



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : PS 24 THE SPUYTEN DUYVIL SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 10X024

PRINCIPAL: DR. DONNA CONNELLY_ **EMAIL:** DCONNEL@SCHOOLS.NYC.GOV

SUPERINTENDENT: SONIA MENENDEZ

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
Donna Connelly	*Principal or Designee	
Jayne Wissner	*UFT Chapter Leader or Designee	
Cliff Stanton	*PA/PTA President or Designated Co-President	
Irene Lipson	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Nina Amster	Member/Teacher	
Stephanie Walmsley	Member/Teacher	
	Member/Teacher	
Manuele Verdi	Member/I. A. Assistant Principal	
Michael Buckner	Member/Parent	
Robin Blair	Member/Parent	
Ann Marie Hunter	Member/Parent	
Roy Esnard	Member/Parent	
Eugenia Zakharov	Member/Parent	
Brad Bowden	Member/Parent	
Susan Mermelstein	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

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 #1

- By June 2012, improve school environment results by a letter grade on the school environment survey..

Comprehensive needs assessment

- Results from the 2010-2011 School Environment Survey revealed a need to strengthen school-wide efforts at improving communication, safety, and other general environment concerns, as detailed on this survey with a letter grade of "C". While results on this survey increased from 2009-2010 ("F"), more work is needed to solidify gains.

Instructional strategies/activities

- Teachers will meet weekly in common prep periods to continue literacy and math professional development in alignment with the Common Core Learning Standards and with building-wide project-based learning initiatives.
- Teachers will meet weekly in common prep periods and in professional periods to set targeted goals for students.
- Teachers will be allotted monies for classroom materials in alignment with the school-wide project-based learning units and in alignment with the Common Core Learning Standards.
- The administrative staff will clearly communicate any administrative changes in writing to parents, staff, and/or students.
- The administration will maintain an open-door policy for parents, staff, and students on a daily basis.
- The school leadership team and school safety committee will make meeting minutes publicly available for the entire school community.
- The administration will provide staff and school community members with opportunities for feedback at monthly meetings, weekly grade-level meetings, and at school-wide events.
- Evidence for successful implementation of this goal will include teacher attendance, notes, and feedback during weekly grade-level meetings, professional periods, or other teacher planning time; data tools showing reductions in the number of lunchtime incidents reported; administrative logs kept during open-door consultations, feedback sessions, or other meetings with teachers, staff, parents, or students; and feedback from parents or students or staff related to programs offered, events, or community meetings.

Strategies to increase parental involvement

- n/a

Strategies for attracting Highly Qualified Teachers (HQT)

- This school maintains a practice of attracting highly qualified teachers on a consistent basis. This school will also train teachers continually to become highly qualified through ongoing professional development in core subject areas both in-house and out-of-house. Teachers at this school regularly attend professional development workshops and seminars in their fields of expertise so as to better provide enrichment activities, grade3-level leadership, and school-wide leadership. School-wide mentoring will also provide new teachers with the highly developed skills they need to become master teachers and school leaders. School relationships with community organizations and with city-wide non-profit organizations such as Little Orchestra enable teachers to become highly qualified and to enrich school environment.

Service and program coordination

- n/a

Budget and resources alignment

- Principal is funded through Tax Levy
- Teachers release time paid through Tax Levy
- Funding for substitutes or coverage by teachers will be funded through Tax Levy

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

- By June 2012, increase by 10 % the number of students at levels 3 and 4, as determined by the NYS ELA exam.

Comprehensive needs assessment

- Scores from the 2011 ELA exam show that 70.2 percent of students demonstrated proficiency in ELA. While these scores have increased from 2010 ELA results, the school would like to continue to improve student proficiency levels so as to maintain high quality teaching and learning.

Instructional strategies/activities

- Teachers and staff will be provided with quality professional development on using F&P to promote guided reading and to build classroom libraries that consist of 50% fiction and 50% non-fiction texts within the K-5 classrooms in alignment with NYS Core Curriculum. Teachers on grades will be trained monthly by a consultant in how to implement F&P with fidelity in the general classroom, how to manage and conduct guided reading, and how to maintain an effective classroom library. Out-of-classroom teachers and staff will also receive training in how to conduct guided reading groups at various levels and according to students' needs.
- A writing consultant will work with Grade 3, 4, 5 teachers to improve non-fiction writing including essay writing, feature article writing, and persuasive writing.
- Professional development will be provided in order to align social studies and science content with reading and writing goals and objectives. Teachers in grades K-5 will be offered opportunities for professional development with trained consultants in creating project-based social studies and science units of study in the fall and in the spring. A focus will be on higher-level thinking skills combined with academic vocabulary.
- Teachers and staff will receive training in implementing Common Core State Standards in grades K-5. Teachers will work to develop and implement CCSS-based curriculum units, project-based learning units, and pacing calendars during these professional development sessions.
- Teachers will meet weekly within grades, monthly with the administration, and daily during common preps to further enhance professional knowledge of F&P reading assessments, guided reading instruction, and project-based learning. These meetings will focus additionally on data from ELA exams and on data gathered from reading assessments and other classroom learning indicators.
- The school will target populations in need of AIS services, in need of enrichment opportunities, and in need of more small-group attention during reading. Data analysis conducted by the classroom teachers, the teacher data team, and by item analyses and distractor analyses from state exams will determine student groups in need of more intensive instruction.
- Progress towards this goal will be measured by F&P assessment data conducted by classroom teachers in November, March, and in June. Progress will also be measured by gains made in ELA and Math acuity and predictive assessments, as well as by gains in performance made on state exams.

Strategies to increase parental involvement

- n/a

Strategies for attracting Highly Qualified Teachers (HQT)

- Teachers and staff will be provided with high-quality professional development aimed at aligning ELA curriculum with social studies and science content. Grades 3, 4, and 5 will work directly with a writing consultant in order to improve the instruction of non-fiction writing and reading, so as to align with the CCLS and in order to further develop school-wide and grade-wide project-based learning. Partnerships with community organizations and non-profit organizations, such as Little Orchestra, will further build high quality teaching that is project-based and that link academic content to ELA curriculum. Teachers' self-initiated professional development through professional credits, graduate credits, workshops, and conferences will also build high-quality teaching. Ongoing recruitment of highly qualified teachers is a regular feature of this school.

