeling), active engagement, independent work, differentiated small groups, mid-workshop interruption and a share. All classrooms have rich libraries filled with English and Spanish (in Dual Language classrooms) books in all content areas and topics. Students are encouraged to incorporate turn and talk, cooperative learning, and partner work throughout the day.

2. At P.S. 24 we have created a calendar for the Dual Language Program and the bilingual transitional classroom that clarifies our LAP in terms of the language to be taught each day, or half day for roller coaster classes, for each class. This calendar is followed by all staff and teachers throughout the school, including cluster teachers, guidance counselors, AIS team, and SETTS providers. Mandated instructional minutes are met through providing explicit English as a Second Language instructional support through the content areas, Social Studies and Science, Reading and Writing. The English World dual language teachers (or dual teachers on English days) are required to incorporate English as a second language instruction through the content areas in order to meet mandated language needs of students (360 minutes a week for Beginner and Intermediate students and 180 minutes a week for Advanced students). In a dual classroom's English Day (every other day), this amounts to four periods or more, every other day, of ESL. The school schedule consists of seven 45-minute periods a day. Dual Language teachers service all the English Language Learners in the class all day in all content areas in addition to more differentiation using Extended Day (after-school) for more support for beginners and struggling students. She differentiates instruction and has small ESL groups on each level, according to the NYSESLAT proficiencies. ELA instruction is also incorporated into the daily schedule through reading, writing, and mathematics time blocks. The time blocks for literacy and mathematics consist of 60 minute blocks. Native Language Arts (NLA) is done in Spanish on Spanish days (or half days depending on whether it's a roller coaster dual class or a side by side class). English and Spanish instruction, in Dual Language classrooms, are equally divided.

In the transitional bilingual Spanish/English classroom 3,4,5 two days of the week are completely dedicated to English. Instruction is guided by the English teacher and group instruction is differentiated to accommodate the needs of the children, depending on the NYSESLAT and reading levels they are performing at. ELA instruction is also incorporated into the daily schedule through reading, writing and mathematics time blocks. Native Language Arts is done in Spanish on Spanish days. English and Spanish are separated by days. Mondays, Wednesdays, and Fridays are Spanish days. Tuesdays and Thursdays are English days. In the K-2 special education classroom, children are also grouped as above. Native language instruction is in Spanish in the mornings and ESL and ELA mandated minutes are in the afternoon. This is also supported through time blocks for mathematics, ELA, science and social studies.

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

3. At P.S. 24, the content areas are taught in all the program models (Monolingual with ESL support, CTT, special education, transitional bilingual, and dual language) using cooperative learning, partner work, differentiation, and modeling. In the dual language program, instruction is taught 50% of the time in English and 50% in Spanish (one day English, one day Spanish). In the transitional bilingual classroom, Spanish is taught 60% of the time and English 40% of the time. Immersion is used for each language. The program model used for literacy includes the Teacher's College Reading and Writing Project. The Literacy Coach, Lisa Weis, and Teacher's College consultants prepare teachers with lessons and reading and writing units for teachers to apply in the classroom. Grade meetings and individual meetings are organized with teachers and coaches to plan, assess, and evaluate curriculums and activities for all children. Literacy units are taught using a variety of leveled children's books (in English and Spanish), photo libraries, turn and talk, partnerships, reader's theater, word study, and multi media arts to enhance the lessons for English language learners and Spanish Language Learners. Guided reading groups, strategy lesson groups, differentiated group instruction, and partnerships are used throughout all the content areas. ESL teachers support classroom teachers in all the content areas targeting the speaking, listening, reading and writing components of a lesson.

A. Programming and Scheduling Information

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

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

The Social Studies curriculum corresponds to the New York City scope and sequence and NYS Social Studies standards. All teachers attend professional development, throughout New York City, on the units taught for each grade. Instruction is delivered in both English and Spanish in the Dual Language classroom. The methods used to deliver the curriculum include, but are not limited to, project based learning, role playing, teacher and student modeling, and technology. Prior knowledge, compare and contrast, research procedures, note-taking, self-monitoring, questioning, problem solving, and procedural skills are some of the learning strategies for social studies. Teachers work together developing the curriculum and they work together by grade. All teachers, dual, TBE, monolingual, ESL specialists, and AIS staff members work together to develop/tailor the curriculum for each grade based on students' needs. Every unit on each grade is the same regarding of the program. ESL specialists support their mandated students on integrated units of study that include reading, writing, social studies and/or reading, writing and science. ESL and Dual language teachers support their ELLs using academic language and content language through reading and writing.

