



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME:** P.S.24, QUEENS, ANDREW JACKSON SCHOOL

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 25Q024

**PRINCIPAL:** DEBRA CASSIDY

**EMAIL:** DCASSID3@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** DANIELLE DIMANGO

## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature
Debra Cassidy	*Principal or Designee	
Barbara Senenman	*UFT Chapter Leader or Designee	
Wen Xu	*PA/PTA President	
Sid Garbanzo	*PA/PTA Co-President	
Joann Montoya	Assistant Principal	
Jaclyn Rajwan	Member/Teacher	
Renee Klager	Member/Teacher	
Elena Vasiliou	Member/Teacher	
Wendy Shen	Member/Parent	
Cora Wong	Member/Parent	
Norman Ng	Member/Parent	
Ambica Poobalaraj	Member/Parent	

\*\* Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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

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

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be 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.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

## ANNUAL GOAL #1 AND ACTION PLAN

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

### **Annual Goal #1**

- By June 2013, 100% of students will have been engaged in two literacy and two math rigorous units of study aligned to the Common Core Learning Standards. All students will receive feedback on their work through conferencing, rubrics or post-it notes.

### **Comprehensive needs assessment**

- “In grades PK-5, students will experience four Common Core-aligned units of study: two in math and two aligned to the literacy standards in ELA, social studies, and/or science.” – Citywide Instructional Expectations 2012-2013

### **Instructional strategies/activities**

- The research-based instructional strategies and activities that will be used to achieve this goal will be to engage students in rigorous planned activities that are aligned to the CCLS. Students will be engaged in activities including watching videos on the smartboards, modeling mathematics using manipulatives to problem solve, listening to read alouds and taking notes, reading complex texts, comparing a theme across many texts, and creating viable arguments and critiquing others. Teachers will meet to plan rigorous units of study around the tasks in order to improve student achievement. Students will take a pre-test in grades K-5 for the ELA and Math units of study as set out by the Chancellor for 2012-2013 school year. Teachers will analyze their grade’s ELA and Math performance pre-test over a series of team meetings, grade conferences and faculty conferences to better understand the demands of the task, where it aligns with the Common Core Learning Standards, as well as its rubrics, teaching implications and next steps. After the pre-assessment is administered, teachers will meet with staff developers and grade teams to determine next teaching steps based on the pre-test results.
  - a) Small group instruction, one on one conferencing, enrichment, lesson study, ESL support, SETSS support, ICT Team Teachers.
  - b) Network Support Staff including MaryAnn Cucchiarra, Elizabeth Fisher, Emily Noto, Steven Gilroy, Lena Kim, Giuvella Leisengang, TC Staff Developers, Literacy/Social Studies Staff Developer, and Math/Science/Technology Staff Developer.
  - c) Faculty Conferences, Grade Conferences, Lesson Planning, Common Preps, Chancellor’s Conference Days, TC Calendar Days.
  - d) By November 2012, students would have taken a pre-assessment test including a task, one in literacy and one in math and teacher will have analyzed results to identify gaps and inform instruction. By December 2012, teachers will have implemented lesson plans based on the Common Core Learning Standards and given a post-assessment test including a task. The lessons will create a unit of study that will be planned with Network Support and our staff developers in order to raise our expectations of student learning. By February 2013, students would have engaged in another pre-assessment test including a task, in literacy and math and teacher will have analyzed results to identify gaps and inform instruction. By June 2013, teachers will have implemented lesson plans based on the Common Core Learning Standards and given a post-assessment test including a task. The lessons will create a unit of study that will be planned with Network Support and our staff developers in order to raise our expectations of student learning. Teachers will look at results and compare to pre-assessments to analyze if their teaching is having an impact on student learning. The current years’ teachers will use the results to further plan for their instruction to have an impact on next year’s students’ and the assessments will be handed to the next years’ teachers to further analyze for gaps in instruction.

### **Strategies to increase parental involvement**

- We will hold parent workshops to inform parents of the units of study in ELA and Math with our staff developers as well as the classroom teachers. We will include information in grade newsletters to keep parents informed about what students are learning, and we will encourage parents to participate in our “Parents as Partners” activities once a month in order to keep parents informed about what their children are learning in school and for them to participate in the their children’s learning.

**Budget and resources 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.

Tax Levy    Title I    Title IIA    Title III    Grants    Other

If other is selected describe here: NYSTL, FSF, C4E

**Service and program coordination**

- We have instructional leads in both ELA and Mathematics who attend network professional development and bring back new information and share out with the school. We have purchased new rich complex text for classrooms and created a brand new science lab for our ELA/Science Units of Study to encourage a hands-on approach to learning. We encourage students to connect with math by solving real world situations. Students use math language, persevere in solving problems, think critically about mathematics, construct viable arguments and critique the reasoning of others. In addition, for literacy we engage in an individualized, differentiated approach through the use of Teacher's College Reading and Writing Program. This program emerges students in different genres to grow as readers and writers. Our Curriculum Fair highlights student work throughout the year and you can see the growth.

## **ANNUAL GOAL #2 AND ACTION PLAN**

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

### **Annual Goal #2**

- By June 2013, we will narrow the achievement gap between boys and girls in reading by 2% as measured by independent reading levels.

### **Comprehensive needs assessment**

- “Find opportunities to work with all students on critical academic and personal behaviors necessary for college and career readiness: persistence, engagement, work habits/organization, communication/collaboration, and self-regulation by engaging in cycles of inquiry and looking closely at student work to make adjustments to curriculum, assessment, and instruction.” – Citywide Instructional Expectations 2012-2013
- As of September 2012, 66.2% of our girls are at or above proficiency while 57.5% of our boys are at or above proficiency as assessed on Teachers College running records. By June 2013, the boys will grow to 4.0% or 61.5%, 2% more than the girls (68.2%) in reading in order to close the English Language Arts achievement gap.