Service and program coordination

- n/a

Budget and resources alignment

- Title III funding provides for after-school instruction in literacy for a targeted population of ELLs.
- Principal is funded through Tax Levy
- Teachers release time paid through Tax Levy
- Funding for substitutes or coverage by teachers will be funded through Tax Levy

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

- By June 2012, 90 % of teachers will be utilizing laptop and Smart Board technology with all students

Comprehensive needs assessment

- The 2011 State ELA exam results showed that 70.2 percent of students were proficient. Results from the 2011 NYS Math exam showed that 80,5 percent of students were proficient. Differentiating instruction with the use of technology would boost differentiated and targeted instruction in general so as to increase performance gains in ELA and Math.

Instructional Strategies/Activities:

- Teachers, staff, and students develop technical expertise so as to differentiate curriculum objectives across content areas by using laptop and Smart Board technology. Students' skills and achievement will be impacted through the use of technology at all grades and in all content areas.
- Teachers will be trained on using laptops and Smart Board to differentiate literacy and mathematics instruction. On-going training and collaboration will occur throughout the year at Beginner, Intermediate, and Advanced levels of expertise, in order to have 100% of classroom teachers and out-of-classroom teachers trained to implement this program during reading workshop.
- The technology team will develop a technology policy in order to further professional development gains in technology.
- Project-Based Learning will enable teachers to infuse technology into many curriculum areas with a common content-area purpose. Students at all levels will be able to incorporate laptops and Smart Board technology into projects designed to be rich in content and rigorous in skill development. Students in all grades will incorporate technology into their classroom learning during reading workshop and math instruction. Two project-based units of study will be conducted during the school year.
- Indicators of interim progress towards this goal include successful completion of projects selected for Project-Based Learning. Indicators of progress towards this goal will also include attendance of teachers at higher-level sessions of professional development and an assessment conducted by the Technology Director on use of technology within the classroom.. Achievement of this goal will also be measured by student gains in F&P levels and by achievement on Math and ELA tests.

Strategies to increase parental involvement

- n/a

Strategies for attracting Highly Qualified Teachers (HQT)

- High-quality professional development both in-school and out-of-school will enable teachers to become highly qualified in technology and in differentiation. Ongoing co-teaching between the Technology Team and classroom teachers will also increase differentiation in the classrooms. Ongoing recruitment of highly qualified teachers who are also well-versed in using technology in order to differentiate instruction is a regular feature of this school.

Service and program coordination

- n/a

Budget and resources alignment

- Principal is funded through Tax Levy
- Teachers release time paid through Tax Levy
- Funding for substitutes or coverage by teachers will be funded through Tax Levy

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

By June 2012, all teachers will have engaged with a grade to revise/produce at least one unit of study aligned to one of the standards of the CCLS/NYCDOE Instructional Expectations.

Comprehensive needs assessment

- School results from the 2011 NYS ELA (70.2 percent proficient) and Math exams (80.5 percent proficient), while improved overall from 2010, could improve still further through alignment with the CCLS.

Instructional strategies/activities

- Teachers will receive high-quality professional development from consultant training and turnkey training sessions on an ongoing basis. Common prep planning time, grade-level meetings, inquiry groups, and Common Core curriculum team planners will facilitate professional development towards this goal.
- Teachers will implement two project-based learning units during the school year, one unit in fall, and one unit in spring. Teachers will plan for this unit on a weekly and monthly basis during common prep time, weekly and monthly grade meetings, and during professional days in September and throughout the school year. Each unit will have a set of curriculum objectives that are aligned with the CCLS, incorporate an interdisciplinary set of outcomes, and result in a school-wide set of projects. Professional development will ensure that project units are aligned both within the grade and from one grade to the next, vertically. Project display dates and feedback sessions will serve to create community and to encourage feedback from all levels.
- Indicators of interim progress will include informal observation throughout the year, informal observation and anecdotal evidence throughout the duration of the two long-term units of study, in-class and grade-level assessments, and end-of-unit displays and writing. Progress will also be assessed by data analysis of state practice exams and by performance on end-of-year state tests.

Strategies to increase parental involvement

- n/a

Strategies for attracting Highly Qualified Teachers (HQT)

- Attendance at network and city-wide CCLS conferences and workshops, in-school professional development and turnkey training at grade-level meetings, and ongoing professional development will ensure highly qualified teaching from current staff. Ongoing recruitment of highly qualified teachers will emphasize familiarity with CCLS.

Service and program coordination

- n/a

Budget and resources alignment

- Principal is funded through Tax Levy
- Teachers release time paid through Tax Levy
- Funding for substitutes or coverage by teachers will be funded through Tax Levy

ANNUAL GOAL #5 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.

<p>Annual Goal #5</p> <ul style="list-style-type: none">• By the end of the school year 2012, 100 percent of English Language Learners will demonstrate academic progress as measured by their raw scores on the NYSESLAT Exam
<p>Comprehensive needs assessment</p> <ul style="list-style-type: none">• NYSESLAT results from 2011 show that 100 percent of ELLs increased their raw scores or made progress from one level to the next level of proficiency on the NYSESLAT. These gains need to be maintained from year to year in order to successfully exit ELLs from ESL services, as per CR Part 154. .
<p>Instructional strategies/activities</p> <ul style="list-style-type: none">• All ELLs will receive targeted instruction through content-classes.• All ELLs will take interim and predictive assessments in ELA.• The teaching and reinforcement of reading, speaking, listening and writing skills will be infused in all subject areas.• English Language Learners will receive additional academic support from ESL certified teacher supported by the network specialist thereby reducing class size and teacher-student ratios.• Diverse strategies and materials will be used to address student needs.• ELL teams will work with network specialists to refine at least one unit to reflect the principles of Universal Design for Learning.• ESL and Title III staff will align instruction with CCLS.• High-quality professional development in differentiating literacy instruction through instructional media, training in CCSS, and training in F&P implementation along with data analyses of various state exams and practice tests will facilitate staff development in literacy instruction using non-fiction resources and fiction resources equitably. Monthly grade meetings, common prep time, staff development days, turnkey training, and collaborative inquiry groups will enable teachers to increase the amount of non-fiction used in the literacy curriculum. Collaborative inquiry and training centered on building classroom libraries will also help build resources for teachers and students to increase non-fiction reading.• Project-based Learning will be content-based and will be aligned with Common Core Learning Standards. Rich content and higher-level academic vocabulary will generate student interest in reading non-fiction and fiction more equitably. Teachers will also base literacy instruction on non-fiction resources during these project-based units of study.• Increased professional development in guided reading, literacy centers, and differentiating through technology to enable teachers to best meet students needs with a wider variety of texts. Data analyses of state exams and practice tests will also help teachers determine student needs in reading and writing.