Ongoing formative and diagnostic assessments in English and Spanish is done for differentiation. We use the Primary Assessment (K-1),

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)	Dual Language	Freestanding ESL
<p>100% program (FOSS) is used for assessing science progress. We use FOSS, in addition to science rubrics designed by the science teachers. The FOSS is also used in both languages. This allows our teachers to differentiate instruction for all students on every subject.</p> <p>75%</p> <p>50%</p> <p>25%</p> <p>4. Children that are found to be English Language</p>			
<p>Diagnostic evaluation in Spanish includes a sentence created assessment to help us better understand each English oral language skills and Spanish for all ELLs entering the school. In Dual Language classes, as well as, Transitional Bilingual classes, students are assessed in math, reading, writing, science and social studies in both English and Spanish. In Kindergarten through first grade (and second grade if they are struggling), students are assessed for phonics. In Dual Language classes, students also take the Primary Assessment in their native language.</p> <p>100%</p> <p>75%</p> <p>50%</p> <p>25%</p>			
<p>Inventory in Spanish that is similar to the words their oral spelling inventory. All students reading levels are assessed with Fountas and Pinnell Reading assessment in Spanish and the Evaluacion De Lenguaje (4TH-5th grades) for students reading at higher levels. Students are assessed using the Primary Assessment, Estrellita Assessments, Fountas and Pinell/EDL. The scores are collected by the school four times during the year (quarterly) and analyzed by teachers on a regular basis. Once a month teachers give an On-Demand Writing Assessment to students and every other month (in Dual and TBE)</p> <p>100%</p> <p>75%</p> <p>50%</p> <p>25%</p>			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			
which is administered in both languages. Even though assessments are collected four times during the year, classroom and intervention			

A. Programming and Scheduling Information

teachers are assessing their students in their native language as well as English on a regular basis in bilingual and dual language classrooms

B. Programming and Scheduling Information--Continued

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

8. At P.S. 24, we provide intervention for ELLs in ELA, math, science and social studies and other content areas during our Early Morning Intervention period, Monday-Thursday. Classroom, AIS, and ESL teachers work with students in small, differentiated groups in both languages (English and Spanish) when necessary. Teacher partnerships are formed to address the individual needs of targeted students. Both academic and language needs are addressed and supported through a variety of lessons and activities. AIS teachers provide English and Spanish intervention for students who need additional support in ELA, mathematics, and all other content areas. Some of the strategies students work on are decoding, comprehension, critical thinking, and expressive language. The intervention provided to students helps foster language acquisition and development. Students work on grammar/writing, organization, and word attack skills. Kindergarten, first grade, and second grade struggling, Spanish-dominant students use Estrellita to develop literacy skills during early morning intervention time. Wilson and FastForWord is used with students in Intermediate and Advanced modalities in early morning program. Guided and shared reading is used by teachers in either Spanish or English, depending on program child is in to improve reading skills. Students work in differentiated, homogenous, small groups during early morning and interventions during the day. We also use the Marilyn Burns "Do the Math" program in English for daytime intervention with ELLs, as well as, a Spanish math program for Spanish-dominant speakers in Dual and TBE program.

9. At P.S. 24, students who are reaching proficiency on the NYSESLAT, both Dual Language teachers and ESL teachers, provide the mandated 360 instructional minutes for Beginner and Intermediate students, and 180 instructional minutes for Advanced. ESL teachers prepare students for the NYSESLAT using sample tests, teacher generated examples, and incorporating NYSESLAT specific strategies within each lesson. Students are supported throughout the day with a variety of activities and lessons enhancing the use of written and oral language. Students receive opportunities to work with other English proficient students and are exposed to vocabulary rich content. Students are transitioned from one differentiated group to another. For example, once a student masters a language skill, a teacher may move the child to the next level group to scaffold the child's knowledge and mastery. Once students reach proficiency on NYSESLAT, students receive support for the New York State English Language Arts Exam, and other standardized tests during Early Morning Intervention and our Saturday Scholars program. Students are encouraged to participate in all the academic intervention programs provided by the school. On standardized tests, ELLs that reach proficiency receive two years of testing accommodation services, which may include time and a half or a separate location. Dominant language support would include the use of a glossary/dictionary with translations on ELA or a translated version of test in student's native language on math and science exams.

10. At P.S. 24, new programs or improvements for the upcoming school year would be created based on the current assessment of how the initiatives we already have in place are progressing. This year, we have programs in place and plans for other upcoming programs, such as the Guided Reading After School Academy. We found the Guided Reading After School Academy to be very helpful to struggling, long-term ELLs, intermediate students, ELLs in dual language, TBE, and for monolingual students scoring a level 1 on the ELA. 49% of our ELLs are performing at a level 1 on the ELA. There will also be a Spanish math and reading groups after school to support our newcomers reading at level J and who performed at a level 1 or 2 on the math exam. In addition to that, we have a TBE Spanish/English newcomer class due to the large number of newcomers coming to our school with very poor academic preparation in their dominant language and content area throughout the year.

11. At P.S. 24, currently, none of the programs or services are to be discontinued.

A Programming and Scheduling Information

B. Programming and Scheduling Information--Continued

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

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B. Programming and Scheduling Information--Continued

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Courses Taught in Languages Other than English

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)?

