



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME:

DBN : 15K024

PRINCIPAL: CHRISTINA FUENTES

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SUPERINTENDENT: ANITA SKOP

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

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

Name	Position and Constituent Group Represented	Signature
Christina Fuentes	*Principal or Designee	
Erika Dagrass	*UFT Chapter Leader or Designee	
Jackie Diaz	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Yadira Garcia	CBO Representative, if applicable	
Margaret White	Member/	
Emily O Miller	Member/	
Martin Alvarado	Member/	
Alicia Torres	Member/	
Laura Tenezaca	Member/	
Alex McDonnell	Member/	
Magdalena Gutierrez	Member/	

** Signature of constituent only indicates participation in the development of the SCEP, not approval.

Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

SCEP goals are generally intended to guide school-wide planning and development. SCEP 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 that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

Page 5 – The school leadership should implement a classroom observation schedule to monitor more closely the quality of teaching and learning across the school. Written feedback should be provided for all formal, informal and walkthrough observations, including clear targets for improvement.

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

2.2 School leader’s vision

2.4 School leader’s use of resources

2.3 Systems and structures for school development

2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

Our two Assistant Principals and I will conduct four informal, official observations for each of our 59 teachers. Each teacher will also receive one formal observation. Untenured teachers will receive three formal observations. The Danielson rubric will be used as a formative tool, not as an evaluative tool. The informal observations will consist of brief classroom visits followed by a conversation to give feedback to the teacher within one week of the visit. The feedback will be memorialized by an email that will be signed and placed in the teacher’s official personnel file. The formal observations will consist of a pre-observation meeting, as well. In addition, two reading goals conversations will be held with each classroom teacher, one in December and one in March. Goals for teachers to accomplish student progress in reading will be set for individual students, small groups and the whole class.

Instructional strategies/activities

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

The assistant principals and I will each have twenty teachers to give feedback to. The cycle will begin with a professional conversation to review lesson planning, assessment recordkeeping and professional goals. Four informal observations and one formal (three for untenured teachers) will occur throughout the year. Informal observations will be approximately fifteen minutes long, followed by a conversation and then an email summarizing the feedback.

The Data Team will identify goals for each class’ reading achievement progress based on the Fountas & Pinnell reading levels that are input into TCAssessment Pro, a data management web-based system. Each administrator will meet with the teacher to deliver the goals for the upcoming three month period (December- March, and March – June.) Ninety per diem days will be used to hire substitute

teachers to provide time for 60 teachers to meet twice yearly for two periods each time (Winter and Spring.) In the conference teachers will review their classroom based formative and summative reading data and discuss plans to bring the reading goals to fruition. For instance, use of particular teaching practices, computer programs, supplemental intervention programs, etc.

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
Funds required are portions of personnel costs associated with the salaries of the administrative team and teacher per diem. Administrators will prioritize scheduling time in their schedules to be in classrooms for informal and formal observations, walkthroughs, and professional conversations with teachers.

GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

Page 6 The school should develop goal setting processes for all students. PD should be organized for all teachers so that they can create clear improvement goals to move all students forward in their learning.

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

_____ 3.2 Enacted curriculum

_____ 3.4 Teacher collaboration

_____ 3.3 Units and lesson plans

 x 3.5 Use of data and action planning

Annual Goal #2

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

Reading ability, as measured by Fountas and Pinell reading levels, benchmarked to grade level standards will improve by 4% when compared to the previous year. Four per cent more of our students will read at or above grade level by June 2013 compared to June 2012.

Instructional strategies/activities

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

Each classroom teacher will use quantitative goals for improvement of student reading achievement. The principal and two assistant principals will each hold two reading goals meetings with classroom teachers, one in December and one in March. Reading data will be collected and input into a database (TCAssessment Pro) in September, November, January, March and June. At the time of the goals meetings, numerical goals for moving students' reading achievement to meet or exceed grade level benchmarks for the specific time of year will be set. Individual student needs and sub groups of students will be discussed to set goals for improvement and to strategize instructional plans and interventions to accomplish the improvement. The progress toward meeting goals will be monitored and adjusted as needed by reviewing running records, conference notes, Acuity ELA results, and ELA performance based assessment results. Teachers will be given professional development throughout the year by literacy consultants from Columbia Teachers College Reading and Writing Project on site (18 days -2 teacher per diem + 36 per diem day) and at the university (2 days/ 60teachers= 120 teacher per diem). In addition, teachers will attend CFN #102 literacy staff development days – four teachers @ three days each= 12 teacher per diem days. (Teacher per diem days total = 168) Professional development will be provided by PS 24 literacy coaches and the consultants in best practices in reading assessment and diagnosing reading difficulties and planning for whole group, small group and individual instruction based on formative literacy assessments. Teachers will select and/or create the

literacy performance based assessment tasks and score the work collaboratively to establish norms for each grade. Academic intervention services in literacy will be provided for targeted students in third, fourth and fifth grades. An after school reading program will serve eighty students reading at benchmark level 2 (Fountas & Pinell reading levels) twice weekly for 1.5 hours each session for 12 weeks from mid-December through mid-April. (20 hours of principal per session to supervise after school). Four teachers will work per session to provide these services. Students at high level 2 and level 3 reading benchmark in third, fourth and fifth grades (90 students) will attend a four hour Saturday program for 15 weeks beginning in December through mid-April. Eight teachers will work per session to provide these services. Two assistant principals (2 x 5 hours x 5 sessions) and one principal (5 hours x 5 sessions) will share the responsibility of supervising these literacy intervention programs. All second, third, fourth and fifth grade students will receive explicit NYS ELA exam preparation in their classrooms provided by their classroom teachers to contribute to improved reading achievement. In addition, all classrooms will use instructional technology to support improved literacy achievement. Computer programs will be used in small group and individual assigned tasks both at school and for homework. Titles include RazzKids, Ready NYS CCLS Achievement Toolbox for third, fourth and fifth grades, Discovery Education, World Book, and Starfall.