- Indicators of interim progress and achievement will include baseline, midline, and end-of-project assessments during project-based learning, successful completion of a project-based unit of study, and teacher's notes from reading conferences with students during individual and small-group reading. Another indicator of progress might include students' reading logs as evidence of more equitable non-fiction and fiction texts. Other indicators of success will include data analyses of state and practice exams. Data analyses will show progress towards reading objectives obtained through more non-fiction reading. Observations of classroom libraries in use during literacy instruction will also help measure the level of resources within the classroom available to teachers and students.

Strategies to increase parental involvement

- Title III funded Family Literacy workshops will educate and familiarize parents with ELL needs and goals for 2011-2012. Parental involvement in the classroom will be achieved through parent invitation to writing celebrations, family learning projects, and through regular conferring with parents about student progress. ELL parents will be encouraged to participate in school-wide programming and events through regular communication from the ESL teacher and the Parent Coordinator, in addition to communication from the classroom teachers and the Parents' Association.

Strategies for attracting Highly Qualified Teachers (HQT)

- Ongoing professional development through attendance at conferences, workshops, Network professional development meetings, professional reading, and through a relationship with the Teachers College TESOL program will enable the ESL teacher and classroom teachers to benefit from up-to-date research and effective strategies for high quality teaching. Title III funded professional development and CR Part 154 mandated professional development will build highly qualified teaching of ELLs throughout the school.

Service and program coordination

- n/a

Budget and resources alignment

- ESL after-school teacher and after-school classroom teacher funded by Title III.
- Principal is funded through Tax Levy
- Teachers release time paid through Tax Levy
- Funding for substitutes or coverage by teachers will be funded through Tax Levy

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	n/a	n/a	N/A	N/A	8	0	0	n/a
1	30	30	N/A	N/A	4	0	0	n/a
2	29	29	N/A	N/A	7	0	3	n/a
3	41	41	N/A	N/A	5	0	0	n/a
4	45	45	45	45	2	0	0	n/a
5	45	45	45	45	5	5	0	n/a
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	Grades 1: AIS pull-out instruction provided to small groups of students in guided reading. AIS Teachers work with the classroom teachers to serve 30 students in 1st grade. In addition Wilson Reading and Word study are used for AIS purposes in second grade to small groups. A total of 160 students in grades 2-5 are provided AIS during the day and during extended day by AIS teachers and by the classroom teacher. This group of students is served in small groups. Winter and Spring Academies also serve these students in grades 3 – 5 for ELA test preparation.
Mathematics	Small group instruction provided in class by classroom teacher and student teachers or out-of-classroom teachers during instructional time and during extended day. Classroom teacher and Math AIS teachers work with small groups for several weeks before state mathematics test. In addition Math Champs Saturday program, Winter and Spring Academies offers instruction to students identified by teachers as struggling according to multiple data sources. 160 students in grades 2 – 5 are provided with AIS for Mathematics. 30 students in grade 1 are provided AIS for math through pull-out services during the school day. All AIS students in grades 1-5 meet in small groups either with an AIS teacher or with a classroom teacher and an AIS teacher in extended day. These students in grades 1-5 receive direct explicit instruction for AIS Mathematics.
Science	Vocabulary and writing of procedures and terms in a science journal are focus of class work to assist all students. Science experiments and lab reports are routine features of all grade-level content study and project-based learning units in all grades. Science interventions are also provided by the Science teacher through one additional period of science per week for all classes.
Social Studies	Classroom teachers serve grade 3-5 students in effective processing of document based questions. All students receive content-based instruction for project-based learning units centered around social studies curricular themes.
At-risk Services provided by the Guidance Counselor	Counseling offered to students in Special Education who are mandated both individually and in small groups. In addition, general education students with attendance, behavioral and or academic needs are seen by the counselor. Issues addressed are bullying, bereavement, separation/divorce, self-esteem, organization, social skills.
At-risk Services provided by the School Psychologist	Leads Child Study Team to assess and evaluate students' needs for services; initiates and modifies IEP's; refers to outside counseling and family support services. Consults with staff on behavioral issues. Active member of the Instructional Support Team. Provides grief counseling as needed.

At-risk Services provided by the Social Worker	Social worker sees students individually and in small groups to address social-emotional and/or academic needs. Works closely with guidance counselor to offer services during school day in one on one and small group delivery. Addresses issues of frustration tolerance, peer interactions, and bereavement.
At-risk Health-related Services	We conduct vision screening for all students and where indicated suggest families take child to receive vision services. Full time DOH nurse works with families to provide medications in school, and works with pupil personnel secretary and attendance specialist to monitor health related absences

**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.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

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

III. Student Responsibilities:

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

**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. Rello Anselmi Bob Cohen	District 10	Borough Bronx	School Number 024
School Name The Spuyten Duyvil School			

B. Language Allocation Policy Team Composition [?](#)

Principal Donna Connelly	Assistant Principal Manuele Verdi
Coach	Coach
ESL Teacher Sarah Seliger	Guidance Counselor Marlene Kron
Teacher/Subject Area Andrea Feldman, AIS	Parent
Teacher/Subject Area	Parent Coordinator Florence Byrne
Related Service Provider	Other
Network Leader	Other

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	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	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	0		

D. School Demographics

Total number of students in school	931	Total Number of ELLs	32	ELLs as share of total student population (%)	3.44%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