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

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

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

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

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

D. Professional Development and Support for School Staff

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

1. At PS 24 we have ELLs in every classroom. All our teachers (dual language, transitional bilingual, monolingual, special education and Academic Intervention Services providers), paraprofessionals, guidance counselors, school psychologist and assistant principals participate in professional development that is relevant to ELLs. For example, all teachers and assistant principals participate in Teacher's College Reading and Writing workshops for ELLs. Our coaches are expected to be knowledgeable of ELLs and provide professional development accordingly. We have a Dual Language Coordinator that provides support to dual language teachers with all aspects of instruction including assessment in Spanish, English as a Second Language and sending teachers to professional development outside the school. Our literacy coach is bilingual and all PD that is conducted by her is also done with ELLs in mind including Reading and Writing Workshop, word study, Social Studies, etc. On November 2, PS 24 teachers participated in professional development that is specifically focused on ELLs and former ELLs at the school. They used the integrated units of study (reading, writing, science and social studies) created with the SLAM sheets thinking about different ELLs modalities (and former ELLs) and their language needs. In addition, our math coach is bilingual and she provides PD support with ELLs, Spanish speakers, ESL students, Spanish Language Learners. Instruction is differentiated throughout the school in all aspects of curriculum. Our ELL paraprofessionals participate in Social Emotional Professional development given by our Social Emotional Coach Emma Gonzalez. This November 2nd they participated in a workshop on guided reading and supporting English Language Learners at the school. Lower grade paraprofessionals also participate in Estrellita training (Spanish phonics and word study program k-1) and balanced literacy PD. Our Parent Coordinator has attended a Cookshop workshop and she will be working with parents teaching them how to cook and will be cooking healthy meals with them. This past summer a large number of Dual, TBE and monolingual teachers participated in the summer Common Core Professional Development workshops and they returned to update our rubrics and curriculum statements to reflect the common core. We continue to send teachers to Teacher's College, the DOEs Common Core PD with a focus on ELLs. Instruction is differentiated throughout the school for all personnell members. Our school secretary attends a professional secretary workshop twice a year, one in the fall and one in the spring.

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

3. At PS 24 all teachers, throughout the school, are educated on working with ELLs. We have veteran teachers that have taken the required 12 hours of ESL training and newer teachers receive Professional Development on ESL and native language support from our Dual Language Coordinator Australia Fernandez. Lisa Weis our literacy coach is also bilingual as well as Mayra Deliz, math coach and all professional development is done with an ESL and ELL lens. We ensure that all teachers at PS 24 are knowledgeable of the fact that a great majority of our students are either ELLs or former ELLs. Our curriculum throughout the school includes strategies that meet the needs of ELLs in all subject areas. PS 24 coaches work with all teachers (Dual, TBI, general ed., special ed.) on a regular basis providing out of classroom and in classroom support. They meet with teachers twice a week during grade meetings. School secretary receives professional development once a year outside of the school. In school, all personnel are trained on working with our community parents and teachers on an individual basis and as needed. Teachers at PS 24 went to the Dr. Kate Kinsella workshop for ELLs and attended Estrellita trainings and received certificates of completion. We are part of the Estrellita RTI program with the DOE and we attended the ELL Estrellita training outside of the school in October and received certificates for this. In addition, an Estrellita coach will come to PS 24 to provide ongoing training and support. Last year our Dual, TBE, Special Education and ESL teachers (in addition to general education teachers) went to a DOE daylong PD for ELLs and literacy and received certificates. In addition, a group of 5 bilingual teachers receives training on interviewing new students in both languages for the in-take process. We keep an electronic google.com calendar of professional development and all PD activity is maintained in this calendar. Teachers are given certificates of completion for each workshop.

Translation is always provided.

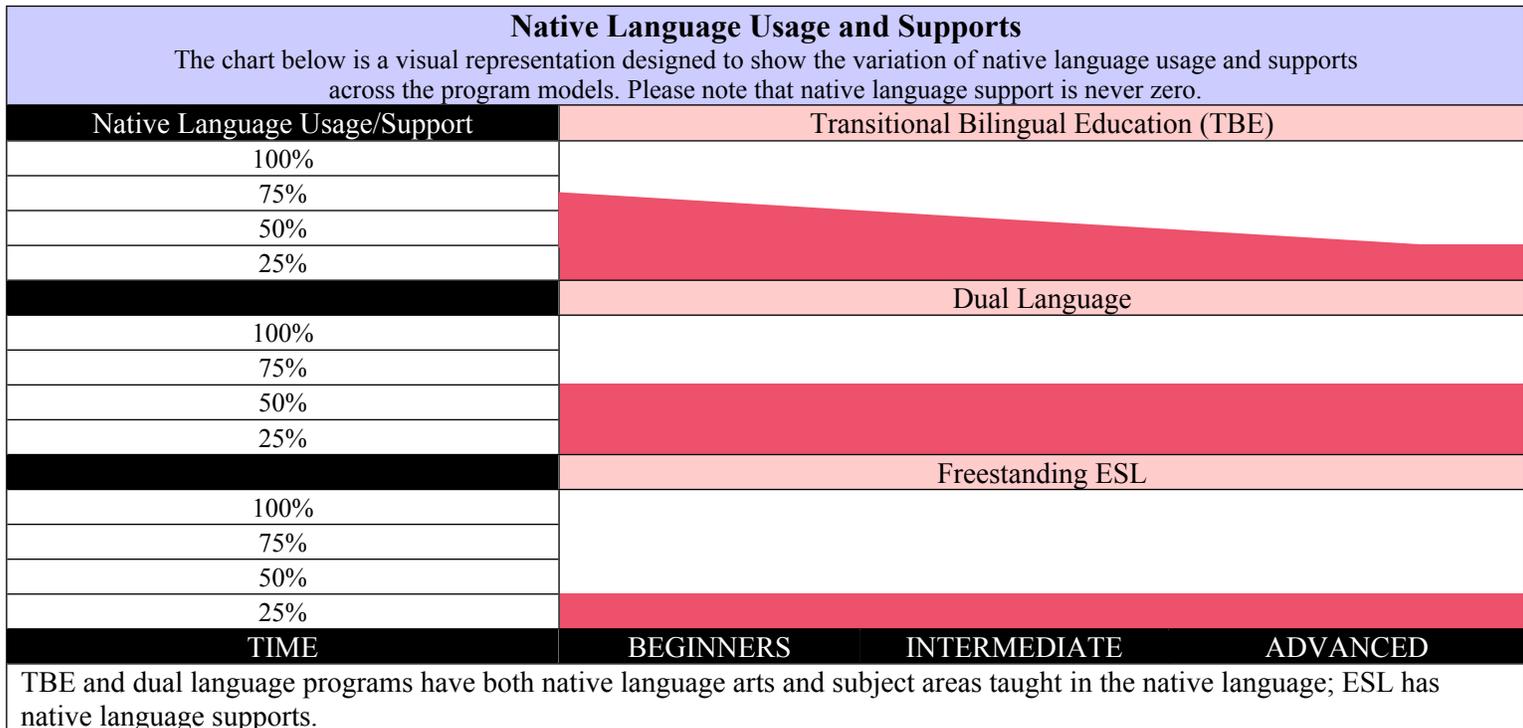
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