Budget and resource alignment

- Indicate your school's Title I status: x School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

x Tax Levy x Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start). Funds for focus schools, Title I and Tax levy funds will be used to purchase consultant services, per session and per diem to free teachers to participate in professional development activities, as well as salaries for literacy coaches. Items purchased to support the literacy intervention programs include NYS Ready ELA student books for each third, fourth and fifth grader (348.) Content area literacy materials were purchased for upper grade students. For after school and Saturday programs NYS Empire Edition Workout, Rally Reading to Analyze and Interpret Drama and Poetry, instructional supplies such as notebooks, pencils, highlighters, folders, tape, chart tablets, pencil sharpeners, pocket charts, adaptive materials (such as pencil grips.) Instructional technology is listed above.

GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

March 2011 JIT page 4- The school should support teachers on how to use rubrics to provide appropriate and high level commentary on student work inclusive of naming strength points, need to improve points and next steps, related to the State Standard.

Tenet #4 TEACHER PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

_____ 4.2 Instructional Practices and strategies

___ 4.4 Classroom environment and culture

_____ 4.3 Comprehensive plans for teaching

x 4.5 Use of data, instructional practices and student learning

Annual Goal #3

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

In fulfilling the NYC DOE citywide instructional expectations, we will increase teacher understanding of performance based tasks with a focus on looking at student work, applying rubrics and planning next steps, in the context of adopting the Common Core Standards to meet students' learning needs.

Instructional strategies/activities

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

Teacher teams will create, and then administer performance tasks to every student in reading and math that are embedded in units of study aligned to the Common Core Standards. There will be two units with embedded performance tasks for math and literacy. Dual language classes will do tasks in both English and Spanish. After the administration of the assessment the teachers will look at the resulting student work in grade level teams in meetings facilitated by coaches and educational consultants. Teachers will be given professional development in the rubrics that are pertinent to the tasks. The first PBA tasks will be administered in December and scored in the two week period following administration. The second round will take place in May 2013. Results will be input into our database of student performance so that progress of individual students, grades, classes, sub groups and the whole school can be monitored and program planning and instruction can be adjusted accordingly. Teacher per diem will be used to release teachers for professional development and creation and/or selection, and scoring of performance based tasks. (30 teachers x 2 days= 60 days.)

Budget and resource alignment

- Indicate your school's Title I status: xSchool Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start). A schedule will be set requiring teacher release (teacher per diem will be used) in coordination with school based coaches, administrators and educational consultants for professional development and the creation, administration and scoring of PBA tasks and the professional development for teachers to gain competency in the use of rubrics for scoring and determining student instructional needs.

GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

JIT page 2. The principal has created an environment that is sensitive, tolerant and caring.

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships 5.4 Safety
 5.3 Vision for social and emotional developmental health 5.5 Use of data and student needs

Annual Goal #4

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

A social emotional learning team will be established consisting of administrators, teachers, an educational consultant and the parent coordinator. The team will oversee the activities pertaining to social emotional learning and meet 6 times throughout the year. A school-wide social emotional learning period will be instituted to occur first period each Monday morning. During this time the Social Emotional Learning Team will conduct classroom walkthroughs four times throughout the school year. A data collection form will be used during the walkthroughs. Debriefs will follow the walkthroughs and the Team will produce feedback that will be shared with the faculty within two days.

Instructional strategies/activities

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

. The team will oversee the activities pertaining to social emotional learning and meet 6 times throughout the year. A school-wide social emotional learning period will be instituted to occur first period each Monday morning. During this time the Social Emotional Learning Team will conduct classroom walkthroughs four times throughout the school year. A data collection form will be used during the walkthroughs. Debriefs will follow the walkthroughs and the Team will produce feedback that will be shared with the faculty within two days. Rubrics on social emotional learning program evaluation and teaching practices will be employed.

Budget and resource alignment

- Indicate your school's Title I status School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start). Faculty members funded by tax levy and Title I will participate on the Social Emotional Learning Team. Title I per diem (2 per diem teachers x 6 days = 12) will allow release time for classroom teachers to participate.

GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

JIT page 2. The school is committed to serving the community via its many outreach services.

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

6.2 Welcoming environment 6.4 Partnerships and responsibility
 6.3 Reciprocal communication 6.5. Use of data and families

Annual Goal #5

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

Through external partnerships and the work of our community associate and parent coordinator PS 24 will provide an array of services, workshops and classes to promote parent leadership, empowerment and life long learning.

Strategies to increase parental involvement and engagement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 17 through 21 in this SCEP.
- Describe the research-based strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation

PS 24 will partner with Lutheran Family Health Services to provide a beginner ESL class for parents on Wednesday and Friday mornings in the parent room. On Saturdays an intermediate ESL class will be held in partnership with the NYCDOE. Through a partnership with a local CBO, La Union, Spanish basic literacy classes (Plazas Comunitarias curriculum) will be held on Monday and Tuesday mornings. Our educational consultant from Morningside Center for Teaching Social Responsibility will collaborate with our parent coordinator to facilitate a series of workshops conducted in Spanish entitled, Peace in the Family. The NY Immigration Council will hold a weekly Family Resource Center on Thursday mornings to provide referrals and information to parents on immigration and other community issues. Participating parents will be surveyed to gather data on programmatic impact. In addition, teachers of the three classes will share data on their class' progress with the school. The general parent body will be surveyed at the beginning of each school year to determine community needs.

Budget and resource alignment

- Indicate your school's Title I status: xSchool Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

x Tax Levy x Title IA Title IIA Title III Set Aside Grants x Other-describe here: _non -contractual services / parent involvement

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Services provided by CBOs are cost neutral for PS 24. The educational consultant from Morningside Center for Teaching Social Responsibility is paid in part with Title I parent funds, as is the community associate.