1. At PS 24 possible English language learners (ELLs) are identified at registration by the certified ESL teacher under the supervision of the principal. Parents are provided with the Home Language Identification Survey (HLIS) either in the first language or with translation into the parents' first language. Possible ELLs are identified upon initial registration both in September and throughout the school year within ten school days of initial enrollment. At registration a brief oral interview is conducted when parents check off one box on the front of the HLIS. The oral interview is conducted by the ESL teacher under the supervision of the principal. Possible ELLs whose parents have checked the appropriate criteria for LAB-R (Language Assessment Battery-Revised) are then screened at the time of registration or within ten school days of initial enrollment. Students receiving scores below the mandated cut-score for ESL eligibility are then grouped for ESL services. Students receiving scores below the mandated cut-scores whose home language is also Spanish are administered the Spanish LAB, also within ten school days of initial enrollment. Parents are shown the DVD and are given the Parent Survey and Program Selection form. Parents are given an explanation of the ESL program. The ESL teacher, with the assistance of the Parent Coordinator and under the supervision of the principal implements this process. ELLs are annually evaluated using the NYSESLAT in the spring. This exam is administered by the ESL teacher under the supervision of the principal. Letters are sent to parents informing them in their native language and in English of their student's progress on the NYSESLAT. Eligibility for NYSESLAT administration is determined in part by review of ATS reports RLAT and/or RLER. The ESL teacher, the testing coordinator, and the principal and assistant principal ensure that all four parts of the NYSESLAT are administered annually by keeping a school testing calendar, informing school teachers and staff of NYSESLAT testing schedules, and keeping hardcopy and electronic copies of testing dates for each ELL, as determined by RLAT and/or RLER.

2. Parents of ELLs receive information about the ESL program choices upon registration. At registration, parents view the DVD, read the program brochure, take the parent survey, and make a program selection. This information is conveyed in the parents' native language through the use of paper translations or through a translator. The ESL teacher and the Parent Coordinator assist parents in understanding program choices. The principal supervises the ESL teacher and the Parent Coordinator in this process. This orientation is held at registration or within ten school days of initial enrollment and at various points throughout the school year when new ELLs are admitted and screened. The parents are further educated about TBE, DL, and the ESL program in their first language at Parent Conferences, Get Acquainted Days, and at ESL Family Education nights. There are no parents who have previously chosen a TBE or DL model in our school. If parents were to have chosen TBE or DL program models, the outreach and education of these parents, in both English and in their first language, would have been conducted by the Parent Coordinator at the time of the Parent Orientation Meeting, within ten days of the students' initial enrollment.

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

Program Selection Forms individually at the time of initial registration, at which point they complete the survey in the presence of the ESL teacher.

4. The procedures used for program placement at our school are determined through the initial identification process at registration. Parents are met with upon registration and are given program selection forms and parents surveys at the time of initial registration, identification, and assessment, along with explanations in their first language or through the use of a translator. The ESL teacher and the Parent Coordinator, under the principal's supervision, ensure that program placement runs smoothly. Numbers of parents interested or requesting bilingual programs are recorded in ATS on the ELPC screen. At our school no parents have request TBE or DL programs, facilitating placement in the school's ESL program. Placement letters are completed at the time of initial registration, in the parents' presence, and are kept on file in the ESL office. Data of parents' choice and placement are recorded in ATS on the ELPC screen.

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

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

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):

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 (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language (50%:50%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Self-Contained	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Push-In	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Total	0	0	0	0	0	1	0	0	0	0	0	0	0	1

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	32	Newcomers (ELLs receiving service 0-3 years)	29	Special Education	13
SIFE	0	ELLs receiving service 4-6 years	3	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	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	29	0	10	3	0	3	0	0	0	32
Total	29	0	10	3	0	3	0	0	0	32

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

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
Spanish	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

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	3	1	0	2	5	5	0	0	0	0	0	0	0	16
Chinese	1	1	1	0	0	1	0	0	0	0	0	0	0	4
Russian	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	1	0	0	0	0	0	0	0	0	0	0	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
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	1	0	0	0	1	0	0	0	0	0	0	0	2
Other	1	2	3	0	1	1	0	0	0	0	0	0	0	8
TOTAL	5	5	5	2	6	9	0	32						

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. There is a freestanding ESL push-in and pull-out program at our school for all ESL students in all grades. Pull-Out ESL is heterogeneous and meets for 180 minutes a week for advanced students and for 360 minutes per week for beginners and intermediate level students. Push-In ESL serves a fifth grade self-contained Special Education classroom. The group is heterogenous and meets for 180 minutes a week for advanced students and for 360 minutes per week for intermediate level students. There are no beginner level students in this group.

- a. The ESL teacher uses a Pull-Out organization model for most ESL students at all grades and for both general education and special education students. The ESL teacher uses a Push-In organization model for fifth grade self-contained Special Education students.
- b. The ESL teacher uses a heterogeneous program model to teach ESL students in all grades at our school for the mandated number of instructional minutes in both general and special education.