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?

	Beginning	Intermediate	Advanced
E. Parental Involvement			
<ol style="list-style-type: none"> 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? 			
<p>*Translation is provided to all parents as needed. Our school principal, assistant principals, Parent Coordinator, Dual Language Coordinator, literacy and math coach, Office Staff and almost all out of classroom and classroom teachers are bilingual as well as our school psychologist, guidance counselors, paraprofessionals and aids. When speaking with parents we usually speak to them in their native language. In addition, we have a chinese teacher, a chinese paraprofessional and an arabic paraprofessional that assist whenever translation is necessary for chinese and arabic parents. During Parent Teacher Conferences all teachers are provided with a translator as needed.</p> <ol style="list-style-type: none"> 1. We offer a variety of programs and services to parents of ELLs, special ed. and general ed. at PS 24. There are ESL classes for parents during the week. We often provide classes on nutrition, how to relieve stress, yoga and other kinds of exercises, etc. We conduct a meeting with parents on how to support their children at home with our Estrellita/Spanish phonemic awareness program and another on how to support their children for the ELA. There is also an Even Start program that provides ESL and parent training classes everyday. We have family math nights where parents come and learn about our math program and play math games with our math coach and staff. The last Friday of each month all parents are invited to the school for Parent Reading Day. They get to go into their childrens' classrooms to read with their children. Afterwards they gather for workshops designed for them on reading, social emotional learning and other topics as they come up. In addition, we have parents who are Learning Leaders and who receive specific training for that purpose. They work in classrooms supporting instruction and supporting children. This is offered to all parents in the school (of ELLs, general ed. and special ed.). Our Parent Coordinator Tamara Estrella is teaching parents how to cook healthy meals at home. This program is being used in the classroom by several dual language and monolingual teachers(with push-in ESL support). They are teaching the children how to prepare healthy meals and the importance of a healthy diet. 2. PS 24 has a partnership with Lutheran Medical Center, Center for Family Life and Even Start. These organizations provide Health guidelines, family mental health services and English as a Second language as well as parental guidance (to parents of ELLs, special ed. and general ed). 3. We provide orientations to all families coming to PS 24 and in addition our principal organizes parent breakfasts with families of ELLs and general ed., two grades at a time, where she gets to gather with them and listen to their concerns. We also have parents that participate in our School Leadership Team meetings and get to voice their interests to the school's leadership. In addition, we conduct parent surveys to assess their needs. For example, we send science, writing and math curriculum statements home (in English and Spanish). Last year we conducted a survey during Parent Teacher Conferences to see if parents understood it and if they thought the curriculum statements were a useful tool to send home and share with them. The response has been that it is very useful to parents and we continue to send curriculum statements to parents every other month. Our Parent Coordinator, Tamara Estrella, is bilingual, Spanish/English. She conducts and coordinates parent meetings and informal conversations throughout the day. She always ensures that all parents have translations as needed. Each month during Parent Reading Day she invites parents to visit classrooms and facilitates the process. At the end of the Parent Reading Day she brings parents to a gathering and into a discussion or workshop around curriculum. These discussions are about reading goals, math goals, writing initiatives, explaining the new standards, etc. Our parent coordinator is our direct liaison with parents. 4. Our parental involvement is based on parent input and support and student needs. They help teachers in the classroom supporting with small groups, reading with kids, making copies and assisting children and teachers in the classroom. It helps create consistency of information and it facilitates communication. Parents are better able to support their children at home if they understand the curriculum and feel part of the community. Workshops and classes for parents (ESL, healthy cooking, family math, reading day, yoga) at the school support parents so that they in turn can support their children. Part of the work we do is to welcome families and to help them see how their input and support in the school and at home facilitates their children's academic progress. Our school staff is about 92% bilingual, English/Spanish and for the most part everyone can communicate with parents. Our parent community is about 94% Spanish speaking. Translation is always provided as needed and for that purpose we have, in addition to our Spanish speaking staff, a Chinese and Arabic paraprofessional to assist when necessary. In case any of these staff members are not available we would use the DOE translation service via the phone. 			