### **Instructional strategies/activities**

- Teachers will administer an in-house survey to boys in grade 5 in order to determine interest. Teachers will analyze student data to find out what strategies students need to learn in order to move to the next reading level. Teachers will work with the Literacy Staff Developer to plan for instruction to move students stagnating in reading. They will utilize Teacher’s College in which they monitor students monthly to provide additional support to readers. Staff members will work with TC Staff Developers to raise the rigor of instruction. Teachers will implement the CCLS Units of Study with rigorous task to improve instruction. Teachers will work in small groups and one-on-one instruction to push students to achieve grade level reading levels. They will perform guided reading and strategy lessons to help students grasp strategies they need to move to the next reading level. Teachers will utilize suggestions from TC Pro to move students to the next level. Students will receive targeted instruction during in Tuesday/Thursday Extended Day Academic Support and Zero Period to further reach this goal. Pending Funding, an F-status support staff will be hired to work with students to improve their literacy skills. Students will be assessed at least five times a year (September, November, January, March, and June) to monitor growth.
  - a) Small group instruction, Inquiry and CORE Inquiry Teams, one on one conferencing, enrichment, lesson study, ESL support, SETSS support, ICT Team Teachers, Tuesday/Thursday Extended Day Academic Support, Zero Period, F-status support.
  - b) Network Support Staff, TC Staff Developers including Carmen Farina, Literacy/Social Studies Staff Developer, and Math/Science/Technology Staff Developer.
  - c) Faculty Conferences, Grade Conferences, Lesson Planning, Common Preps, Chancellor’s Conference Days, TC Calendar Days.
  - d) By November 2012, grade 5 boys will have participated in an in-house survey in order to determine interest for boys reading. By December 2012, using survey results high interest books will be purchased for all grades. Additionally, teachers will have analyzed student data to plan for differentiated instruction and monitor all students’ progress especially those males not making progress. The instructional cabinet will meet with Carmen Farina to look at data and observe lessons to improve instruction for boy readers. By March 2013, teachers will have been involved in guided reading and strategy lessons as well as TC professional development in order to move boy students’ to meet or exceed grade level Independent Reading Level’s. Teachers will have implemented units of study based on the CCLS and incorporated non-fiction to push boys’ reading levels. Teachers will focus their inquiry work on boy readers. Students will receive certificates for advancement of reading levels. By June 2013, we will see a 2% increase in boys’ independent reading levels in grades 1 – 5 in order to close the achievement gap between boys and girls.

### **Strategies to increase parental involvement**

- Reading levels will go home to parents with supports in the form of a letter from TC pro. Progress reports will be sent home at least three times a year to inform parents of student achievement in between report cards. Certificate of advancement of reading levels will also be sent home to inform parents of student achievement. Student goals will be sent home to parents a minimum of twice a year in all content areas. Grade newsletters will be sent home every month in all content areas to inform parents of student expectations. Parent Workshops on reading expectations and the PARCC Assessments will be held.

**Budget and resources 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.

Tax Levy     Title I     Title IIA     Title III     Grants     Other

If other is selected describe here: NYSTL, FSF, C4E

**Service and program coordination**

- Our Academic Intervention Service Program supports students learning. We have Tuesday/Thursday Extended day and Title III programs, and Zero Period which is used to promote student progress. Our Book of the Month program has a focus this year on non-fiction reading.

### **ANNUAL GOAL #3 AND ACTION PLAN**

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

#### **Annual Goal #3**

- By June 2013, communication will improve with parents and teachers by developing a shared vision of clear expectations for meeting instructional goals, as well as celebrating school-wide and individual student achievement and successes.

#### **Comprehensive needs assessment**

- “Deepen teachers’ and parents’ understanding of the instructional shifts required to meet the Common Core.” – Citywide Instructional Expectations 2012-2013
- Based on data from our Learning Environment Survey, there is a need to better communicate with our parents and teachers. By June 2013, two-way communication between the administrative team and teachers, as well as between administrators and parents will improve by 5% as measured by in-house surveys, thereby resulting in a better understanding and implementation of the instructional shifts required by the Citywide Instructional Expectations and deepening our home school connection.

#### **Instructional strategies/activities**

- In order to strengthen our home school connection, we would like to provide parents with training and materials to support their children at home. We would like to increase the number of parents who attend school wide events so that we may communicate our high expectations with parents, and provide assistance to parents to meet these expectations.
  - a) Parent Workshops, Parent Volunteers, “Parents as Partners,” Title I Parent Committee, Parent Teacher Association, School Leadership Team.
  - b) Network Support Staff, TC Staff Developers, Literacy/Social Studies Staff Developer, and Math/Science/Technology Staff Developer.
  - c) Hiring more Mandarin and Urdu speaking staff (to address school needs), Faculty Conferences, Grade Conferences, Lesson Planning, Common Preps, Chancellor’s Conference Days, TC Calendar Days.
  - d) By December 2012, we will survey parents and teachers with an in-house survey regarding communication. We will have held a Title I Parent Meeting to inform parents of expectations. Parents will be invited to have “Breakfast with the Principal” once a month to have two way conversations with parents. We will have hosted four Parent Teacher Association nights that include rigorous activities for the families including the new high expectations for ELA and Mathematics. We also will have provided parents with school folders, written and verbal progress reports, grade newsletters, and weekly e-mail blasts. We will translate documents as much as possible in Mandarin and Spanish (our most predominate languages). We will have implemented our “Parents as Partners” program in order to invite parents into the classrooms on the first Friday of every month and participate with their children in their education. Teachers will send home progress reports three times a year, in between report cards. Newsletters will be sent home once a month (including translated versions), in order to inform parents of what their child is learning in all subject areas and suggestions on supporting their children to reach proficiency. Staff communication will be improved by nightly “Reflections and Updates” emails to staff. In addition, at the beginning of each month a staff calendar will be distributed to all staff and a weekly reminder will be sent in Sunday Nights Reflections and Updates to remind staff of upcoming events. Teachers will meet with a representative of the instructional cabinet every Wednesday for Teacher Team Meetings during 50 minutes, horizontally on their grade and vertically, and discuss curriculum and analyze student work throughout the building. We will give every grade an additional 20 minutes each week to communicate with each other or parents. A Teacher’s Council will meet to come up with additional ways to improve communication. There will be a teacher from every grade on the council including out of classroom to improve communication. Administration will meet with Network Support Staff in collaboration with Ursula Koffer, from the Office of Teacher Effectiveness, to improve classroom visitations with immediate and actionable feedback. By June 2013, the instructional cabinet, in collaboration with the parent coordinator and the School Leadership Team, will meet to analyze the data of the attendance sheets and feedback from parents to determine if we increased our parent involvement by 5% and which additional areas.

#### **Strategies to increase parental involvement**

- Newsletters and weekly emails will be sent to our parents. Parents will participate in our “Parents as Partners” event and our family events at Parent Teacher Association meetings. Progress reports will be distributed at least three during the year in between report cards. Workshops targeting changes in instruction and assessment resulting from CCLS.

**Budget and resources 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 I    Title IIA    Title III    Grants    Other

If other is selected describe here: FSF, PC

**Service and program coordination**

- Our guidance counselor in collaboration with our Youth Development Coordinator will institute an Anti-bullying program and will provide a workshop to the parents' to keep them involved. Our translation program will not only call parents and translate at events, but also translate letters into Mandarin and Spanish to address our population's needs.

### **ANNUAL GOAL #4 AND ACTION PLAN**

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

#### **Annual Goal #4**

- By June 2013, a Response to Intervention Plan for reading will have been created and used by 100% of our classroom teachers.