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

A. Programming and Scheduling Information

- a. ESL instructional minutes are delivered by the ESL teacher according to the mandates. These minutes are provided through content-based instruction for all ELLs. Pull-out groups range in proficiency level and include from four to twelve students per group. The ESL teacher provides ESL instructional minutes in English to general education and special education ELLs. The self-contained special education class receiving Push-In ESL mandated instructional minutes in English ranges in proficiency levels and includes six students.
 - b. ELA instructional minutes for ELLs at Advanced levels of proficiency are delivered in the general education or special education classroom by the classroom teacher.
3. Content areas are delivered in English through the mandated instructional minutes in ESL by the ESL teacher regardless of proficiency level, grade, or general or special education. Instructional approaches and methods used to make content comprehensible include the SIOP model, content-based language teaching, use of graphic organizers to build schema, activation of prior knowledge through rich discussion and accountable listening, and through the use of computer-assisted language learning models such as Achieve 3000 and Imagine Learning. Leveled texts are provided after reading, writing, and math baseline assessments are performed. Input is made comprehensible through the use of scaffolding, graphic organizers, visuals and manipulatives, and through connections made to content-area learning in the regular classroom. Consultation and informal discussion with the general education and special education classroom teachers ensures that standards for content-based ESL instruction are kept high. Native language support is offered through the use of written translation of content-area texts, bilingual glossaries for content areas, bilingual levelled science or social studies readers, or simultaneous translation where necessary or appropriate in the content-area. Translation is provided either through internet translation websites or services, school staff, or through the ESL teacher, where applicable.
4. In order to ensure that ELLs are appropriately evaluated in their native language, the ESL teacher makes use of Spanish LAB diagnostic assessment data for all ELLs entitled to services who also speak Spanish at home. For ELLs with home languages other than Spanish, the use of translation and interpretation is used in order to perform an intake assessment, as necessary. When available, teachers and staff who speak the home language of the ELL are used to translate and interpret test and evaluation material. Previous school records that may exist in the students' home languages are collected for the purposes of gaining background knowledge about the students' academic performance. For the purpose of mandated state tests, the parents, classroom teacher, ESL teacher, and Testing Coordinator consult in order to determine whether the child will record answers to state tests in the English version or the native language version of the test.
5. The ESL teacher differentiates instruction for all ELLs in all subgroups, including, at our school, newcomers and ELLs receiving between 4 and 6 years of ESL instruction. Instruction is differentiated within the mandated number of ESL instructional minutes in our pull-out and push-in organization model.
- a. The ESL teacher will deliver instruction for SIFE students after interviewing and consulting with family members through the use of a translator, and with the regular classroom teacher. The instructional plan for SIFE students would include literacy assessments such as Fountas and Pinnell reading assessment system, TCRWP reading assessments, developmental spelling assessments, and baseline writing and math assessments. After SIFE students' needs are determined, the ESL teacher would implement leveled texts and literacy activities and reading from Achieve 3000 alongside work with reading strategies and possible phonics-based programs such as Wilson and Fundamentals.
 - b. ELLs who have been in the country for three years or less (newcomers) receive much more scaffolding for reading and writing across content areas, receive more instruction in vocabulary and grammar, and receive help with listening comprehension in order to develop cognitive academic language proficiency. The ESL teacher provides this differentiation. Assessments for this group include Fountas and Pinnell reading assessments, developmental spelling inventories, and computer-based language learning software such as Imagine Learning. Work with Wilson reading programs or with Fundamentals is also included within differentiation for this subgroup. This subgroup of ELLs also receives additional support when needed in communicating homework assignments and classroom expectations. Instruction is differentiated also for this subgroup through the use of ESL materials, leveled texts, and other instructional aids that may be provided to the classroom teacher by the ESL teacher. Native language support is offered where necessary and applicable by the ESL teacher or by a staff member or teacher knowledgeable in the student's home language.
 - c. ELLs receiving 4 to 6 years of ESL instruction receive differentiated instruction by the ESL teacher. This instruction includes the Fountas and Pinnell reading assessments, developmental spelling inventories from Words Their Way, and leveled libraries, level texts from Achieve 3000 and from informational texts that provide rich academic vocabulary and work with reading strategies, particularly in informational texts. Instruction for this subgroup is further differentiated by the ESL teacher in work with writing, where students receive more assistance with fluency in writing and graphic organizers in order to complete more complex writing assignments.

A. Programming and Scheduling Information

- d. Long-Term ELLs would receive differentiated instruction from the ESL teacher in the use of reading strategies, building schema using graphic organizers for reading and writing, and using problem-solving strategies and higher-order thinking across content areas. Fountas and Pinnell reading assessments are used to analyze students' needs, and leveled texts, rich vocabulary, and complex informational texts are provided to ensure student gains in ELA and Math.
6. ELLs who are also students with disabilities are provided with instructional strategies that help them gain access to academic content and help them develop English language proficiency. These strategies include the use of graphic organizers for use in ELA and content-area reading comprehension and in planning for writing. The ESL teacher may also include work with Wilson and Fundamentals in order to boost academic reading and writing skills. The ESL teacher uses verbal rehearsal and language experience approaches to develop students' writing in the content areas in English. ELLs who are also students with disabilities are given differentiated instruction in problem solving across content areas, and use of reading strategies across content areas in order to assist these students in meeting grade-level expectation in ELA, Math, and other content areas. Grade-level materials in use by the ESL teacher for ELLs who are also students with disabilities include leveled libraries, informational texts from Achieve 3000 and Discovery Education, developmental spelling lists from Words Their Way, as necessary, and a variety of nonfiction resource material for the purposes of content-area research.
7. The school uses curricular, instructional, and scheduling flexibility in order to meet the diverse needs of ELLs within the least restrictive environment. District-level instructional initiatives include the use of the following strategies to support ELLs:

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)		
100%	those who are students with disabilities. Scheduling flexibility for ELLs in self-contained fifth grade special education has allowed for		
75%	Push-In ESL instructional minutes to be delivered in a classroom setting that works with students' needs. The ESL teacher and the		
50%	classroom teachers articulate at least once a week to discuss recent student assessments, student data, and planning for ELLs, and ELLs		
25%	who are SWDs.		
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
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.

Courses Taught in Languages Other than English

B. Programming and Scheduling Information--Continued

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

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

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

10. New programs under consideration for this upcoming school year include more focused work with media technology in order to improve literacy for ELLs in all content areas. Achieve 3000, Imagine Learning, and other technology programs available for ELLs will be used more broadly within the ESL curriculum during the school day. Other improvements to the ESL program include the use of more science and social studies content-area texts in order to improve reading strategies across content areas. More collaborative and hands-on learning will accompany use of these science and social studies texts within the ESL classroom. ELLs in all subgroups will also be involved in project-based learning in conjunction with the school-wide project-based learning units. These learning units, aligned with the Common Core Learning Standards and Performance Tasks, are implemented by all teachers, including the ESL teacher, in English with native language translation as necessary.

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

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

B. Programming and Scheduling Information--Continued

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13. Instructional materials used to support ELLs include authentic literature, such as work by Cynthia Rylant or by Eric Carle that is

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

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

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

D. Professional Development and Support for School Staff

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

1. Staff development in 2011-2012 at our school includes mentoring, one-on-one support from Network Specialists and city-wide training in content-area teaching and ESL strategies. Staff development for this year will also include ongoing work with a Library Media Specialist in order to further develop the use of media literacy instruction with ELLs and the integration of internet research skills for ELLs. This work on media literacy and internet research for ELLs will include training on current technology in order to build listening centers, make better use of online ESL materials and language learning software, and incorporating research skills into the ESL reading and writing curriculum. This staff development will take place weekly at night and during lunch and learn sessions with the Testing Coordinator on Fridays. Staff development with the Testing Coordinator in 2011-2012 will include data analysis in order to determine specific academic needs for ELLs in literacy in order to target and improve specific skills. This training will take place through lunch and learn sessions on Fridays throughout the year. ESL training at Network Professional Development opportunities, such as at the various Common Core Learning Standards workshops in August 2011 and November 8, 2011, and upcoming BETAC institutes will facilitate this staff development. Additional staff development will include alumni networking with members of the Teachers College TESOL department in order to enhance instructional strategies and understand language-learning theory. Staff development through TC is ongoing with four hour-long meetings from October through December 2011. This staff development may also include course work taken at Teachers College in Spring 2012 in order to maintain awareness and understanding of current research and trends in ESL.