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	-Foundations (Tier 2 RTI)- English phonics and phonemic awareness- kindergarten, first grade	-Small group	Extended day (M-Th afterschool)
	-Estrellita- (Tier 2 RTI)- Spanish phonics and phonemic awareness- kindergarten, first grade	-small group	- Extended day (M-Th afterschool) and during the school day
	-guided reading-2 nd - 5 th gr	-small group	-during the school day and Extended day (M-Th afterschool)
	-interactive read aloud/test preparation- 3 rd - 5 th gr.	-small group	-after school two days/week
	-ELA test prep	-small group	-Saturday mornings (Dec- April)
Mathematics	-Math strategy groups K-5 th gr	-small group	Extended day (M-Th afterschool)
	-Math test prep	-small group	-Saturday mornings (Dec- April)
Science	NA		
Social Studies	NA		

At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Lunch clubs- guidance counselor At risk counseling by social worker	Small groups One to one	Four groups each meeting weekly weekly
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HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

PS 24 recruits new teachers by reaching out to local teacher education programs at the university level. We participate on panels, welcome student teachers, interns and student observers. In addition, we participate in professional conferences in which we network with other educators to establish connections with potential teaching candidates. This has been quite successful. In recent years we have received numerous unsolicited resumes of highly qualified candidates. Current faculty members receive differentiated professional development both in house and through external providers. We have a dual language coordinator, math coach, upper grade literacy coach, lower grade literacy coach and a science coordinator. PS 24 has a high retention rate of teachers—well over 90%. In addition, only one teacher is not highly qualified. This teacher is just missing two courses to be qualified for the desired license, a license additional to the permanent state certification. Our professional development through consultants includes: Columbia Teacher College Reading and Writing Project, Columbia Teachers College Inclusive Classroom Project, Metamorphosis (mathematics), Morningside Center for Teaching Social Responsibility, New York Historical Society, Cookshop and Studio in a School. Our teachers also participate in many NYCDOE professional development initiatives from the Office of English Language Learners and from CFN 102. Our CFN 102 ELL specialist works intensely with our ESL teachers for one full day each week.

PS 24 PARENT INVOLVEMENT POLICY (PIP)

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;
- PS 24 will partner with Lutheran Family Health Services to provide a beginner ESL class for parents on Wednesday and Friday mornings in the parent room. On Saturdays an intermediate ESL class will be held in partnership with the NYCDOE. Through a partnership with a local CBO, La Union, Spanish basic literacy classes (Plazas Comunitarias curriculum) will be held on Monday and Tuesday mornings. Our educational consultant from Morningside Center for Teaching Social Responsibility will collaborate with

our parent coordinator to facilitate a series of workshops conducted in Spanish entitled, Peace in the Family. The NY Immigration Council will hold a weekly Family Resource Center on Thursday mornings to provide referrals and information to parents on immigration and other community issues

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.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

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

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

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition

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

C. Teacher Qualifications

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

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

D. School Demographics

Total number of students in school	746	Total Number of ELLs	358	ELLs as share of total student population (%)	47.99%
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Part II: ELL Identification Process

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

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

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

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

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

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

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

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

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

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

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

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
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This school offers (check all that apply):

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

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	358	Newcomers (ELLs receiving service 0-3 years)	275	Special Education	33
SIFE	6	ELLs receiving service 4-6 years	83	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	22	5	9	3	0	0	0	0	0	25
Dual Language	190	1		50						240
ESL	58			35						93
Total	270	6	9	88	0	0	0	0	0	358

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	4	1	3	2	7	5								22
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	4	1	3	2	7	5	0	22						

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

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers: 2

Ethnic breakdown of EPs (Number):

African-American: 4

Asian:

Hispanic/Latino: 185

Native American:

White (Non-Hispanic/Latino): 3

Other: 1

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese		2												2
Russian														0
Bengali					1	1								2
Urdu														0
Arabic		1	2	1	2									6
Haitian														0
French														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	3	2	1	3	1	0	10						

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

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

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

A. Programming and Scheduling Information

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

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

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

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

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

A. Programming and Scheduling Information

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

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

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

Ongoing formative and diagnostic assessments in English and Spanish is done for differentiation. We use the Primary Assessment (K-1), Estrellita(in Dual and TBE), Words Their Way, Teacher's College Running Record, and EDL (DRA) in Spanish and the Fountas and Pinnell (Spanish) to assess for reading and word recognition in English and Spanish. To assess mathematic skills, we use DYO (English and Spanish) and Rubrics (English and Spanish). For writing, we use Teacher's College and teacher-created rubrics (Spanish and English), Writing on Demand, and informal assessments (English and Spanish) in writing workshop to assess the students' writing. The science program (FOSS) is used for assessing science progress. We use FOSS, in addition to science rubrics designed by the science teachers. The FOSS is also used in both languages. This allows our teachers to differentiate instruction for all students on every subject.

4. Children that are found to be English Language Learners (ELLs) after taking the LAB-R in English are given the Spanish LAB-R. Diagnostic evaluation in Spanish includes a school created assessment to help us better understand both English oral language skills and Spanish for all ELLs entering the school. In Dual Language classes, as well as, Transitional Bilingual classes, students are assessed in math, reading, writing, science and social studies in both English and Spanish. In Kindergarten through first grade (and second grade if they are struggling), students are assessed for phonemic awareness and reading using the Estrellita assessment in Spanish. Grades K-1 students also take the Primary Assessment in their native language for reading readiness. We have created a lower grade Spelling Inventory in Spanish that is similar to the Words their Way Spelling Inventory. All students' reading levels are assessed with Fountas and Pinnell Reading assessment in Spanish and the Evaluacion De Lenguaje (4TH-5th grades) for students reading at higher levels. Students are assessed using the Primary Assessment, Estrellita Assessments, Fountas and Pinell/EDL. The scores are collected by the school four times during the year (quarterly) and analyzed by teachers on a regular basis. Once a month teachers give an On-Demand Writing Assessment to students and every other month (in Dual and TBI classes) the assessment is in Spanish. Teachers use a Spanish rubric to assess the writing in addition to the Writing Continuum. At P.S. 24, we have created rubrics for every unit of study in math and writing in both English and Spanish. Math assessments also include a Do Your Own type of assessment created in collaboration with our school's network (102), which is administered in both languages. Even though assessments are collected four times during the year, classroom and intervention