	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

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8. At P.S. 24, we provide intervention for ELLs in ELA, math, science and social studies and other content areas during our Early Morning Intervention period, Monday-Thursday. Classroom, AIS, and ESL teachers work with students in small, differentiated groups in both languages (English and Spanish) when necessary. Teacher partnerships are formed to address the individual needs of targeted students. Both academic and language needs are addressed and supported through a variety of lessons and activities. AIS teachers provide English and Spanish intervention for students who need additional support in ELA, mathematics, and all other content areas. Some of the strategies students work on are decoding, comprehension, critical thinking, and expressive language. The intervention provided to students helps foster language acquisition and development. Students work on grammar/writing, organization, and word attack skills. Kindergarten, first grade, and second grade struggling, Spanish-dominant students use Estrellita to develop literacy skills during early morning intervention time. Wilson and FastForWord is used with students in Intermediate and Advanced modalities in early morning program. Guided and shared reading is used by teachers in either Spanish or English, depending on program child is in to improve reading skills. Students work in differentiated, homogenous, small groups during early morning and interventions during the day. We also use the Marilyn Burns "Do the Math" program in English for daytime intervention with ELLs, as well as, a Spanish math program for Spanish-dominant speakers in Dual and TBE program.

9. At P.S. 24, students who are reaching proficiency on the NYSESLAT, both Dual Language teachers and ESL teachers, provide the mandated 360 instructional minutes for Beginner and Intermediate students, and 180 instructional minutes for Advanced. ESL teachers prepare students for the NYSESLAT using sample tests, teacher generated examples, and incorporating NYSESLAT specific strategies within each lesson. Students are supported throughout the day with a variety of activities and lessons enhancing the use of written and oral language. Students receive opportunities to work with other English proficient students and are exposed to vocabulary rich content. Students are transitioned from one differentiated group to another. For example, once a student masters a language skill, a teacher may move the child to the next level group to scaffold the child's knowledge and mastery. Once students reach proficiency on NYSESLAT, students receive support for the New York State English Language Arts Exam, and other standardized tests during Early Morning Intervention and our Saturday Scholars program. Students are encouraged to participate in all the academic intervention programs provided by the school. On standardized tests, ELLs that reach proficiency receive two years of testing accommodation services, which may include time and a half or a separate location. Dominant language support would include the use of a glossary/dictionary with translations on ELA or a translated version of test in student's native language on math and science exams.

10. At P.S. 24, new programs or improvements for the upcoming school year would be created based on the current assessment of how the initiatives we already have in place are progressing. This year, we have programs in place and plans for other upcoming programs, such as the Guided Reading After School Academy. We found the Guided Reading After School Academy to be very helpful to struggling, long-term ELLs, intermediate students, ELLs in dual language, TBE, and for monolingual students scoring a level 1 on the ELA. 49% of our ELLs are performing at a level 1 on the ELA. There will also be a Spanish math and reading groups after school to support our newcomers reading at level J and who performed at a level 1 or 2 on the math exam. In addition to that, we have a TBE Spanish/English newcomer class due to the large number of newcomers coming to our school with very poor academic preparation in their dominant language and content area throughout the year.

11. At P.S. 24, currently, none of the programs or services are to be discontinued.

12. English Language Learners (ELLs) are offered equal access to all school programs by invitation, recommendations, and purposeful request. Since P.S. 24, has a high population of ELL students, it is evident that ELLs are welcomed, encouraged, and involved in all school programs. Afterschool and supplemental programs that take place include the Supplemental Educational Services (SES) program offered to

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.

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)?

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

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

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

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

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

D. Professional Development and Support for School Staff

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

1. At PS 24 we have ELLs in every classroom. All our teachers (dual language, transitional bilingual, monolingual, special education and Academic Intervention Services providers), paraprofessionals, guidance counselors, school psychologist and assistant principals participate in professional development that is relevant to ELLs. For example, all teachers and assistant principals participate in Teacher's College Reading and Writing workshops for ELLs. Our coaches are expected to be knowledgeable of ELLs and provide professional development accordingly. We have a Dual Language Coordinator that provides support to dual language teachers with all aspects of instruction including assessment in Spanish, English as a Second Language and sending teachers to professional development outside the school. Our literacy coach is bilingual and all PD that is conducted by her is also done with ELLs in mind including Reading and Writing Workshop, word study, Social Studies, etc. On November 2, PS 24 teachers participated in professional development that is specifically focused on ELLs and former ELLs at the school. They used the integrated units of study (reading, writing, science and social studies) created with the SLAM sheets thinking about different ELLs modalities (and former ELLs) and their language needs. In addition, our math coach is