#### **Comprehensive needs assessment**

- “School leaders and teachers adjust their practice as they work together to understand the learning needs of all students...in order to support them in developing the qualities and skills necessary to enroll, persist, and succeed in college and careers.” – Citywide Instructional Expectations 2012-2013

#### **Instructional strategies/activities**

- A Response To Intervention (RTI) team will be formed, creating and implementing an RTI plan with 100% of our classroom teachers in ELA. The RTI team will be accountable for training teachers and tracking data to reduce the amount of referrals that go to our Special Education team. Through the RTI plan we will be monitoring students and their progress as they move through the RTI process. Teachers will keep logs on the students receiving interventions in the different tiers. When teacher data shows that students are not making progress after a minimum of 6 weeks in Tier I, students will begin a Tier II scientifically-researched program.
  - a) Leveled Literacy Intervention, Foundations, Wilson, Small group instruction, one on one conferencing, ESL support, SETSS support, ICT Team Teachers, Tuesday/Thursday Extended Day Academic Support, Zero Period, F-status support.
  - b) Network Support Staff, TC Staff Developers, Literacy/Social Studies Staff Developer, and Math/Science/Technology Staff Developer.
  - c) Faculty Conferences, Grade Conferences, Lesson Planning, Common Preps, Chancellor’s Conference Days, TC Calendar Days.
  - d) By December 2012, we will have selected and implemented a universal screener (TC Running Records) to assess all of our students in reading and to target those students in need of Tier I instruction. A Response To Intervention Team will be established, the RTI team will meet a minimum of once a month. The RTI team will establish a RTI plan for the school, train the staff, and produce detailed memos as to what staff should do to target instruction for specific students. Our 50 minute Academic Intervention Program will be grouped to target specific learning needs. These groups will rotate as students progress. By March 2013, the RTI team will have met to discuss students and possible Tier II and Tier III intervention based on data. The team will follow up with students who are receiving Tier II and Tier III to see if they need additional support or if the support can be reduced to a lower Tier of intervention. By June 2013, we will have implemented our RTI plan in ELA with 100% of our classroom teachers and revised our plan to meet our students’ needs.

#### **Strategies to increase parental involvement**

- Staff members will inform parents of students who are receiving Response to Intervention. Reading levels will go home to parents with supports in the form of a letter from TC pro. Progress reports will be sent home at least three times a year to inform parents of student achievement in between report cards. A minimum of twice a year student goals will be sent home to parents in all content areas. Grade newsletters will be sent home every month in all content areas to inform parents of student expectations.

#### **Budget and resources 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 I              Title IIA     X   Title III              Grants              Other

If other is selected describe here:

**Service and program coordination**

- Title I Workshops for parents and additional faculty and grade conferences for teachers will be held to provide the school community with training on Response To Intervention.

**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.).











### **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.

All students receive teaching from 100% Highly Qualified Teachers according to the BEDS survey. Teachers receive professional development in literacy/math instruction, the CCLS, the ELA Units of Study, and Math Units of Study at Faculty Conferences, Grade Conferences, Lesson Planning, Common Preps, Chancellor's Conference Days, TC Calendar Days, with Network Support Staff, TC Staff Developers, Literacy/Social Studies Staff Developer, and Math/Science/Technology Staff Developer. When a vacancy becomes available, there is a hiring committee that meets with the principal to go over resumes, interview candidates, and observe demo lessons. The hiring committee then selects highly qualified staff members. In order to retain Highly Qualified Teachers, support and professional development are given from our Network Support Staff, Teacher's College Staff Developers, and in-house staff developers. New teachers are mentored by their mentor for their first year and other colleagues on their grades for an additional two years. When teachers switch grades they are mentored by a colleague on their grade for an additional year. Teachers meet in teams during common preps (every grade has at least three common preps a week or more). Additionally, a spirit committee meets once a month to build morale throughout the building among staff and students.

## **PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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### **PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator 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: 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 1<sup>st</sup> 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 school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent 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;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school and grade 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;
- invite "Parents as Partners" on the first Friday of every month to the classroom to participate in their students' learning;

*SCHOOL-PARENT COMPACT*

**P.S. 24 Title I School Parent Compact**

Parent and teachers want to communicate effectively, consistently work together as a team, maintain a focus on student achievement, and seek success for all.

**The School Agrees:**

- To provide a safe learning environment.
- To provide parents with timely information about all programs.
- To provide an excellent curriculum and instructional programs.
- To provide performance profiles and individual student assessment results for each child.
- To provide opportunities for communication between parents and teachers through:
  - Semi-annual Parent Teacher Conferences
  - Reports to Parents
  - Informal meetings with teachers
- To provide parent workshops to support parents in their efforts to help their children succeed.

**The Parent/Guardian Agrees:**

- To support the School's Code of Behavior.
- To share the responsibility for improved student achievement.
- To monitor our child/children's homework and attendance.
- To communicate with our child/children's teachers concerning their educational progress or needs.

**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 <b>Peggy Miller</b>	District <b>25</b>	Borough <b>Queens</b>	School Number <b>024</b>
School Name <b>Andrew Jackson School</b>			

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

Principal <b>Debra Cassidy</b>	Assistant Principal <b>Joann Montoya</b>
Coach <b>Susan Moore - Literacy</b>	Coach <b>Renee Klager - Data Specialist</b>
ESL Teacher <b>Pauline Samartzis</b>	Guidance Counselor <b>Ellen Hochberg</b>
Teacher/Subject Area <b>Kristina Vandenabeele/ ESL</b>	Parent <b>Wen Xu</b>
Teacher/Subject Area <b>Adina Grasso/ ESL</b>	Parent Coordinator <b>Mon Lan Jee</b>
Related Service Provider <b>Ariel Farkash</b>	Other <b>Giuvella Leisengang ELL NSS</b>
Network Leader <b>Peggy Miller</b>	Other <b>type here</b>

### 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	<b>7</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>1</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>2</b>		

### D. School Demographics

Total number of students in school	<b>842</b>	Total Number of ELLs	<b>337</b>	ELLs as share of total student population (%)	<b>40.02%</b>
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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. 

At the time of registration, an ESL teacher is present to assist the parents in filling out the Home Language Identification Survey (HLIS) form (translated in their native language when available). If an ESL teacher cannot be present at the time of registration one of the school administrators or a trained Cabinet member will perform the orientation. This pedagogue also conducts an informal oral interview (native language support is provided when available). At admittance the HLIS form is reviewed by a licensed pedagogue (ESL teacher/Administrator/Cabinet member). If there is a need for English language services, we then require the parent to view the orientation DVD in their language (when available). Upon reviewing the video, we then inform the parents of the three program models and allow the parents to make a selection according to their preference. We inform the parents of the state mandates of creating Dual Language and TBE programs and that at this time according to parent choice we only have a Free Standing ESL program in our school. We also inform them that if we receive 15 requests in one language over two consecutive grades the need for a TBE class will be determined. In addition to the video, we provide them with a parent brochure describing the various program models (in their language when available). We answer any questions the parent may have about the various programs, and inform the parents that whatever placement they choose will be for the remainder of the school year. The parents are informed that there are currently other schools in the district that offer the other two program models and we will attempt to have their child placed within the program of their choosing. If the parent expresses the desire to keep the child in our school, "rejected transfer" is written on the parent survey. We ask the parents to write a letter informing us of their decision to continue at our school within the ESL program. Parents are required to make a selection at the time of registration after having viewed the video and having an orientation. If for some reason a parent chooses to take the survey home (to discuss it with their family) and the survey does not get returned to the school we call the parents in for a meeting and notify them of the child's default placement into a TBE program. After reviewing the HLIS form and identifying that the student has a home language other than English, the student is assessed with the Language Assessment Battery- Revised (LAB-R). Every ELL student is tested and placed within 10 school days of admittance.