A. Programming and Scheduling Information

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

5. At P.S. 24, instruction for English Language Learners (ELLs) is differentiated by incorporating language objectives and functions of language, such as describing, explaining, identifying, sequencing, planning, comparing and predicting. Students are organized into small groups with the classroom teacher or ESL teacher facilitating student learning. Students are encouraged to use cognates from their native language to make connections in English. Assessments routinely takes place when a unit begins to determine the particular needs of individual students. Lessons are modified to target the language needs of students. Students are evaluated during the unit and at the end to ensure mastery of skills and knowledge. The teacher plans lessons and organize various groupings as students demonstrate learning needs. Within language proficiency groups, differentiated groups exist to build specific understandings and experiences. Student's prior knowledge, interests, beliefs, how the students learn best, and student attitudes are taken into account when organizing and changing differentiated instruction in the content areas. The learning environment and classroom resources support differentiated instruction throughout the day. Language abilities and acquisition are considered when lessons are differentiated and groups are formed. NYSESLAT proficiency levels are taken into consideration as a measure of their language skills. The four language modalities outlined in the NYSESLAT are a quantitative measure of student mastery of the New York State ESL standards. Differentiation for ELL students reflect student language and academic needs and support learning throughout all content areas.

5a. At P.S. 24, Students with Interrupted Formal Education (SIFE students) are often placed in the Transitional Bilingual Program (TBE) and the Dual Language Program based on parent options and language needs. The teachers in both programs provide small group instruction to support the students in both their native language and second language. Before an instructional plan is incorporated teachers assess students in order to provide the necessary support needed. The instructional plan for SIFE students often incorporates enriching a students' native language through literacy and oral language, while also providing exposure to all content areas. Teachers provide opportunities for students to work in partnerships and expose students to life experiences. In the TBE classroom, 40% of the week is taught in English with strong thematic plans designed to develop the oral language, as well as, literacy. Additional support in ESL is also provided to SIFE students in both the monolingual program and the Dual Language program. All SIFE students are encouraged to participate in all P.S. 24 instructional programs.

5b. At P.S. 24, newcomer students are often placed in Transitional Bilingual (TBE), Dual Language, or monolingual program based on parent preference and language needs. Newcomer students receive pull-out ESL instruction in small groups by the ESL teacher when placed in the monolingual program with native language support. They are also immersed in thematic units with strong ESL strategies with their English teachers on English days. In addition, newcomers are also placed in a classroom where the students can receive differentiated instruction and receive support in their native language. Cognates, word associations, and other language skills are taught to students. The Dual Language and TBE provides support to Spanish speakers whereas, support for Chinese and Arabic students are provided through ESL instruction and in their native language. We provide additional supports to these students via a club specific to their language needs, i.e. Arabic Club or the Chinese Club. These clubs are designed to support native language, encourage maintaining cultural identity, and build community amongst the families and students. Books and technology are used as tools for learning. Literature in the students' native language is placed in the classrooms to help support student's native language. Often teachers place students in after-school partnership programs to help foster peer socialization and support. Students are encouraged to participate in all P.S. 24 instructional programs.

5c. English Language Learners (ELLs) with 4-6 years of ESL services in the Dual Language program are supported by the classroom teacher throughout the day. The classroom teacher integrates modeling, critical thinking skills, graphic organizers, and thematic approaches to reinforce the skills and strategies students need to master. Visual and audio equipment, along with other supplemental materials, such as Reader's Theater, bilingual dictionaries/glossaries, and guided reading books are used to support lessons and student work. ELL who have 4-6 years of ESL services and are in monolingual classes are supported by an ESL teacher. Frequently, the ESL teacher pushes into the class and helps support students alongside the classroom teacher. Students participate in strategy groups and are encouraged to use background knowledge in all content areas.

5d. Currently, P.S. 24 does not host any English Language Learners (ELLs) who are Long-Term (completed 6 years), but we have devised a plan for ensuring quality instruction for these students. The plan would include inviting students to Early Morning Intervention, which consists of small group instruction by a classroom teacher (or ESL teacher) and to the after school Guided Reading Institute we have

A. Programming and Scheduling Information

created here at P.S. 24. Students use a variety of materials and resources to enhance student learning. Small groups would consist of no more than five students. Individual instruction would be considered for students who have not passed the NYSESLAT and continue to receive ESL services after 6 years. The ESL teacher would service these students for the mandated ESL time required by New York State as well as additional periods per week to improve language and academic development.

6. The instructional strategies that we use to support ELLs and SWDs in order to promote English as a Second Language includes differentiation in all subject areas, strong read alouds, and structured talk/academic discourse to give students the opportunity to speak, synthesize, use metacognitive skills, and effectively execute the English language orally and in writing. We ensure that during turn and talk sessions all students have the opportunity to speak. We believe that every lesson is a language lesson and all teachers in the school participate on professional development strategies geared towards ELLs. Teachers also use dramatizing scenes and vocabulary, picture support, prompts, cognates, etc., to support ELLs and SWDs in every lesson. Total Physical Response, as well as, immersing students in the Language Experience is normally used to develop language with our students. In addition, we have implemented life long learning habits that all teachers practice with children on a regular basis called The Habits of Mind. These habits encourage the students to think and be active and support each other. Examples are managing impulsivity, listening with care, etc. We integrate units of study so that students are working extensively on a theme. Through this, students get to hear vocabulary, ideas, and language on a topic consistently. During June planning, we use the SLAM ESL sheet to plan for non-fiction units and the academic needs of our ELLs and Students with Disabilities (SWDs) selecting specific activities, vocabulary, language structures, and projects our ELLs and SWDs will need. The following materials are used to support ELLs (bilingual, dual, and monolingual setting): web-based programs (Starfall, Raz-Kids, Power Media Plus, Book Flicks, Fast Forward), sequence flash cards, SRA photo library, Benchmark guided reading books, and Rigby: On Our Way to English, an ESL program called "SUBE" is used for beginner and new comer ESL students in TBE, Dual Language, and monolingual push-in setting, FastForWord and AWARD which is used with all ELLs at P.S. 24. Teachers also use Reader's Theater, Time for Kids, and the Wilson Program (all ELLs).

