



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: PS 024

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

PRINCIPAL: DONNA CONNELLY **EMAIL:** DCONNEL@SCHOOLS.NYC.GOV

SUPERINTENDENT: **MELODY MASHEL**

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Donna Connelly	*Principal or Designee	
Jayne Wissner	*UFT Chapter Leader or Designee	
Farah Rubin & Ingrid Jaen	*PA Co-Presidents	s
Irene Lipson	DC 37 Representative, if applicable	
Nina Amster	Member//Teacher	
Elizabeth Cohen	Member//Teacher	
Anita Maher	Member//Teacher	
Robin Blair	Member/Parent	
Michael Buckner	Member/Parent	
Brad Bowden	Member/Parent	
Eugenia Zakharov	Member/Parent	
Heather Mantilla	Member/Parent	
Andrea Leff	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

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

Annual Goal #1

- By June 2013, improve school environment results by 5% growth on the school environment survey in the areas of communicating school goals, in the communication of student learning outcomes and in the area of trust.

Comprehensive needs assessment

- Our school received an “F” in communication according to the 2011-2012 School Progress Report. Our school also received a score of 6.4, or below average, on the Learning Environment Survey in the domain of communication. Both these scores have decreased from 2010-2011. This decline, as well as the failure of our school to meet last year’s goal to improve school culture indicates a strong need in this area.

Instructional strategies/activities

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

Weekly calendars and other updated content will be added to the school website on a weekly basis.

The Parents Association will send weekly email blasts to parents encouraging them to check the website for updated school content, calendars, and relevant curriculum information.

Beginning February 2013, the administration will send weekly email blasts called “Shout-Outs” to all staff via work email in order to celebrate staff and student achievements and efforts, and to remind staff of ongoing initiatives and upcoming projects.

New this year is “From Donna’s Desk” which is an e mail blast sent out to all parents on the weekend . The blast covers all upcoming events, meetings, and celebrations which will occur in the upcoming week.

Teachers meet weekly in common prep periods to continue literacy and math professional inquiry in alignment with the Common Core Learning Standards and with building-wide project-based learning initiatives.

Teachers will meet weekly in common prep periods and in professional periods to set targeted goals for students.

Teachers will be allotted monies for classroom materials in alignment with the school-wide project-based learning units and in alignment with the

Common Core Learning Standards.

The administrative staff will clearly communicate any administrative changes in writing to parents, staff, and/or students.

The administration will maintain an open-door policy for parents, staff, and students on a daily basis.

The school leadership team and school safety committee will make meeting minutes publicly available for the entire school community.

Teachers and staff will provide students with enrichment clubs during lunch, peer mediation scheduled daily or weekly meetings, and weekly sessions in conflict resolution.

The administration will provide staff and school community members with opportunities for feedback at monthly meetings, weekly grade-level meetings, and at school-wide events.

The administration will provide communication about school goals to faculty and parent constituents at a fall and spring faculty meeting and at a fall and spring Parents Association meeting.

The administration will reiterate schools goals at all other faculty meetings, grade-level meetings, and at other teach

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- Parents will receive email blasts from the Parents Association, weekly curriculum corner notes from Donna Connelly, regular communication about administrative goals and programs through classroom teachers, administrative communications, Parents Association, and other school-based personnel. Parent involvement will also increase through classroom-led parent programming related to classroom and school goals for student achievement, progress, and school vision and programming initiatives. Parents Association will hold fundraising events such as Boo Bash, the Auction, and Springfest as a way to involve parents school-wide. Parent-Teacher Conferences in March and November will increase communication from staff to parents. Monthly “Sounding Board” newsletter will address parents’ needs for information regarding school-wide programming and events. Classroom newsletters will inform parents of monthly and weekly curriculum units. Teacher use of EChalk for homework assignments will increase classroom communication to parents.

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.

 X Tax Levy Title I X Title IIA Title III Grants X Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start). Parents Association funding will provide funding for school-based events, resource acquisition, arts partnerships, and PD opportunities in order to improve communication of school goals and policies to all staff and to all parents.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals. By June 2013, increase by 10 % the number of students at levels 3 and 4, as determined by state exams.

Comprehensive needs assessment

- According to data from the 2011-2012 New York State ELA and Math exams, as noted on the 2011-2012 school progress report, 73.9 percent of students scored at levels 3 or 4 on the New York State ELA exam, and 83.2 percent of students scored at levels 3 and 4 on the New York State Mathematics exam. Our school's scores, however, show some room for improvement in the percentage of students at levels 3 and 4 in both assessments.

Action 1: Professional Development

Action 2: Targeted Population

Action 1: Professional Development

One strategy to accomplish this goal will be providing teachers and staff with quality professional development on using F&P to promote guided reading and to build classroom libraries that consist of 50% fiction and 50% non-fiction texts within the K-5 classrooms in alignment with NYS Core Curriculum. Teachers across grades will be trained monthly by a consultant in how to implement F&P with fidelity in the general classroom, how to manage and conduct guided reading, and how to maintain an effective classroom library. Out-of-classroom teachers and staff will also receive training in how to conduct guided reading groups at various levels and according to students' needs.

Additionally, a writing consultant will be working with Grade 3, 4, 5 teachers to improve non-fiction writing including essay writing, feature article writing, and persuasive writing.

Another example of professional development would be sessions aimed at aligning social studies and science content with reading and writing goals and objectives. Teachers in grades K-5 will be offered opportunities for professional development with trained consultants in creating project-based social studies and science units of study in the fall and in the spring. A focus will be on higher-level thinking skills combined with academic vocabulary.