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

3. As per Jose P., all staff, including non-ESL teachers, receive mandated hours of training in ESL theories and practices. This ESL training includes reviewing current thinking about second language acquisition at the elementary school level, examining student work for evidence of language development, analyzing data from ELLs in Math and ELA, as well as other content areas, and training in developing best practices for teachers of ELLs in the general and special education classrooms. This training may also include mini-workshops in developing an awareness of the many language differences and ELL cultures that exist in our school. Finally, this training may also include several sessions that encourage teachers to review short research-based or popular articles on best practices or theories in ESL teaching. 7.5 hours of staff training are conducted on Thursdays throughout the school year from 2:30 - 3:30. Records of sessions are recorded through the school's weekly calendar that is posted and electronically filed. Attendance records and agendas are also kept on file by school administration and by the ESL teacher. One session per month is held from October through April, for a total of six hours. An additional half-hour is provided during the month of September through an introductory study group with staff.

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)
parents? 100%	
75%	

E. Parental Involvement

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

1. Parents of ELLs are involved in all aspects of school life at PS 24, and there is an active Parents Association. Parents are provided with informational workshops and events on all programs, including ESL programming and policies for ELLs. Parents of ELLs are invited to all curriculum and related workshops conducted at our school. Letters and surveys are sent home to inform parents of new initiatives and programs. Parents of ELLs receive additional support through workshops provided them throughout the school year on working with ELLs in content areas. These particular parent workshops are designed to foster home-school connections and guide parents in best helping their children achieve second language proficiency in English. Translation services include written translation into the parents' first languages through internet translation sites; simultaneous oral translation by staff or by interpreters, and the availability of bilingual glossaries or bilingual dictionaries, where applicable.

2. The school partners with a few community-based organizations to provide after-school programming for all students. These agencies include the Riverdale Y and the Tennis Club of Riverdale. These organizations provide information to parents as necessary. The school also partners with cultural institutions throughout New York City, such as the New Victory Theater, New York Philharmonic, and Little Orchestra, for example. These programs are open to all students in specific grades and offer in-class and out-of-classroom learning experiences. Translation services offered include written translation, where necessary, into the parents' first languages through the use of internet translation sites, simultaneous oral translation by staff or by interpreters, or the use of bilingual glossaries or bilingual dictionaries, where applicable and necessary.

3. Parents' needs are evaluated through informal conversation with the Parent Coordinator or other school staff who work with parents, through surveys sent home through the Parents Association, and through feedback and evaluations provided at Parent Workshops and events sponsored by the Parents Association or by the school. Parents' needs are also surveyed through the classroom teacher or through school-based programming, in addition to informal conversation that may occur between teachers and parents. Specific tools to assess parents' needs include the school's Parent Survey of school environment, feedback and evaluation forms distributed at ESL Parent Workshops, feedback forms at Parent Association events and at school-sponsored events asking for parents' input or evaluation of efforts made in parents' and families' behalf. Translation into parents' first language is provided as necessary through written translation from internet translation websites or oral translation by school staff, where applicable.

4. Parental involvement activities provide enrichment for parents who seek enrichment for their children. Parental activities also provide support for parents looking to bolster their children's academic performance and achievement. Parental activities also provide a forum for discussion among other parents at the school in addition to offering a way to build home-school connections, such as through seasonal auctions, carnivals, learning opportunities, or other parents association or school events. Translation services provided include written translation into the parents' first language, if applicable, through internet translation websites, or oral translation into the parents' first language by school staff or interpreters provided by parents or other family members, where necessary.

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.
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Additional Information

C. Schools with Dual Language Programs

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1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
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2. Support for staff as ELLs transition from elementary to middle school includes educating staff in ESL programming and instruction at the middle school level, training in assessing student needs as these ELLs transition into middle school, and support with planning for the middle school transition. This support also includes time spent implementing running records, building portfolios, articulating with middle school ESL teachers, and other means of getting students ready for the demands of middle school.

3. As per Jose P., all staff, including non-ESL teachers, receive mandated hours of training in ESL theories and practices. This ESL training includes reviewing current thinking about second language acquisition at the elementary school level, examining student work for evidence of language development, analyzing data from ELLs in Math and ELA, as well as other content areas, and training in developing best practices for teachers of ELLs in the general and special education classrooms. This training may also include mini-workshops in developing an awareness of the many language differences and ELL cultures that exist in our school. Finally, this training may also include several sessions that encourage teachers to review short research-based or popular articles on best practices or theories in ESL teaching. 7.5 hours of staff training are conducted on Thursdays throughout the school year from 2:30 - 3:30. Records of sessions are recorded through the school's weekly calendar that is posted and electronically filed. Attendance records and agendas are also kept on file by school administration and by the ESL teacher. One session per month is held from October through April, for a total of six hours. An additional half-hour is provided during the month of September through an introductory study group with staff.

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3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. Parents of ELLs are involved in all aspects of school life at PS 24, and there is an active Parents Association. Parents are provided with informational workshops and events on all programs, including ESL programming and policies for ELLs. Parents of ELLs are invited to all curriculum and related workshops conducted at our school. Letters and surveys are sent home to inform parents of new initiatives and programs. Parents of ELLs receive additional support through workshops provided them throughout the school year on working with ELLs in content areas. These particular parent workshops are designed to foster home-school connections and guide parents in best helping their children achieve second language proficiency in English. Translation services include written translation into the parents' first languages through internet translation sites; simultaneous oral translation by staff or by interpreters, and the availability of bilingual glossaries or bilingual dictionaries, where applicable.