7. At P.S. 24, we use curricular, instructional, and scheduling flexibility to meet the diverse needs of our ELLs and SWDs within the least restrictive environment by ensuring that there is proper communication amongst all the teachers providing services. Once a month, classroom (Dual, TBE, and Monolingual), special education, ESL, and speech teachers, occupational and intervention providers meet to communicate around services provided for students. This aids in avoiding scheduling conflicts and ensuring that students are getting the appropriate services and instruction at the appropriate time. It is also done for collaboration on units of study and themes. During these meetings, key decisions are made such as, push-in or pull out support. Differentiation for learning and grouping children based on need and reading/language modalities is established in these meetings, as well. It is important to be flexible in order to ensure that we are thinking about the whole child and that services meet the needs of the child. These meetings also ensure that all parties involved have the opportunity to communicate with each other so that the student has access to a full curriculum and instruction in all subject areas, as well as, his/her individualized plan. For students that have Individualized Education Plans (IEPs), all information is shared in these meetings as well as to aid with each service providers contribution. Communication around scheduling is crucial in order to create programs that allow flow and grant access to all services students need. Decisions are also made on whether the students should be grouped homogenously (e.g. guided reading and NYSESLAT modalities).

Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

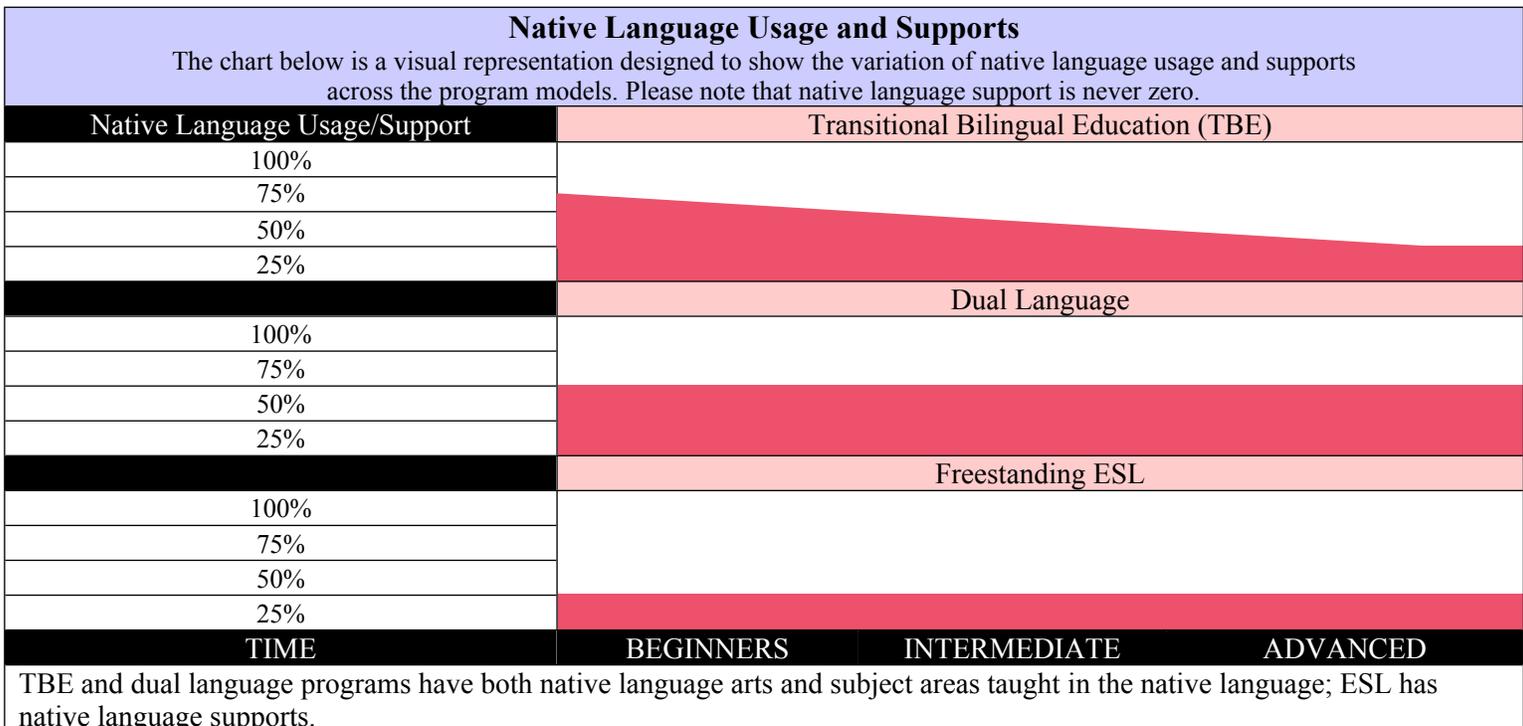
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	Spanish		4Rs	Spanish/English
Social Studies:	Spanish/English		Art	Spanish/English

Math:	Spanish/English
Science:	Spanish/English
Writing	Spanish/English
Technology	Spanish/English

Conflict Resolution	Spanish/English

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

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

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

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

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

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

12. English Language Learners (ELLs) are offered equal access to all school programs by invitation, recommendations, and purposeful request. Since P.S. 24, has a high population of ELL students, it is evident that ELLs are welcomed, encouraged, and involved in all school programs. Afterschool and supplemental programs that take place include the Supplemental Educational Services (SES) program offered to all students in our school. This program offers reading and mathematics skills for all students tailored to the students' grade and proficiency levels. P.S. 24 also has an afterschool program called PAZ. Our sponsor for PAZ is the Morningside Center. It offers homework assistance, conflict resolution strategies, and recreation. Students are also involved in the arts, including but not limited to, dance and theater. PAZ is offered to all children at P.S. 24 including SWDs, ELLs, and Non-ELLs. On Saturdays, we have a Saturday Scholars Academy program to provide test preparation support for the ELA, math, and NYSESLAT exams. In addition, we have a weekend sports and library program that all students are invited to. These services are offered to all our students, including ELLs and SWDs. ELLs, SWDs, and Non-ELLs are equally invited and represented in all these programs, and are also invited to our extended program in the mornings and afterschool academy as mentioned in question 10. ELLs, SWDs, and Non-ELLs are invited based on individual student's needs. Extended day programs and Saturday Scholar's are funded with Title I, Title III and Fair Students Funding (FSF) monies.