Every child that has been identified as an ELL must take the New York State English as a Second Language Achievement Test (NYSESLAT) annually. This exam is given in the spring and determines the language proficiency level of each student and if they will continue to need English language support. Every ELL must take all 4 sections of the NYSESLAT exam; we carefully monitor this by creating spread sheets to assure that all sections have been completed.

Once a child has been tested with the LAB-R, the parent selection form/survey has been completed, and the child has been placed in the appropriate program, we then follow up with a letter verifying the program that the child has been placed in for the school year. Continuation and Discontinuation letters are also sent out to parents within the first 10 school days. We ensure that when available each family receives the letters in their native language. A copy is made of each letter sent home, and is available for viewing at the school. In September 2011 we received a CD from Questar that contained parent letters for each child that was administered the NYSESLAT in our school in the spring. These letters detailed how their child did in each of the 4 modalities and what their proficiency score was.

After reviewing our parent surveys for the past few years, we have found that most of our parents ask for the Free Standing English as a Second Language program model for their children. The parents understand that, at this time, we do not offer the other two program models (Dual Language, TBE) in our school and that it would be necessary to travel to other schools where those models were offered

if there was availability. The parents understand that if 15 students with the same home language over two consecutive grades chose TBE or DL a meeting will be conducted to discuss the creation of these classes. Tally charts are used to keep track of parent selections, they are then reviewed and analyzed for trends. We understand there is a growing desire city wide for TBE programs, however, based on the analysis of our parents' selection forms and verbal input from our parents, we are not seeing the desire or interest for this program in our school at this time.

## Part III: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	337	Newcomers (ELLs receiving service 0-3 years)	313	Special Education	31
SIFE	0	ELLs receiving service 4-6 years	21	Long-Term (completed 6 years)	3

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. [i](#)

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	313			21			3			337
Total	313	0	0	21	0	0	3	0	0	337

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

### C. Home Language Breakdown and ELL Programs

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

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

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_

Asian: \_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_

White (Non-Hispanic/Latino): \_\_\_\_

Other:

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	5	3	5	2	3	3								21
Chinese	69	64	46	21	39	26								265
Russian	0	0	0	0	0	0								0
Bengali	2	0	1	0	4	1								8
Urdu	2	2	1	5	1	1								12
Arabic	0	0	0	0	0	0								0
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	1	1	0	1	0	1								4
Punjabi	3	1	2	1	0	0								7
Polish	0	0	0	0	0	0								0
Albanian	0	0	0	0	0	0								0
Other	3	1	3	2	4	7								20
<b>TOTAL</b>	<b>85</b>	<b>72</b>	<b>58</b>	<b>32</b>	<b>51</b>	<b>39</b>	<b>0</b>	<b>337</b>						

## Part IV: ELL Programming

### A. Programming and Scheduling Information

## 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?

We have seven teachers with ESL certification that work full time to service 337 English Language Learner's (ELLs) from grades K-5 in 34 classes. We currently have three self contained Kindergarten ESL classes, two of which have a teacher that is dually certified in common branch as well as ESL (2 of the 7 certified ESL teachers), the other is a common branch teacher that is currently working towards completing her ESL certification.

Each grade has classes in which the ELLs are heterogeneously grouped with native English speakers. We are focused on implementing the push-in model for the majority of our ELLs, however due to cuts within our budget we had to create more pull-out groups according to proficiency levels (beginner/intermediate and advanced groups) in grades 2-5. Learning groups are created by grade level and within these groups, sub groups are created based on students' individual needs. We have 313 new comer ELLs, 21 ELLs that have been in the country between 4-6 years and, 3 LTE (Long term ELL) who have completed 6 years of English language instruction in NYC public schools. During each of our push-in and pull-out periods all 5 of our fully certified ESL teachers (push-in/pull-out) work with one grade level per instructional period. Given the large number of ELLs in grades K and 1, every class has a significant amount of ELLs on all proficiency levels. Three of our ESL teachers work with these ELLs during their push in periods.

There are three levels of ELL proficiency: Beginner, Intermediate, and Advanced. Beginner and Intermediate levels require 360 minutes of instruction per week in order to receive intensive support in English. The Advanced level of proficiency requires 180 minutes of ESL instruction as well as 180 minutes of ELA instruction by the classroom teacher per week in order to support transitional learners. We presently have 109 beginning level students, 85 Intermediate level students, and 140 Advanced level students.

Our school has 31 ELLs with IEP's receiving special education services (ICT/SE, SETSS, Speech, and Counseling). We service them with the push-in model, and they receive additional support services from Special Education teachers, the guidance counselor and various AIS support services. Of the 26 ICT/SE/ELL students, 18 have been receiving ESL services for 3 years or less and 8 have been receiving services between 4 and 6 years. Of the remaining 5 students with IEP's receiving mandated SETSS, Speech or Counseling, 4 have been receiving services for 3 years or less and 1 has been receiving services between 4 and 6 years. All of our ELL students with IEP's receive differentiated instruction in order to meet their IEP goals. A Collaboration is formed between the classroom teachers and the ESL teachers to implement these goals and evaluate the success of the child. These children also receive support services during AIS, 50 minute Extended Day, Title III as well as Extended Day ELA, Math and Science Academic Support as needed. All service providers of ELL/SWD's confer about scheduling so that mandated services do not conflict. ELL's within the ICT classes are mostly served in a push in model so as not to disrupt the flow of their day. Of the 9 ELL/SWD's receiving 4-6 years of service a plan is created by the ESL service provider to strengthen the area of greatest need (speaking, listening, reading and writing) while taking into consideration the child's IEP.

## A. Programming and Scheduling Information

During our school day and in our Title III extended day program, we focus on rigorous instruction in the content areas such as Math, Science, and Social Studies using the ESL/ELA standards. All ELLs receive the full amount of NYS mandated ESL/ELA minutes of service. With the growing percentage of ELLs in our building, we have found it necessary to further support our teachers with professional development through faculty conferences, and grade conferences, as well as meeting with the ESL teachers during common preps for articulation and planning. During these meetings, techniques and strategies are presented and modeled for the teachers to assist them in supporting their ELLs/SWD during content area instruction within the classroom. The teachers are better able to differentiate instruction in the classroom by using various strategies such as; alternative reading materials to support content area instruction, working with their ELL students in small groups during literacy blocks, using leveled libraries for independent reading, software for classroom computers, hands on manipulatives, pictorial representations throughout the classroom, and realia to support all areas of instruction.