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

3. At PS 24 all teachers, throughout the school, are educated on working with ELLs. We have veteran teachers that have taken the required 12 hours of ESL training and newer teachers receive Professional Development on ESL and native language support from our Dual Language Coordinator Australia Fernandez. Lisa Weis our literacy coach is also bilingual as well as Mayra Deliz, math coach and all professional development is done with an ESL and ELL lens. We ensure that all teachers at PS 24 are knowledgeable of the fact that a great majority of our students are either ELLs or former ELLs. Our curriculum throughout the school includes strategies that meet the needs of ELLs in all subject areas. PS 24 coaches work with all teachers (Dual, TBI, general ed., special ed.) on a regular basis providing out of classroom and in classroom support. They meet with teachers twice a week during grade meetings. School secretary receives professional development once a year outside of the school. In school, all personnel are trained on working with our community parents and teachers on an individual basis and as needed. Teachers at PS 24 went to the Dr. Kate Kinsella workshop for ELLs and attended Estrellita trainings and received certificates of completion. We are part of the Estrellita RTI program with the DOE and we attended the ELL Estrellita training outside of the school in October and received certificates for this. In addition, an Estrellita coach will come to PS 24 to provide ongoing training and support. Last year our Dual, TBE, Special Education and ESL teachers (in addition to general education teachers) went to a DOE daylong PD for ELLs and literacy and received certificates. In addition, a group of 5 bilingual teachers receives training on interviewing new students in both languages for the in-take process. We keep an electronic google.com calendar of professional development and all PD activity is maintained in this calendar. Teachers are given certificates of completion for each workshop.

Translation is always provided.

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?

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?

*Translation is provided to all parents as needed. Our school principal, assistant principals, Parent Coordinator, Dual Language Coordinator, literacy and math coach, Office Staff and almost all out of classroom and classroom teachers are bilingual as well as our school psychologist, guidance counselors, paraprofessionals and aids. When speaking with parents we usually speak to them in their native language. In addition, we have a chinese teacher, a chinese paraprofessional and an arabic paraprofessional that assist whenever translation is necessary for chinese and arabic parents. During Parent Teacher Conferences all teachers are provided with a translator as needed.

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

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

3. We provide orientations to all families coming to PS 24 and in addition our principal organizes parent breakfasts with families of ELLs and general ed., two grades at a time, where she gets to gather with them and listen to their concerns. We also have parents that participate in our School Leadership Team meetings and get to voice their interests to the school's leadership. In addition, we conduct parent surveys to assess their needs. For example, we send science, writing and math curriculum statements home (in English and Spanish). Last year we conducted a survey during Parent Teacher Conferences to see if parents understood it and if they thought the curriculum statements were a useful tool to send home and share with them. The response has been that it is very useful to parents and we continue to send curriculum statements to parents every other month. Our Parent Coordinator, Tamara Estrella, is bilingual, Spanish/English. She conducts and coordinates parent meetings and informal conversations throughout the day. She always ensures that all parents have translations as needed. Each month during Parent Reading Day she invites parents to visit classrooms and facilitates the process. At the end of the Parent Reading Day she brings parents to a gathering and into a discussion or workshop around curriculum. These discussions are about reading goals, math goals, writing initiatives, explaining the new standards, etc. Our parent coordinator is our direct liaison with parents.

4. Our parental involvement is based on parent input and support and student needs. They help teachers in the classroom supporting with small groups, reading with kids, making copies and assisting children and teachers in the classroom. It helps create consistency of information and it facilitates communication. Parents are better able to support their children at home if they understand the curriculum and feel part of the community. Workshops and classes for parents (ESL, healthy cooking, family math, reading day, yoga) at the school support parents so that they in turn can support their children. Part of the work we do is to welcome families and to help them see how their input and support in the school and at home facilitates their children's academic progress. Our school staff is about 92% bilingual, English/Spanish and for the most part everyone can communicate with parents. Our parent community is about 94% Spanish speaking. Translation is always provided as needed and for that purpose we have, in addition to our Spanish speaking staff, a Chinese and Arabic paraprofessional to assist when necessary. In case any of these staff members are not available we would use the DOE translation service via the phone.

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)	31	32	6	5	5	5								84
Intermediate(I)	10	28	17	33	25	18								131
Advanced (A)	19	8	34	17	36	24								138
Total	60	68	57	55	66	47	0	0	0	0	0	0	0	353

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	31	5	1	0	3	1							
	I	10	32	6	3	1	2							
	A	19	21	45	24	29	19							
	P	0	10	4	28	32	26							
READING/ WRITING	B	31	32	5	5	5	5							
	I	10	21	17	33	25	18							
	A	19	9	17	17	36	24							
	P	0	6	17	0	0	1							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	29	31	5	0	65
4	19	30	7	0	56
5	17	18	2	0	37
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	8	6	26	20	3	4	0	0	67
4	7	7	21	11	9	4	0	1	60

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	7	5	13	9	3	1	1	1	40
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	5	1	13	12	10	16	0	2	59
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	18	40	14	2	13	29	29
Chinese Reading Test								