13. At P.S. 24, the following web-based programs are used to support English Language Learners (dual, TBE, and monolingual settings): Starfall, Raz-Kids, Power Media Plus, Book Flicks. Other resources that are utilized are sequence flash cards, SRA photo library, Benchmark guided reading books, and Rigby: On Our Way to English, and an ESL program called "SUBE" is used for beginner and new comer ESL students in dual and monolingual push-in setting. Teachers also use Reader's Theater, Time for Kids, and the Wilson Program. To support students in their native language of Spanish, we use Jump Start, People: Aprende a leer con People, Ortografía con People, Geografía con People, Animales con People, Ven a Jugar con People, Despierta Tu Mente con People, and Ciclo Dos-Lenguaje y Lectura. For Arabic students that participate in the Arabic Club, we use Arabic with Sinbad, Euro Talk-Learn Arabic, and Learn Arabic Interactive Multi-media Arabic lessons. For students involved with the Chinese Club, we use Chinese Paradise 1 and 2, Chinese Characters for Children, and We are Good Kids. In the content area of science, we use the FOSS kits for science that come with all materials in both languages, English and Spanish. For Social Studies, we use Geografía Con People CD program in Spanish, document cameras, as well as, projectors to display primary sources (pictures, letters, and other sources of information) from the public library, magazines, other resources onto a big screen and used for discussion and thematic projects. This is done in both English and Spanish based on program the children are in.

14. In the Transitional Bilingual New Comer Program instruction is delivered in Spanish 60% of the time with three days of Spanish and 40% of the time with two days of English. Native language support is delivered in the Dual Language program in a 50/50 language model. Students receive instruction in both English and Spanish in all content areas. In the Transitional classroom and both the roller coaster and side by side Dual Language model, students have the opportunity to receive native language support and to be immersed in either an English day or Spanish day (half day English and half day Spanish for roller coaster dual classes). Students in monolingual classes, who speak other languages such as Arabic and Chinese, have the option of joining their native language club to enrich their L1. Spanish as a Second Language (SSL) and Spanish native language is also offered to students who are Spanish speakers in the monolingual program by our SSL teacher. A student's native language is embraced and nurtured through ongoing classroom activities, providing classrooms with native language literature, and celebrating schoolwide diversity. In addition, ELLs (dual, TBE and students in a monolingual setting) are taught to look for cognates when looking at English or Spanish text. Native language materials such as books, glossaries, maps, videos, CDs etc., will be in the classroom and the school library for extra support.

15. Required service support and resources are both grade and age appropriate for our ELLs. All students are assessed on a daily basis and are presented with the necessary materials, instruction, and environment to receive a high quality education. Their birth certificate is used to confirm age. Both formal and informal assessments take place throughout the year in order for classroom teachers, AIS, SETTS and ESL teachers to support all English Language Learners. For example Spanish speaking ELLs in the Dual Language and TBE K and 1 classes receive Native Language Reading Support through our RTI program. We use Estrellita (a Spanish word study and phonemic awareness program) and a bilingual teacher pulls out a group of children that have not yet learned initial sounds or to progress based on grade level required scores. She uses Estrellita (a prek- 1 program) with students grades k-1 to move them to their appropriate reading level based on the Fountas and Pinnell and Estrellita Assessment. In addition, students in grade two and new comers that are struggling in Spanish will be assessed using the Estrellita K-1 assessment and will be placed on Estrellita based on their score on the test. English ELLs that are intermediate speakers will also receive ESL/Reading support with the web based program FASTFORWARD and the AWARD program. There is an assessment built into each program and the students will be placed accordingly based on how they do. The student may be a third grader but he might still be performing on a first grade level. The program will provide the reading support the student

needs on his academic level. Differentiation is crucial in our school where we have many students within a grade on different reading levels in both English and Spanish and different modalities in English as a second language. AIS, ESL and SETTS groups are organized based on students' levels within a grade and pull out or push in support is structured so that learning strategies and activities are similar for all children within a group. Flexible grouping is important because some children are ready faster than others and therefore may be ready for more advanced learning activities before peers from their group. That is why programs such as ESTRELLITA, FASTFORWARD and AWARD are excellent sources of support to students.

16. Students who are newly enrolled to PS 24 are often invited to orientations and open houses. Students and parents are welcomed to come and observe classrooms and other school activities. These events assist students in getting acquainted with the school community. Students and parents are encouraged to ask the Dual Language Coordinator and other assisting teachers questions about school programs, activities, and expectations. We send letters and put out flyers informing families of these events.

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

C. Schools with Dual Language Programs

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

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

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

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

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

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

D. Professional Development and Support for School Staff

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

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

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

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

Translation is always provided.

E. Parental Involvement

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

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

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

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

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

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

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	31	32	6	5	5	5								84
Intermediate(I)	10	28	17	33	25	18								131
Advanced (A)	19	8	34	17	36	24								138
Total	60	68	57	55	66	47	0	0	0	0	0	0	0	353

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	8	6	26	20	3	4	0	0	67
4	7	7	21	11	9	4	0	1	60
5	7	5	13	9	3	1	1	1	40
6									0

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

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

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

Native Language Tests	
# of ELLs scoring at each quartile (based on percentiles)	# of EPs (dual lang only) scoring at each quartile (based on percentiles)

	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	18	40	14	2	13	29	29
Chinese Reading Test								