2. The school partners with a few community-based organizations to provide after-school programming for all students. These agencies include the Riverdale Y and the Tennis Club of Riverdale. These organizations provide information to parents as necessary. The school also partners with cultural institutions throughout New York City, such as the New Victory Theater, New York Philharmonic, and Little Orchestra, for example. These programs are open to all students in specific grades and offer in-class and out-of-classroom learning experiences. Translation services offered include written translation, where necessary, into the parents' first languages through the use of internet translation sites, simultaneous oral translation by staff or by interpreters, or the use of bilingual glossaries or bilingual dictionaries, where applicable and necessary.

3. Parents' needs are evaluated through informal conversation with the Parent Coordinator or other school staff who work with parents, through surveys sent home through the Parents Association, and through feedback and evaluations provided at Parent Workshops and events sponsored by the Parents Association or by the school. Parents' needs are also surveyed through the classroom teacher or through school-based programming, in addition to informal conversation that may occur between teachers and parents. Specific tools to assess parents' needs include the school's Parent Survey of school environment, feedback and evaluation forms distributed at ESL Parent Workshops, feedback forms at Parent Association events and at school-sponsored events asking for parents' input or evaluation of efforts made in parents' and families' behalf. Translation into parents' first language is provided as necessary through written translation from internet translation websites or oral translation by school staff, where applicable.

4. Parental involvement activities provide enrichment for parents who seek enrichment for their children. Parental activities also provide support for parents looking to bolster their children's academic performance and achievement. Parental activities also provide a forum for discussion among other parents at the school in addition to offering a way to build home-school connections, such as through seasonal auctions, carnivals, learning opportunities, or other parents association or school events. Translation services provided include written translation into the parents' first language, if applicable, through internet translation websites, or oral translation into the parents' first language by school staff or interpreters provided by parents or other family members, where necessary.

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)	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Intermediate(I)	1	3	0	1	3	0	0	0	0	0	0	0	0	8
Advanced (A)	2	3	1	2	7	2	0	0	0	0	0	0	0	17
Total	4	6	1	3	10	2	0	0	0	0	0	0	0	26

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	1	1	0	3
4	4	6	1	0	11
5	1	2	0	0	3
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1	0	1	0	1	0	1	1	5
4	1	0	4	0	5	1	0	0	11
5	0	0	1	0	1	0	1	0	3
6	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	2	0	6	0	3	0	11
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0	0	0	0
Integrated Algebra	0	0	0	0
Geometry	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0
Global History and Geography	0	0	0	0
US History and Government	0	0	0	0
Foreign Language	0	0	0	0
Other	0	0	0	0
Other	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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

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

- 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

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: The Spuyten Duyvil School

School DBN: 10X024

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Donna Connelly	Principal		10/25/11
Manuele Verdi	Assistant Principal		10/25/11
Florence Byrne	Parent Coordinator		10/25/11
Sarah Seliger	ESL Teacher		10/25/11
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Marlene Kron	Guidance Counselor		10/25/11
	Network Leader		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: 10X024 **School Name:** Spuyten Duyvil School

Cluster: 01 **Network:** CFN HOT 104

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

Part A: Needs Assessment Findings

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

Data and methodologies used to assess the written translation and oral interpretation needs of parents is determined by analysis of the Home Language Identification Survey, parents' reports of preferred languages for written and oral communication, and from informal reporting from classroom teachers, school administration, the Parent Coordinator, and the ESL Teacher. Numbers of parents requiring written translation or oral interpretation are low, with Spanish being the only language stated on HLIS forms as being in need. Translation and interpretation are provided in-house by school staff. Information on parents' preferred languages would be communicated to the school community by the administration, the Parent Coordinator, the ESL teacher, or other classroom teachers who communicate directly with these parents. The majority of parents in our school do not require written translation or oral interpretation, as this school's community consists of many balanced bilingual families, or families in which one or both parents or guardians communicate in English.

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

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

Part B: Strategies and Activities

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

School staff and parent volunteers will provide the school with written translation services. In-house written translation is conducted by both native speaker staff members, staff fluent in Spanish, for instance, and through the use of internet translation websites such as Google Translator. School signage would be translated into applicable languages throughout the building, as demanded by parents' needs analyses and through informal communication between parents and school staff. The school will also use the Translation Services department upon request and when necessary. Procedures to ensure timely provision of translated documents have usually been efficient at PS 24 and will include follow-up measures taken by the school administration, the ESL teacher, and the Parent Coordinator.

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

Oral interpretation services will be provided in-house by the school staff and by parent volunteers as needed and upon request into languages requested by parents or as indicated on parents' need analyses. All services will be provided in a timely fashion and will be done in-house. The administration in conjunction with the ESL teacher and the Parent Coordinator will ensure that interpretation happens in a timely fashion and according to parents' needs at school-wide events, conference nights, and upon demand in classroom teachers' meetings with parents.

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

The school will work to fulfill Section VII of Chancellor's Regulations A-663 through the combined efforts of the administration in conjunction with the Parent Coordinator and the ESL teacher. Signage, Parents' Bill of Rights, and other plans and procedures will be translated through the Translation Unit and through in-house staff fluent in languages indicated by parents. These documents will be provided by the administration directly to parents who have indicated the need for translation and interpretation. These documents will also be made available to parents in the school's office and through the Parent Coordinator, both on paper and online.