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

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

1. At PS 24 we use various assessments to determine students' academic needs in both English and Spanish. Incoming students are given a simple language assessment test(created here at PS 24) to determine language proficiency in both English and Spanish. For students in grades K-2 we use Concepts of Print and Teacher's College Running Records assessments to determine reading skills and reading levels in English. In Spanish for grades k-2 we use the Concepts of Print Spanish translation for Spanish dominant speakers in the dual language program and an assessment that correlates with our Spanish word study program called Estrellita(phonemic awareness, fluency). We assess students' reading levels in Spanish using Fountas and Pinnell levels A-N and EDL(Sp. version of DRA) levels O-T in all grades as soon as they start reading. In addition, we use rubrics (Spanish during Spanish days in dual and TBE and English on English days. All English in Monolingual classes) to determine students' writing needs. The students themselves use this tool to assess their own work. What we see on a regular basis is that students that have a strong base in their native language are much more successful academically in English than students who struggle in their native language. Our Dual Language and Transitional Program and native support to all the students in the school gives them the opportunity to progress in their native language while developing the English language. They can transfer native language skills to English.

2. Lab-R results demonstrated that, 52% of incoming ELLs in kindergarten are at beginning English proficiency level and 16% of the ELLs are at the intermediate English proficiency level. The remaining 32%, mostly kindergarten, are at advance English Proficiency level. On the NYSESLAT, 88% of first graders are at beginning and intermediate proficiency level and 12% are in advance English proficiency level. In second grade, 40% are beginning and intermediate English proficiency level and 60% are in advance proficiency level. In third grade, 69% of the ELLs are at beginning and intermediate English proficiency level and 31% are at the advanced English proficiency level. In fourth grade, 45% of the ELLs are at beginning and intermediate English proficiency level and 55% of the ELLs are at advance English proficiency level. In the fifth grade, 49% of ELLs are in beginning and intermediate English proficiency level and 51% of ELLs are in advance English proficiency level. The pattern is that in grades K-4 the majority of ELLs are in beginner and intermediate English proficiency level and by the fifth grade 51% are reaching proficiency level and many have passed out of NYSESLAT.

3. According to the NYSESLAT modalities, reading and writing are the areas where our ELLs in the dual language program as well as in the monolingual setting with ESL push-in/pull -out showed weakness. Their strength was in the listening and speaking portion of the test. Instruction will focus on differentiation within the Reading and Writing workshop to meet the needs of the students. Students that are on the beginner proficiency level will focus on building basic language in English through themes such as family, school and food during the weekly mandated 360 minutes of ESL. They will also develop language through shared reading and shared writing activities. They will build vocabulary and writing skills using the ESL program "On Our Way to English" and "SUBE". Students at the intermediate levels will also work in small groups in shared reading and using the intermediate levels of "On Our Way to English", developing reading and writing skills during the mandated 360minutes of ESL a week. A large number of the beginner students are in the New Comer TBI class and will work on integrated units of study combining such themes as mentioned above and will integrate them across the content areas including science, social studies, reading and writing. Students on the advanced proficiency level in the NYSESLAT will work on developing ESL.

Additional Information

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

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Christina Fuentes	Principal		1/1/01
Rose Dubitsky	Assistant Principal		1/1/01
Tamara Estrella	Parent Coordinator		1/1/01
Elizabeth Nahar	ESL Teacher		1/1/01
Vidalia Vidal	Parent		1/1/01
Julia Masi	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Lisa Weis	Coach		1/1/01
Mayra Deliz	Coach		1/1/01
Gloria Jaramillo	Guidance Counselor		1/1/01
Alison Sheehan	Network Leader		1/1/01
Australia Fernandez	Other <u>Dual Language Coord.</u>		1/1/01
Omayra Cruz	Other <u>Testing Coordinator</u>		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **15K024** School Name: **P.S. 24 The Dual Language School**

Cluster: **1** Network: **102**

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.

P.S. 24 uses the Home Language Identification Survey (HLIS) to assess the need for translation and interpretation for our families. At initial personal encounters with families, school personnel is made available to provide interpretation in several different languages. Parents also indicate their preferred speaking and written language on the Blue Cards given to them to complete in the beginning of the school year. We then input this data into Automate The Schools (ATS). Staff members have access to the Achievement Reporting and Innovation System (ARIS), where individual student information is housed and transferred from ATS.

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.

There is a great percentage of our families whose primary language is Spanish. Therefore, all written and oral communication for these parents is provided in Spanish. There is a smaller percentage of our population that requires communication in Chinese and Arabic. Interpretation for these languages can also be provided by P.S. 24 staff. The school community is made aware of language needs via ARIS, ATS, and student Blue Cards housed within the main office. After looking at our needs assessment, we have discovered that about 70% of our parents need spoken and written translation in Spanish, about 2% in Arabic, about 1% in Chinese, and less than 1% in Bengali, Cham, and Russian. The remaining 26% of our parents do not require translation services because their primary language is English.

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.