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

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

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

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

3. According to the NYSESLAT modalities, reading and writing are the areas where our ELLs in the dual language program as well as in the monolingual setting with ESL push-in/pull -out showed weakness. Their strength was in the listening and speaking portion of the test. Instruction will focus on differentiation within the Reading and Writing workshop to meet the needs of the students. Students that are on the beginner proficiency level will focus on building basic language in English through themes such as family, school and food during the weekly mandated 360 minutes of ESL. They will also develop language through shared reading and shared writing activities. They will build vocabulary and writing skills using the ESL program "On Our Way to English" and "SUBE". Students at the intermediate levels will also work in small groups in shared reading and using the intermediate levels of "On Our Way to English", developing reading and writing

skills during the mandated 360minutes of ESL a week. A large number of the beginner students are in the New Comer TBI class and will work on integrated units of study combining such themes as mentioned above and will integrate them across the content areas including science, social studies, reading and writing. Students on the advanced proficiency level in the NYSESLAT will work on developing ESL in Language Arts through reading and writing during the mandated 180 ESL minutes. They will look for words that are cognates with their native language and they will work on building vocabulary by using the Kate Kinsella vocabulary method designed for ELLs. ESL specialists, Elizabeth Nahar and Julia Masi will work with ELLs in monolingual and CTT classes as well as with the self contained and special ed. students. They will work in push-in or pull-out sessions and during the morning alongside the classroom teachers, as well as during the extended day. Dual Language and TBI teachers and their Intervention support teachers will work with their students on English days (every other day) and during early morning intervention alongside their out of classroom colleague. Materials to support newcomers with ESL at the beginner level will also include the "SUBE" ESL program, the photolibrary and thematic units to build foundation vocabulary in English. All the teachers will work with students in small groups and individually in conferences to train them on using effective strategies to improve their reading and writing skills. All struggling students (ELLs, special and general education) will be invited to the after school program to work in small groups (groups of 5 or less) to develop their reading and writing skills and to improve their reading levels according to Fountas and Pinnell levels and NYSESLAT proficiency levels. In addition, a few weeks before the NYSESLAT ELLs will be invited to come to the morning program to prepare for the NYSESLAT and work on areas of weakness with their classroom teachers and support staff and/or ESL specialist. We will be using Empire Continental NYSESLAT Prep program and "SUBE". Dual Language, Transitional Bilingual, monolingual and ESL teachers will continue to collaborate on students' needs. ESL teachers will combine the Cognitive Academic Language Learning Approach (CALLA) with the mandated regional Balanced Literacy model. Such methodologies include scaffolding and the use of realia, songs, art and role-play to aid in comprehension. All teachers use instructional material that incorporates colorful graphics, text, vocabulary definitions, graphic organizers, and big-books. This includes the program: On Our Way to English. Vocabulary study will be a pivotal piece and ELL students will be paired with non-ELLs. Our Dual Language Coordinator, Australia Fernandez and ESL specialist Elizabeth Nahar spend time along with our school leaders and Professional Development team looking at student data and thinking about trends and needs.

4. a. In the NYSESLAT proficiency we notice a majority of the students at beginner and intermediate in the lower grade. As they move up to the fourth and fifth grade we have a fewer number of ELLs and less and less students scoring at beginner and intermediate levels. In Kindergarten we have 31 beginner students and in the first grade we have 32 beginner students, by the fourth grade we have 5 students scoring at beginner and in the fifth grade we have 5 students scoring as beginner. Students who took the test in their Native Language performed slightly better than students who took the tests in English. Many of the students who took the test in Spanish and scored at level one are new comers. We had a handful of students who came into our school last year in the upper grade from Spanish speaking countries with minimal educational preparation. When looking at test results, students who took the test in English tend to perform similarly in math, science and social studies when compared to students who took the test in their native language. Students who reached advanced proficiency on NYSESLAT tend to do better academically in the ELA test and on tests they took in English than intermediate students who took either, math, reading, science or social studies in English. When analyzing Fountas and Pinnell reading levels and comparing the English levels to Spanish levels, students who have been at our school since Kindergarten and are reading on level or advanced levels in Spanish are also doing the same for English. The higher their native language skill is in their native language, the more likely it is they transfer that to English and vice versa. Our Professional Development team, includes our Dual Language Coordinator (Australia Fernandez), Literacy Coach (Lisa Weis), Math Coach (Mayra Deliz), Principal (Christina Fuentes) and Assistant Principals (Erica Padin, Rose Dubistky), ESL Specialist (Elizabeth Nahar) collects data such as NYSESLAT, ELA, Fountas and Pinnell/EDL in Spanish, Math, etc. They look at trends, needs and they create a plan for academic support.

b. Our Professional Development team, as named above, look at periodic assessments in reading, math (DYO), writing on demand, phonemic awareness in Spanish and English to determine students' academic and language needs. This information is used to form differentiated groups, for academic intervention during the day and extended day and for individualized student plans in both the native language and in English. Our school Leadership along with our Professional Development team named in 4a gathers student data and shares this data with teachers. Together, in grade meetings with classroom teachers, they set goals for students and for differentiated groups for extended day and Saturday Scholars.

c. Periodic assessments are administered about four times a year at PS 24 and these include, as named above, math DYO, writing on demand (will be every month one unit in Spanish and one in English in Dual and TBI classes), TC Reading records, Spanish Fountas and Pinnell Reading Assessment, Evaluacion de Desarrollo de Lenguaje in addition to Spelling inventory and Spanish phonemic awareness, Estrellita. These assessments are administered to all students at PS 24. We are able to see, in the Dual and TBI program, how language learners are fairing in both their native and second language in those subjects and in addition we are able create differentiated groups based on that information.

5. We have a school made evaluation tool that assesses students' language in Spanish and English. It assesses for social as well as

academic oral language. This assessment is given to all students in the dual language program. In addition, all students in the Dual language and Transitional Bilingual program are assessed using the Evaluacion de Desarrollo de Lenguaje assessment (EDL/DRA translation and Fountas and Pinnell Spanish Assessment) as well as TC reading assessments. Dual language and TBI students take the ELE exam and 14 of the Spanish dominant speakers scored within the 4th quarter, while 29 of ELLs scored in the 4th quarter. English Proficient children at PS 24 come in as bilingual or native English speakers. Most of our students enter the school as bilingual and Spanish dominant students. We have a small percentage of Native English speakers that enter our school speaking little to no Spanish. They score differently depending on grade level and time in dual or TBI. Some children start in our Spanish Pre-k program while others start in the first grade. By second grade EP, non-Spanish speakers are able to have conversations with their Spanish speaking peers on a regular basis. By the 4th grade our Native English speakers (who come from all English speaking homes) are reading fluently in Spanish and writing essays and full paragraphs in Spanish while on grade level or higher in English. Our English speakers scoring higher in the ELE exam are our balanced bilingual students who tend to do better academically in both languages. At the other extreme we have the 18 Spanish dominant scoring in the 2nd Quarter. Many of these students are new comers, struggling students and English speakers that are in the process of acquiring Spanish or working on becoming fluent readers (new comers). The bulk of our ELE scores are 40 Spanish dominant students scoring within the 3rd quartile and 29 English dominant students scoring in the same quartile. Our students are progressing well as readers and our target for improving Spanish reading will be our native English speakers and new comer students. This year we opened a new comer TBI classroom to give our students more time in their native language while teaching ESL targeted for their needs as beginners. We will be forming a Spanish as a second language after school group to provide extended support in Spanish to English speakers and to further enrich their oral language skills in Spanish. Native English speakers are scoring a 3 or higher on math, science and ELA standardized tests while our new comers who have to take the ELA after being here only a year are scoring a 1 on the ELA.