In our Title III after school program we support our ELLs in grades 3-5. Special classes are formed for our newcomers and first time test takers, as well as our 4-6 year ELL population to give them extra support in content area instruction. Our program will run from October 2011 to May 2012. In the fall we will focus on ELA and social studies skills, in the winter we will focus on ELA and math skills, and in the spring we will focus on ELA and science skills. We have 5 classes instructed by certified ESL teachers. ESL students in grades 3-5 are invited to this first-come, first-serve program. We accept a maximum of 75 students for the length of the program in order to maintain a low teacher- student ratio in an effort to maximize small group instruction for ELL students. In addition, we plan to have a 10-week singing residency (partnered with “Create!”) for students in the second grade to support their development of oral language, build self-confidence and reinforce social skills.

Our ELL students that have been receiving services for 4 to 6 years are supported by their classroom teachers, ESL service providers as well as AIS teachers, 50 minute extended day support and Title III supplemental instruction. A plan is created by the ESL service provider for each student to strengthen the area of greatest need (Speaking, Listening, Reading, Writing).

### Courses Taught in Languages Other than English ⓘ

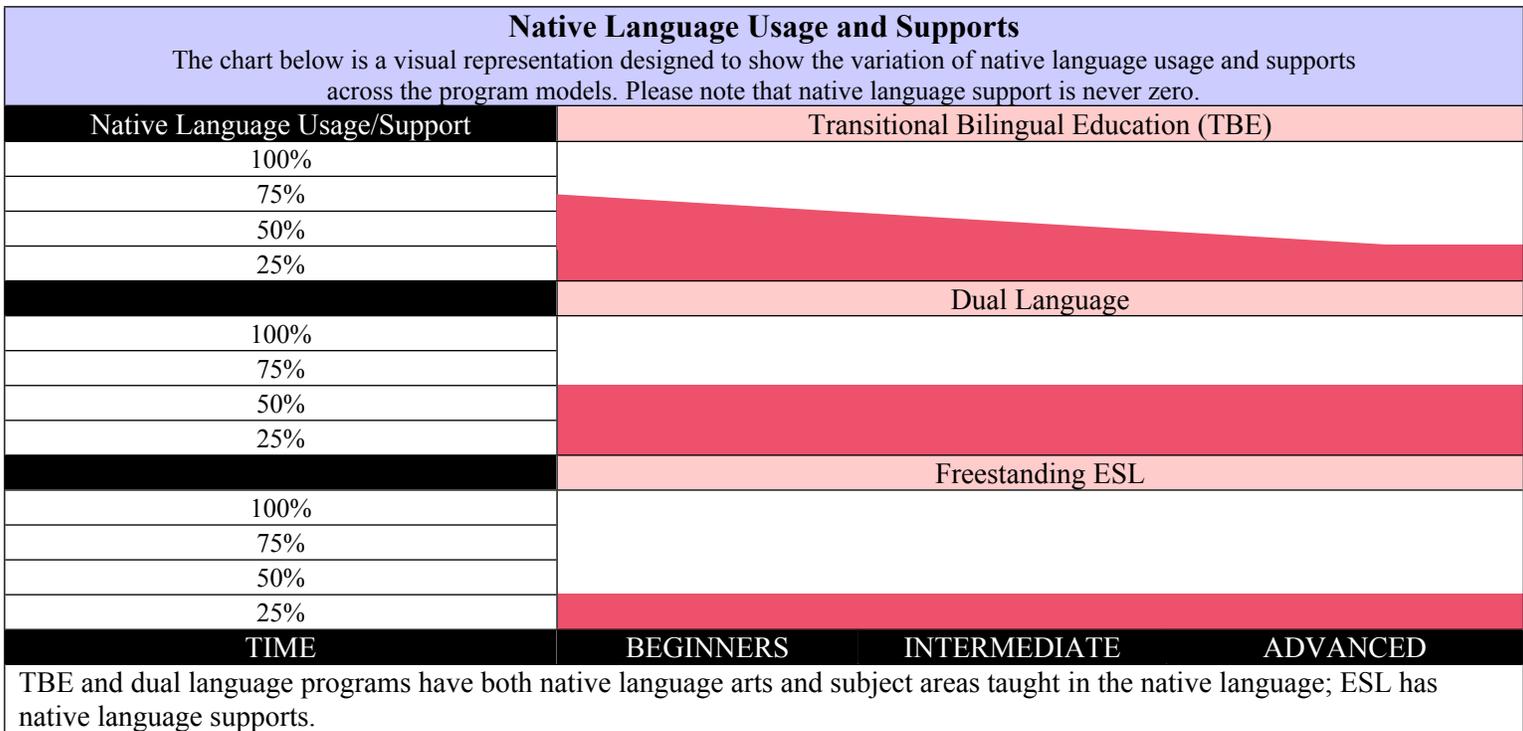
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- 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	N/A			
Social Studies:	English			
Math:	English			
Science:	English			

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> 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?

During our school day and in our Title III extended day program, we focus on rigorous instruction in the content areas such as Math, Science, and Social Studies using the ESL/ELA standards. All ELLs receive the full amount of NYS mandated ESL/ELA minutes of service. With the growing percentage of ELLs in our building we have found it necessary to further support our teachers with professional development through faculty conferences, grade conferences, as well as meeting with the ESL teachers during common preps for articulation and planning. During these meetings, techniques and strategies are presented and modeled for the teachers to assist them in supporting their ELLs during content area instruction within the classroom. The teachers are better able to differentiate instruction in the classroom by using various strategies such as; alternative reading materials to support content area instruction, working with their ELL students in small groups during literacy blocks, using leveled libraries for independent reading, software for classroom computers, hands on manipulatives, pictorial representations throughout the classroom, and realia to support all areas of instruction. Our ESL teachers are also pushing in during content area instruction and are working with their students using differentiated materials and supplementing the curriculum. The children are encouraged to use bilingual glossaries and dictionaries. A Native Language Support Para (Chinese speaking) works with the beginner ELLs in grades 4 and 5 to assist with content area instruction, concentrating in Math and Science as well as assisting our new comers transition into an English speaking school system.

We also take into consideration our ELLs who have scored proficient on the NYSESLAT in the past two years. These students will be given testing modifications, such as extended time, and separate location. Former ELLs that are transitioning are taken into consideration individually and are given support through 20 minute AIS, 50 minute extended day, as well as being invited to our Extended Day Academic Support after school program.

For the past three years we have been utilizing the Imagine Learning computer program for selected ELL students in Kindergarten. This year we have purchased the program for two of our self contained Kindergarten classes that are comprised mostly of beginner ELLs. Due to lack of funding it was necessary to scale back on the number of students that would be using this program. The focus of the program is to build English skills as well as literacy skills using this software. The program assesses each child individually, determines areas of weakness, and supports the child in these areas. The children are assessed periodically and tracked to show growth. The teacher can maintain progress reports and use them to differentiate instruction in the classroom.