All documents are sent to parents in both English and Spanish to serve the language needs of our families. Written translations are done in-house by school staff, such as, the Parent and Community Coordinators, classroom teachers, administrators, and other support staff. Chinese and Arabic can be provided by designated staff members and the DOE Translation and Interpretation unit, as needed. Some P.S. 24 staff members are provided with translation periods within their schedule in order to translate documents that parents receive.

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.

At P.S. 24, the majority of our school staff is bilingual. Oral interpretation can be provided for parents on the spot at all parent meetings, conferences, and daily interactions by the Parent and Community Coordinators, staff members, administrators, and parent volunteers. On a daily basis, our school staff can provide interpretation in Spanish, Chinese, and Arabic. School staff is informed as to who is available to provide these services. In the event of an absence, we will make use of the DOE Translation and Interpretation Hotline.

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>.

At P.S. 24, we will notify parents of the requirements for translation and interpretation services by providing each parent with a translated copy of the Parents Bill of Rights. We currently service parents in English, Spanish, Chinese, and Arabic. All signs, notifications, forms are provided in English and Spanish at all times. Our Chinese and Arabic parents are informed of staff members that are available for translation and interpretation services. Our Parent Handbook, given out at the beginning of the school year, is provided to parents in a language that they understand. Our handbook includes, but not limited to, school routines and procedures, scheduling information, and school procedural and safety plans.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: P.S. 24 The Dual Language Scho	DBN: 15k024
Cluster Leader: Corine Rello Anselmo	Network Leader: Sheehan
This school is (check one): ✖conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ●Before school ●After school ●Saturday academy ✖Other: during the day
Total # of ELLs to be served: 280 Grades to be served by this program (check all that apply): ●K ●1 ●2 ✖3 ✖4 ✖5 ●6 ●7 ●8 ●9 ●10 ●11 ●12
Total # of teachers in this program: 43 # of certified ESL/Bilingual teachers: 27 # of content area teachers: 16

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: A total of four certified bilingual teachers will provide supplemental academic intervention to targeted ELLs (level 1 benchmark in Fountas & Pinnell reading levels, level 1 interim assessment benchmark in math) out of the 280 total in the third, fourth, and fifth grades. In addition to push-in mandated service minutes, groups of 8-10 students, grouped based on levels (Beginner, Intermediate, and Advanced) are served using a push-in model. The students receive 45-minute sessions two times per week using a 10-week cycle. Forty-five minute sessions occur Monday-Friday, based on grade and group level. With this model of intervention, we have the flexibility to move students in or out of leveled groupings based on the progress they are making. Services began in October 2011 and will last until June 2012. The intervention teacher use Marilyn Burns Math Intervention Kit (math) and Fountas & Pinnell Reading Intervention Program (literacy). Instruction is delivered in English. Our rationale for this method of intervention is that small group reading and math intervention has been proven to improve student achievement.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: All teachers of ELLs (39 Classroom Teachers, 2 ESL teachers, and 2 AIS teachers) will participate in literacy staff development on site (15 days, two cycles: 10/3, 11/8, 2/29, 3/14, 3/21, 5/9, 5/16, 6/6 for third- fifth grades and 11/16, 12/8, 1/4, 1/11, 1/18, 5/23, 6/7 for Kindergarten- 2nd grade) with Columbia Teachers College Reading and Writing Project beginning in Sept 2011- June 2012. The PD sessions will run for the full school day (8am-3pm) and will include 2pds of PD for each grade, including the appropriate providers, (ie. one pd observing/visiting classrooms and one period debriefing/discussing next steps for each grade). All second and third grade teachers of ELLs and one teacher in each of the other grades (K, 1, 4, and 5) will participate in math professional development- on site (5 days, 10/17, 11/21, 12/19, 1/23, 3/12) provided by Metamorphosis Inc. The PD sessions will run for the full school day (8am-3pm) and will include 2 pds of PD for each grade, including appropriate providers, (ie. one pd observing/visiting classrooms and one period debriefing/discussing next steps). Topics that are scheduled to be covered are scaffolding content area language development, accountable talk for ELLs in math and literacy, developing performance based tasks aligned to Common Core Standards, and effective literacy and math teaching strategies informed by the Charlotte Danielson Rubric.

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: Parent workshops will be held throughout the year to inform and engage parents in activities that will help them understand the curriculum and gain strategies to help their children at home, in addition to activities that will improve parents' own literacy skills. The last Friday of every month Sept 2011- June 2012, there will be a morning workshop (1 hour) conducted in multiple languages on topics such as early mathematical number sense and how children learn to read. These workshops will be presented by P.S. 24 coaches (Mayra Deliz, math coach, and Lisa Weis, literacy coach), teachers, and the Parent Coordinator, Tamara Estrella. Also, parent workshops in Spanish basic and intermediate literacy are offered two mornings weekly (Tuesdays and Thursdays, 9am-12pm) throughout the school year September 2011- June 2012 by Plazas Comunitarias and ESL for adults is offered on Saturdays (8:30am-12:30pm) throughout the school year September 2011- June 2012 by NYCDOE. Title III funds will be used for books, paper, folders, fliers and other supplies to publicize and support these activities. Activities will also be publicized on the school website and parent newsletter.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$0

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 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly 		

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		