6. Anyone who walks into our school would normally point out that our students are focused, well adjusted, engaged. More than half of our student population is English Language Learner. Our students are progressing and are bilingual and bi-literate. If we compare our performance on the ELA from last year, just looking at the raw scores, there is a rise in score from last year to this year. Our dual language students, on average are scoring similarly on level three while there are fewer dual language students scoring at level 1 (including ELLs) than monolingual students. Students are making steady progress from Beginner to Advanced proficiencies in NYSESLAT. In the NY state test 34.4% of dual students scored three while 26.9% of monolingual students scored a three. ELLs in the monolingual program also have access to Spanish as a Second Language and first language support through our SSL specialist who has also created an Arabic/Chinese club to provide native language enrichment to students in our monolingual population. Our ELLs are able to take the math and science test in their native language and their native skills are enhanced through our dual language program, Spanish as a Second Language for students in the Monolingual program and the Chinese and Arabic club. This ensures that our ELLs are able to benefit from modifications for ELLs on the ELA (use of glossaries) math and science exams (use of Native Language test). When looking at our ELLs we see a rise this year of students moving from level 1 to level 2 for all grade levels. We will use our Saturday Scholars Program and our Guided Reading after School Academy to support our students and specifically our ELLs in moving towards a level three and a level four on the ELA. Access to their native language ensures a connection with families, school and learning for all our students and improves their social emotional skills. In addition, in looking at running records and phonemic awareness assessments we see that students are making progress in English and Spanish and that transference of native language is making a huge contribution to English academic progress. According to the periodic assessments we see that children that have strong native language background are much more successful academically in all subject areas than students that are struggling in their native language. When looking at our ELLs we see a rise this year in students moving from level 1 to level 2 for all grade levels.

Additional Information

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

Part VI: LAP Assurances

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

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

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

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

2012-13 Comprehensive Education Plan (CEP)

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information

Name of School: PS 24

DBN: 15k024

This school is (check one): conceptually consolidated (skip part E below)
 NOT conceptually consolidated (must complete part E below)

Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):

Before school After school Saturday academy Other: during the school day

Total # of ELLs to be served: 120

Grades to be served by this program (check all that apply):

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

Total # of teachers in this program: 4

of certified ESL/Bilingual teachers: 4

of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: A total of four certified bilingual teachers will provide supplemental academic intervention to 120 targeted ELLs (level 1 benchmark in Fountas & Pinnell reading levels, and/or levels 1 & 2 on 2012 ELA state exam) in the first, second, third, fourth, and fifth grades. In addition to push-in mandated service minutes, groups of 8-10 students, grouped based on levels (Beginner, Intermediate, and Advanced) are served using a push-in model. The supplemental academic intervention students receive 45-minute sessions two times per week using a 10-week cycle. Forty-five minute sessions occur Monday-Friday, based on grade and group level. With this model of supplemental instruction, we have the flexibility to move students in or out of leveled groupings based on the progress they are making. Services began in October 2012 and will last until June 2013. The teachers use Estrellita and Foundations, as well as the Fountas & Pinnell Reading Program (literacy). Instruction is delivered in English and Spanish. Our rationale for this method of supplemental instruction is that small group reading instruction has been proven to improve student achievement.

Part C: Professional Development

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

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

Begin description here: All teachers of ELLs (39 Classroom Teachers, 3 ESL teachers, and 4 AIS teachers) will participate in literacy staff development on site (15 days, two cycles: for third- fifth grades: 10/29, 11/5, 11/19, 1/7, 1/14, 1/28, 5/7 for Kindergarten- 2nd grade: 9/24, 10/15, 10/22, 12/20, 1/23, 2/6, 2/13, 5/30) with Columbia Teachers College Reading and Writing Project beginning in Sept 2012- June 2013. The PD sessions will run for the full school day (8am-3pm) and will include 2pds of PD for each grade, including the appropriate providers, (ie. one period observing/visiting classrooms and one period debriefing/discussing next steps for each grade). Topics that are scheduled to be covered are scaffolding content area language development, accountable talk for ELLs literacy, developing performance based tasks aligned to Common Core Standards, and effective literacy teaching strategies informed by the Charlotte Danielson Rubric.

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

Begin description here: Parent workshops will be held throughout the year to inform and engage parents in activities that will help them understand the curriculum and gain strategies to help their children at home, in addition to activities that will improve parents' own literacy skills. The last Friday of every month Sept 2012- June 2013, there will be a morning workshop (1 hour) conducted in multiple languages on topics such as early mathematical number sense and how children learn to read. These workshops will be presented by P.S. 24 coaches (Mayra Deliz, math coach, and Lisa Weis, literacy coach), teachers, and the Community Associate, Tamara Estrella. Also, parent workshops in Spanish basic and intermediate literacy are offered two mornings weekly (Tuesdays and Thursdays, 9am-12pm) throughout the school year September 2012- June 2013 by Plazas Comunitarias and ESL for adults is offered on Saturdays (8:30am-12:30pm) throughout the school year September 2012- June 2013 by NYCDOE. Title III funds will be used for books, paper, folders, fliers, School Messenger (automatic calling service) and other supplies to publicize and support these activities. Activities will also be publicized on the school website, auto-calling service, and parent newsletter.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. 		

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none">• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		