We plan on conducting a zero period ESL class for Beginner and Intermediate first grade students. We have had great success with our students involved in the zero period program in past years. This year we hope to use Title III money in order to fund this program. The program will run from December 2011- May 2012 three mornings a week for one hour per session.

A majority of our school population is composed of ELLs and former ELLs, therefore we afford equal access for all of our students in our many school programs. Our students participate in the Arts (CREATE) as well as in our Music classes. Those that need extra support academically receive it through AIS, 50 minute extended day, Title III after school, and Extended Day Academic Support. Third and Fourth grade students participate in Enrichment activities one period a week. Our ELL students are offered the opportunity to choose which enrichment activity most interests them within the various cycles.

Over the past three years many of our classrooms have received Smart Boards which have greatly enhanced the education of our ELLs. Teachers are able to use the Boards to give the ELLs more support visually through the use of photographs, literature, internet sources and

assessments.

Extra instructional materials are provided throughout the school day and for use at home. We use several resources in the classroom with our ELLs to support and scaffold their knowledge:

1. Computer use
  - ESL internet sites
  - www.starfall.com (spelling, vocabulary and reading)
  - www.funbrain.com (activities sorted by subject and age)
  - www.brainpop.com (24 hour access within school and from home)
  - www.everythingESL.net
  - www.esl-kids.com (free printable flash cards)
  - www.eslflashcards.com (free printable flash cards)
  - Bkflix.grolier.com (audio and video books)
  - Software
  - First Thousand Words
  - Imagine Learning (Kindergarten)
  - Ultimate Word Attack
  - My Community – Look, Listen and Speak
  - Kid Phonics 2
  - Grammar Rocks
  - On Track Software! – Beginning Sounds and Beginning Reading
  
2. Literacy based materials to build confidence
  - Oxford Picture Dictionary
  - The Rigby Emergent/Fluency Theme Pack
  - The Mondo Oral Language Reading Program
  - The Scholastic Transition Program
  - National Geographic Explorer Collection
  - National Geographic Windows on Literacy
  - Real Rosen Reading Program
  
3. Grades 2-5
  - Bilingual Dictionaries in Chinese, Korean and Spanish
  - Translated assessments (when available)

A Native Language Support Para (Chinese speaking) works with the beginner ELLs in grades 4 and 5 to assist with content area instruction, concentrating in Math and Science. In addition native language exams are primarily used with our ELLs that have been in the United States for 2 years or less. The option is given after the 2nd year to continue the use of translated tests. We find that after 2 years in school their knowledge of their home language has diminished and they are more proficient in English. We also provide bilingual glossaries in ELA, Social Studies, Math and Science for our ELL students to use within the content area as well as during assessments.

### 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)?

N/A

#### **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.

With the growing percentage of ELLs in our building we have found it necessary to further support our teachers with professional development from our ESL Teacher/Coordinator/Staff Developer through faculty conferences, and grade conferences, as well as supporting the teachers within their classrooms to strengthen vocabulary building and literacy of their ELLs. All of our ESL teachers meet with classroom teachers during common preps for articulation and planning. During these meetings, techniques and strategies are presented and modeled for the teachers to assist them in supporting their ELLs during content area instruction within the classroom. The teachers are better able to differentiate instruction in the classroom by using various strategies such as; alternative reading materials to support content area instruction, working with their ELL students in small groups during literacy blocks, using leveled libraries for independent reading, software for classroom computers, hands on manipulatives, pictorial representations throughout the classroom, and realia to support all areas of instruction.

Our ESL Staff Developer and the ELL Network Support Specialists (NSS) give ongoing Professional Development to all general education classroom teachers as well as all Special Education classroom and support staff as per the Jose P. mandates of 7.5 hours of professional development for general education teachers and 10 hours for special education teachers. Our ELL NSS is continuing to conduct staff development workshops to support our staff with improving the literacy skills of our ELLs. Our ESL Staff Developer is working closely with the three self contained ESL Kindergarten teachers as well as the ESL(push-in) teachers to ensure that the classrooms' physical environment engages all students and is utilized so that the children can reach their ultimate potential. Our classroom teachers also receive ongoing support for their ELLs in reading and writing from our Teacher's College onsite staff developers and from TC calendar days.

This year the ELL NSS is working with teachers (grades K-5) as well as our ESL teachers to study building vocabulary and academic language in the content areas (juicy words) as well as exploring juicy sentences (deconstructing and reconstructing) for meaning. She is also looking at text complexity and the close reading of text for information. The dates for these workshops are, October 21, 2011, November 1, 2011, November 8, 2011, December 6, 2011, and December 9, 2011. There will be several future dates added in the winter and spring. Our ESL teachers have been included in Smart Board training, as well as in TC workshops.

Our ESL teachers are also involved in a four part series of workshops with MaryAnn Cucchiara (ELL consultant) focusing on literacy tasks aligned with the CCLS.

#### **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?

We offer ESL parent workshops to encourage literacy in the home and promote success of language acquisition and proficiency. Parent and child workshops are offered through Title III funds to support our ELL families. Parent orientation meetings are ongoing to inform new parents about their rights and the rights of their children as ELLs and to help parents make a choice for program placement. We encourage all parents to attend our monthly PTA meetings which are focused on fun learning experiences that include parent and child participation. We hope that each family attending goes home with a positive experience that they can use with their family in the future.

Translation services are provided weekly in Chinese, Spanish and Urdu/Hindi to inform parents about upcoming school events and provide a bridge of open communication between the home and the school. Translation services are also provided at our PTA meetings and events to encourage increased parent involvement. Our school website is being updated to include translated monthly newsletters, school updates and activities. Every effort is made to ensure that all communication is sent home translated in the home language. Translated report cards are also sent home to parents in the following languages: Chinese, Spanish, Korean, Urdu and Bengali. Our parent coordinator conducts workshops regularly along with support staff to inform parents about what their children are learning in school. Workshops are conducted to prepare parents for state testing and how they can assist their child at home. The needs of our parents are evaluated through requests parents make to our Parent Coordinator and by reviewing and analyzing the school survey. This helps us to identify which areas the parents feel the school needs to improve upon.

Our parents are encouraged to accompany their child on the Title III Saturday trips these trips include visits to the NY Hall of Science, Alley Pond, Flushing Town Hall.