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: 10X024
Cluster Leader: 1 Corinne Rello-Anselmi	Network Leader: Bob Cohen
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> 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="radio"/> Before school <input type="radio"/> After school <input checked="" type="radio"/> Saturday academy <input type="radio"/> Other:
Total # of ELLs to be served: 29 Grades to be served by this program (check all that apply): <input checked="" type="radio"/> K <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12
Total # of teachers in this program: 2 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 1

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: The language instruction program for English language learners in the Title 3 program for 2011-2012 will consist of a direct instruction component that will be an ESL After-School literacy program. This ESL After-School literacy program will be designed to build cognitive academic language skills, increase content-area vocabulary, particularly in social studies and science, and build test readiness skills for the NYSESLAT, the ELA and the Math tests, primarily. Vocabulary instruction will focus on finding meaning in context, using higher-order thinking skills in reading, and building word knowledge using a Robust Vocabulary strategy. This program will run from October 4, 2011 through May 18, 2012 for a total of 96.7 hours at 3.32 hours per week, two days per week, 1.66 hours per day. Approximately 29 ELLs in grades 1 through 5 will be serviced. The teachers for this program will be a certified ESL teacher and a Common Branch certified classroom teacher. The certified ESL teacher and the certified Common Branch teacher will co-teach so that all ELLs receive developmentally appropriate instruction from a certified ESL teacher for the duration of this program. The first half of the year from October through December will utilize material from leveled content-area readers, and from Imagine Learning, as well as from other classroom library and media technology resources, such as Discovery Education, National Geographic for Kids, and Bookflix websites. This material will also be supplemented with vocabulary-rich fairy tales and folktales that present the native language alongside the English language text. The second half of the year will focus on NYSESLAT test preparation and building reading skills and strategies in preparation for other content area tests. For this segment of the program the students will primarily use the Empire State NYSESLAT student books and audio CDs. This program will include a focus on academic vocabulary, reading strategies across content areas, hands-on learning, and document-based study in thematic units. The language of instruction for this program will be in English, with language support in the native languages of Chinese, Hebrew, Croatian, Japanese, Albanian, and Spanish, where applicable. Native language support will also be offered through native language translation websites, bilingual glossaries and dictionaries, bilingual texts, and oral interpretation, where applicable.

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: Staff development for the 2011-2012 will focus on building core content strategies for teaching reading and writing to ELLs in a way that combines ESL research and best practices. This will be done through a study group where the Title 3 ESL teacher and the Title 3 classroom teacher meet to read and review pertinent research and books on best practices. The reading for this study group will consist of Pauline Gibbons' two texts, Learning to Learn in a Second Language

Part C: Professional Development

and Scaffolding Language, Scaffolding Learning. The third text to be read by the study group is Jim Cummins' and Steven Krashen's text, *English Learners in American Classrooms*. The study group will meet one Thursday per month from 2:30 until 3:20 p.m. in order to examine these texts and apply their findings to our school's specific context. The study group will last from October through May 2012. The providers will be the ESL teacher, Sarah Seliger, and Avril Wenderoff, the Title 3 Classroom teacher. Topics within these study groups include stages of second language acquisition, building CALP knowledge in newcomers and beginner level ELLs, scaffolding writing in order to build organization and fluency, and building reading skills through more intense vocabulary study and application. Another component of the Title 3 professional development will consist of an in-depth look at the Common Core Learning Standards for ELA and Math, and in particular, the Language Standards so as to better tailor CCLS standards to fit our school's population of newcomers, students who have been here for 4-6 years, and ELLs who are SWD's. These topics and study will meet also on one Thursday per month from October through May from 2:30 - 3:20 with the Title 3 ESL teacher, Sarah Seliger, and the Title 3 classroom teacher, Avril Wenderoff. The provider will be the Title 3 ESL teacher.

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: The second component of the Title 3 program for 2011-2012 will include a parent education piece designed to foster home-school connections in literacy and other content areas. The goal of this program is to increase ELL parent involvement in the school by building parents' skills in English and in developing strategies at home that can be used to help their children in improving language proficiency and academic performance. Five sessions will be held once a month on Wednesdays from November through March for one hour from 5:00pm to 6:00pm. Dates of these sessions are November 16, 2011, December 14, 2011, January 18, 2012, February 29, 2012, and March 29, 2012. Sessions will include use of technology and software training in how to read and write with children in the first and second languages. These workshops will be conducted by the ESL teacher in English with native language translations and translators from school staff, if necessary. Written translation will also be provided, as necessary, through internet translation sites, and bilingual dictionaries. Materials for parents will be purchased to support home-school connections for this Title 3 component. Topics to be included are "My Immigration Story," where families digitally archive photos and artifacts from their home countries onto a school-based web page; test preparation strategies, and non-fiction reading strategies. The provider's name is Sarah Seliger. Parents will be notified through letters sent home and through direct contact with parents at arrival and dismissal. Parents will be notified in both English and in their native language. Written translation will be provided through the use of internet translation websites and through school staff who can translate into the parents' home languages.

Part E: Budget

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

Allocation Amount: \$11200

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 	<u>\$9,607.52</u>	<u>1 ESL certified teacher @ \$50.06 per hour x 1.66 hours x 2 days x 28 weeks = \$4653.58;</u> <u>1 Classroom teacher @\$50.06 per hour x 1.66 hours x 2 days x 28 weeks = \$4653.58;</u> <u>1 ESL certified teacher @50.06 per hour x 6 hours = \$300.36</u>
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	<u>\$0</u>	<u>\$0</u>
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	<u>\$1,176.40</u>	<u>Empire State NYSESLAT Student Book K-1: 11 copies @ \$18.95 = \$208.45;</u> <u>Empire State NYSESLAT K-1 Audio CD 1 @ \$9.50 = \$9.50;</u> <u>Empire State NYSESLAT Student Book Grade 2: 7 @ \$21.95 = \$153.65;</u> <u>Empire State NYSESLAT Grade 2 Audio CD: 1 @ \$9.50 = \$9.50;</u> <u>Empire State NYSESLAT Student Book Grade 3: 4 @ \$21.95 = \$87.80;</u> <u>Empire State NYSESLAT Grade 3 Audio CD: 1 @ \$9.50 = \$9.50;</u> <u>Empire State NYSESLAT Student Book Grade 4: 10 @ \$18.95 = \$189.50;</u> <u>Empire State NYSESLAT Grade 4 Audio CD: 1 @ \$9.50 = \$9.50;</u> <u>Empire State NYSESLAT Student Book Grade 5: 10 @ \$18.95 = \$189.50;</u> <u>Empire State NYSESLAT Grade 5 Audio CD: 1 @ \$9.50 = \$9.50;</u> <u>Parent Education Materials = \$300.00</u>
Educational Software (Object Code 199)	<u>\$0</u>	<u>\$0</u>
Travel	<u>\$0</u>	<u>\$0</u>
Other	<u>\$416.08</u>	<u>Miscellaneous food expenditure for Parent involvement sessions</u>

Part E: Budget

TOTAL	<u>\$11,200.00</u>	
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