At this time we do not have any partnerships outside of PS 24 for parent workshops, however, parents are referred to outside agencies when a need is indicated. We have helped our parents connect with Queens Child Guidance for emotional assistance and counseling, as well as Flushing Hospital and NY Hospital Queens for their family's medical needs.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	54	18	11	3	14	10								110
Intermediate(I)	10	30	13	14	8	11								86
Advanced (A)	21	24	34	15	29	18								141
Total	85	72	58	32	51	39	0	0	0	0	0	0	0	337

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	5	8	1	3	2	6							
	I	13	9	4	3	5	10							
	A	32	22	13	11	15	5							
	P	23	41	27	35	33	20							

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
READING/ WRITING	<b>B</b>	12	6	6	6	7	1							
	<b>I</b>	23	8	16	7	10	4							
	<b>A</b>	19	26	16	21	16	16							
	<b>P</b>	19	40	7	18	22	20							

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	8	19	16	0	43
4	8	19	17	1	45
5	13	12	10	0	35
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	1	0	5	7	20	14	2	3	52
4	0	1	4	6	15	13	9	6	54
5	0	1	3	3	7	7	11	9	41
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
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				

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
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.

We are a TC Project school therefore we use the TCRWP to assess the early literacy skills of our ELLs. Based upon the reading and writing levels that our ELLs possess they are supported through the use of proper book leveling and appropriate conferencing with both the classroom teacher as well as with the ESL teacher. The necessary skills needed to move up levels are modeled during these conferences and during mini lessons within the classroom.

We presently have 337 ELLs in our building including: 110 beginning level students, 86 Intermediate level students, and 141 Advanced level students. Upon careful analysis of the 2011 NYSESLAT and LAB-R (view chart Part V.A .NYSESLAT Modality Analysis) in grades K-5, we find that the reading and writing scores are lower than the listening and speaking scores. Analysis of our data indicates that our students in grades K-1 do better in the listening and speaking sections because they are in the process of developing oral language skills and acquiring everyday language. Reading and writing skills are acquired after the ELL child has reached the speech emergent stage. The same is true for children in grades 2-5 who are new to the country. It takes longer to acquire the same skills to succeed in school and therefore, these students do not acquire reading and writing skills as readily.

NYSESLAT and ELL Predictive data is used to differentiate instruction in the classroom in order to strengthen the child's weakest modality. Based on our analysis of the 2011 NYSESLAT data, we found that most children scored the lowest in the Reading/Writing modality. Extra support is given to these children by the classroom teacher, as well as by their ESL provider, AIS teachers, 50 minute Extended time provider, Title III Extended Day, Extended day Academic Support program, and Zero Period (IEP Students).

The New York State Science Assessment data for 2011 was not available for us to analyze on the NYS web site.

Of the 147 ELLs in grades 3-5 who took the NY State Math Assessment in 2011, 27% (40 students) scored a level 4, 52%(76 students) scored a level 3, 19% (28 students) scored a level 2 and 2% (3 students) scored a level 1. From these 147 ELLs, 70 were given the test in a translated version: 26% (18 students) scored a level 4, 49%(34 students) scored a level 3, 23% (16 students) scored a level 2 and 2% (2 students) scored a level 1.

Of the 123 ELL students who took the NY State ELA Assessment in 2011, 1% (1 student) scored a level 4, 35%(43 students) scored a level 3, 41% (50 students) scored level 2, and 24% (29 students) scored a level 1.

Native language exams are primarily used with our ELLs that have been in the United States for 2 years or less. The option is given after the 2nd year mark to continue the use of translated tests. We find that after 2 years in school their knowledge of their home language has diminished and they are more proficient in English.

We also take into consideration our ELLs who have scored proficient in the NYSESLAT in the past two years. These students will be given testing modifications, such as extended time, and separate location for testing.

Based on careful analysis of our NYSESLAT data 2011 we feel we have been extremely successful with the language growth of our ELL population. 72% of our ELL population (K-5) increased at least one proficiency level, and 30% of our ELL population scored proficient.

We attribute our success to the fact that each staff member that works with our ELL population has reviewed all available data on these students (NYSESLAT, Acuity, ITA's, Predictives (ELL, ELA, and Math) as well as TCRWP including independent reading levels, and the writing continuum). This data is used to help drive and differentiate instruction based for our students.

### **Additional Information**

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

Paste additional information here

## Part VI: LAP Assurances

School Name: <u>P.S. 24Q</u>		School DBN: <u>25Q024</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Debra Cassidy	Principal		12/1/11
Joann Montoya	Assistant Principal		12/1/11
Mon Lan Jee	Parent Coordinator		12/1/11
Pauline Samartzis	ESL Teacher		12/1/11
Wen Xu	Parent		12/1/01
Kristina Vandenabeele/ESL	Teacher/Subject Area		12/1/11
Adina Grasso/ESL	Teacher/Subject Area		12/1/11
Susan Moore/Literacy	Coach		12/1/11
Renee Klager	Coach		12/1/11
Ellen Hochberg	Guidance Counselor		12/1/11
Peggy Miller	Network Leader		12/1/11
Ariel Farkash	Other <u>Related Services</u>		12/1/11
Giuvela Leisengang	Other <u>ELL NSS</u>		12/1/11
	Other		1/1/01
	Other		1/1/01

## LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013

*Requirement under Chancellor's Regulations – for all schools*

DBN: 25Q024 School Name: Andrew Jackson School

Cluster: 2 Network: 207

**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**

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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.

At P.S. 24 a variety of data collection tools was used to assess our school's written translation and oral interpretation needs to be able to provide all parents with timely information in a language that they can understand. In order to determine the written translation needs of our school's population, we use the Home Language Identification Survey, which is distributed at the time of a student's registration, surveys from teachers and our Parent Coordinator, and the ATS RSEC, RHLA and RSDS reports. Our oral interpretation needs are assessed through PTA meetings, Parent/Child Workshops, Parent Teacher Conferences, the School Leadership Team, and the Home Language Identification Survey.

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.

Using the above mentioned tools, we found that our population of home languages consists of: 76% Asian/Pacific Islander languages (Chinese, and Korean, Urdu, Hindi, Pasto, Gurarati), 8% Spanish, 15% English, and under 1% European Languages (French, Russian, Albanian). These findings which indicate that 85% of our families do not speak English at home, were shared with the PTA Executive Board and the School Leadership Team to report to the school community.

## Part B: Strategies and Activities

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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.

We will be reaching out to our P.S. 24 families through flyers, workshops, newsletters, and monthly calendars all of which will be posted on our newly updated website. The translations that will be made available will aid the parents in their understanding of the school system and curriculum. We distribute written translation from DOE letters whenever available including translated report cards. Staff members and parent volunteers assist in providing written translation of important letters in our much needed areas of Mandarin and Spanish. We believe that these actions will facilitate further parent involvement with their children's school and studies.

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.

In order to communicate with the large multilingual population of P.S. 24 more efficiently and effectively, we will hire staff members at per session rate to interpret in multiple languages. Teachers will be hired to translate at after school parent workshops, evening parent activities, and to provide weekly telephone sessions (pending funding) to effectively communicate to parents in Chinese, Spanish, Urdu, and Hindi about school wide concerns, curriculum issues, and answer parent's questions. We will set up one hour sessions one afternoon a week from 5:30 PM to 6:30 PM (January to June) when schools phones will be used to reach out to parents in their native languages and/or have parents call the school. Flyers in home languages will be distributed to advertise this offering. Flyers are also translated into Mandarin and Spanish as often as possible and sent home. Classrooms teachers use this service to communicate messages to specific families. In addition, our Chinese speaking Parent Coordinator, Chinese Native Language support paraprofessional, our Bilingual Chinese School Psychologist, and Bilingual Spanish Social Worker translate regularly.

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>.

We plan on fulfilling Section VII of Chancellor's Regulations A-663 regarding parental notification requirements by including information about written translation and oral interpretation services offered at P.S. 24 in our monthly school bulletin, flyers, at PTA meetings, and parent workshops. Our ESL teaching staff and our Parent Coordinator work closely with new immigrant parents to receive and understand all educational options available. When available from the DOE Translation Unit and with the help of native language staff members, correspondence is distributed in multiple languages; for example: report cards, newsletters, and progress reports.

## 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: P.S. 24 Q	DBN: 25Q24
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other: Saturday Trips
Total # of ELLs to be served: 130
Grades to be served by this program (check all that apply):
<input type="checkbox"/> 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 type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 5
# of certified ESL/Bilingual teachers: 5
# 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:

The goal of our Title III program is to provide supplemental academic support for our identified English Language Learners. This program will support a Grade 3-5 after-school program, 20 grade 3-5 Newcomer ELLs in their classrooms with the use of a supplementary computer program, "Imagine Learning", and a zero period supplemental ESL program for struggling ELLs in Grades 1 and 2.

There is an after-school Title III program that begins in October and runs through May. The aim of this program is to increase English language as well as academic language fluency for targeted students and supplement content area studies (social studies, math, science and ELA). This program will be conducted in English for our grade 3-5 ELLs. Our program will meet on Tuesdays and Thursdays, after school, for 1.5 hour sessions, totaling 3 hours per week. Each class will contain up to 15 students. In the fall we will focus on ELA and social studies skills, in the winter we will focus on ELA and math skills, and in the spring we will focus on ELA and science skills. We will have 5 classes instructed by certified ESL teachers with a maximum of 75 students. ESL students in grades 3-5 will be invited to this first-come, first-serve program. We will accept a maximum of 75 students for the length of the program in order to maintain a low teacher-student ratio in an effort to maximize small group instruction for ELL students. Student class rosters will be analyzed and replenished based on school discharge and admission rates.

We are working to continue support in these academic areas by enhancing and enriching the child's academic language in the content areas. We have also created a Newcomer's class with children in grades 3-5 who in addition to the aforementioned receive extra support in basic test taking skills and vocabulary enhancement, as they are first time test takers (Math, however ELA Exempt). Based on our analysis of NYSESLAT scores we realize that continued work is necessary with all of our ELL students (regardless of level) with reading and writing, specifically, our ELLs receiving services between 4-6 years. We propose to provide support addressing content area skills in social studies, math and science with ELA support infused throughout the program.

The program will be assessed by student performance on standardized tests, NYSESLAT, Interim ESL Assessments, class tests, portfolios and teacher observation. We will have three points in which the instructional program will be monitored by the principal and assistant principal, in consultation with the ESL teachers to revise and fine-tune the content and academic methods of instruction. Adjustments will be made as needed.

We will focus on Newcomer ESL students in grades 3-5 who are struggling with literacy. "Imagine Learning" software has been purchased for supplementary support within the school day. Students work at their own pace with this software that measures each child's individual ability, targets areas of greatest need, and works specifically with each student to strengthen their English language and literacy

## Part B: Direct Instruction Supplemental Program Information

skills. These children will be assessed periodically by the program and progress reports will be printed out and maintained by the classroom teacher for use in the classroom to differentiate instruction. The program also generates individual worksheets based on what skill the child is working on. These worksheets are sent home for the child to share with their family, thus fostering a home school connection.

A Title III Zero Period supplemental support program for Beginner and Intermediate first and second grade ELLs will be created to support the development of reading and writing skills above and beyond the instructional day for these struggling students. Two to three classes will be created with a maximum of 45 students. These classes will be conducted in English by three licensed ESL teachers. The program will run from December to May, three mornings a week for one hour per session.

In addition to our Title III after school program there will be three trips scheduled to support social studies and science. We plan on visiting Flushing Town Hall during the fall to supplement the social studies curriculum, and the Alley Pond Environmental Center as well as the Hall of Science in the spring, to supplement our science curriculum. (Venues may change depending on availability and weather conditions)

Materials: Instructional materials will be purchased to support social studies, math and science in the content areas. Some of the vendors we will be using are: Imagine Learning software, National Geographic Theme sets, Leveled Non Fiction Libraries, computer software programs that promote literacy in beginner and intermediate ELLs. I-pads and laptops to offer supplemental support for our struggling ELLs will also be purchased for use within classrooms with large ELL populations. The Title III after-school program will provide “above and beyond” scaffolding support for ELL students to improve their overall 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:

To support the teachers in the Title III after-school program (total of 5 teachers), we intend to conduct the following: During the program we will provide professional development sessions to share best instructional practices using ESL strategies and techniques and developing thematic lesson plans in social studies, math, science and ELA for supplementary instruction. The teachers will be provided with a total of 6 hours of curriculum development divided into three professional development sessions, one in the fall, one in the winter, and one in the spring, facilitated by the ESL Coordinator/Staff Developer. In addition to this professional development, our ESL teachers receive support during the school day by the ELL Network Support Specialist (NSS) to improve literacy skills in reading and writing for our ELLs. We are also working with Maryann Cucchiara on building academic language within the content areas, exploring juicy sentences (deconstructing, reconstructing sentences for meaning), looking at text

### Part C: Professional Development

complexity and the close reading of text for information.

### 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:

During the Title III after-school sessions, we will conduct 6 workshops for parents of ELLs led by one licensed ESL teachers, one Chinese speaking teacher, and one specialty teacher (computer, art, science, literacy coach), a Native Language Support Para (Chinese) and our Parent Coordinator (no cost to program). Each 2 hour workshop will focus on building the bridge between home and school, and provide parents with home activities for families to engage in to support their child's learning. In addition, they will support parents to learn and grow in the English language and become more familiar with the American school system. We are planning on conducting 6 workshops (based on parent feedback) which will focus on academic expectations, Common Core Learning Standards, and how to best support their child at home academically. Translation for the parents with limited English will be provided by the Native Language Support Para as well as parent volunteers so that each parent will have the same opportunity for understanding and participation in the workshops.

In addition to our Title III after school program and our parent involvement workshops, there will be three trips scheduled to support social studies and science. We plan on visiting Flushing Town Hall during the fall to supplement the social studies curriculum, and the Alley Pond Environmental Center as well as the Hall of Science in the spring, to supplement our science curriculum.

All of our parent involvement activities are parent child based activities where they are given the opportunity to learn and explore side by side.

Parents receive fliers translated into their home language (when possible). All of our fliers are translated into Chinese and Spanish at a minimum.

### 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"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		