Additionally, teachers and staff will receive training in implementing Common Core Learning Standards in grades K-5. Teachers will work to develop and implement CCLS-based curriculum units, project—based learning units, and pacing calendars during these professional development sessions.

Finally, teachers will meet weekly within grades, monthly with the administration, and daily during common preps to further enhance professional knowledge of F&P reading assessments, guided reading instruction, and project-based learning. These meetings will focus additionally on data from ELA exams and on data gathered from reading assessments and other classroom learning indicators.

Action 2: Targeted Population

Another strategy for accomplishing this goal will be to target populations in need of AIS services, in need of enrichment opportunities, and in need of

more small-group attention during reading. Data analysis conducted by the classroom teachers, the teacher data liaisons, and by item analyses and distracters analyses from state exams will determine student groups in need of more intensive instruction.

Progress towards this goal will be measured by F&P assessment data conducted by classroom teachers in November, March, and in June. Progress will also be measured by gains made in ELA and Math acuity and predictives as well as by gains in performance made on state exams.

Strategies to Increase Parent Involvement

Parents will receive information on academic progress and achievements at Parent-Teacher Conferences, at monthly parent meetings held by the Parents association, through classroom newsletters regarding curriculum units, and through classroom homework posted on EChalk. Parents will meet at intervals throughout the year to discuss Common Core curriculum standards and the school’s alignment toward these standards. Parents will have the opportunity for involvement in classroom learning through monthly parent workshops held in some classrooms for writing and math workshops. Parents will attend Open Houses and Curriculum meetings in order to learn about curriculum unit implementation in classrooms. Parents Association will solicit parent volunteers to support classroom learning through assistance with projects and units of study.

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.

 X Tax Levy Title I Title IIA X Title III X Grants Other

If other is selected describe here:

Service and program coordination

• Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start). We are working with the New York City timeline for the rollout of CCLS instruction and planning. Partnerships with professional development vendors and coaches will provide staff training for all staff on CCLS implementation. Title 3 funding allocations (LEP and Immigrant budget categories) will support the implementation of CCLS –aligned instruction. Parents Association funding will support the allocation of classroom libraries and other resources to support CCLS implementation. NYSTL funding will also support the acquisition of school-wide materials for use in CCLS implementation.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2013, 75 % of teachers will be differentiating laptop and Smart Board technology with all students

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
Currently, over 90% of teachers use Smart Board technology in core content area classes and in other content areas. A lower percentage of teachers differentiates lessons using this technology, as demonstrated in qualitative feedback and informal observation. Increased levels of differentiation in Smart Board technology would facilitate higher levels of achievement for all students in more instructional contexts.

Instructional strategies/activities

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

Action 1: Professional Development

Action 2: Differentiated Instruction

Action 3: Project-Based Learning

Action 1: Professional Development

Our strategy to accomplish this goal is to enable teachers, staff, and students develop technical expertise so as to differentiate curriculum objectives across content areas by using laptop and Smart Board technology. Students' skills and achievement will be impacted through the use of technology at all grades and in all content areas.

Teachers will be trained on using laptops and Smart Board to differentiate literacy and mathematics instruction. On-going training and collaboration will occur throughout the year at Beginner, Intermediate, and Advanced levels of expertise, in order to have 100% of classroom teachers and out-of-classroom teachers trained to implement this program during reading workshop.

The technology director will co-teach lessons with classroom teachers in order to further professional development gains in technology.

Action 2: Differentiated Instruction

An example of activities for this initiative includes enrichment clubs and accelerated learning clubs that are differentiated based on student achievement and student needs. Students will be trained on how to implement laptops as tools for learning and on using Smart Boards to further learning gains in ELA and Math. Gains in learning will be measured by F&P reading assessments and by ELA and Math exam performance results. Gains in teacher and staff expertise will be measured by attendance at higher-level training sessions throughout the year.

Action 3: Project-Based Learning

Project-Based Learning will enable teachers to infuse technology into many curriculum areas with a common content-area purpose. Students at all levels will be able to incorporate laptops and Smart Board technology into projects designed to be rich in content and rigorous in skill development. Students in all grades will incorporate technology into their classroom learning during reading workshop and math instruction. Two project-based units of study will be conducted during the school year.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Parents will receive information regarding the school’s technology resources and goals at Parent Association meetings held monthly, at Curriculum meetings and at Open Houses held in classrooms, at Parent-Teacher Conferences held twice annually, and through classroom newsletters and homework websites. Parents will support this goal by assisting with the implementation of IReady programming at home for student’s differentiated learning objectives. Parent fundraising through the Parents Association will support the implementation of technology. Such events will include the Boo Bash, the Auction, and Springfest. The Parents Association will solicit volunteers to assist with technology implementation and differentiation in classrooms for classroom projects and units of study.

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:

Service and program coordination

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

Parents Association funding from donations and school fundraising events will support the purchase of hardware, including laptop computers. Per session funding will be allocated to train the Tech Coordinator to provide staff development on differentiation of media technology for all school staff.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

By June 2013, all teachers will have engaged with a team to revise/produce at least one unit aligned to one of the focus standards of the CCLS/NYCDOE Instructional Expectations

Comprehensive needs assessment

- According to proficiency level data from the New York state ELA and math assessments, 73.9 percent of students are scoring at levels 3 and 4 in ELA and 83.2 percent of students are scoring at levels 3 and 4 in Mathematics. Grade level teams, cluster area teachers, out-of-classroom teachers, and related service providers have aligned lessons with the CCLS in order to complete yearly performance tasks. More work is needed in aligning units to CCLS in order to raise proficiency levels on the NYS ELA and Math exams.

Action 1: Professional Development

Action 2: Project-Based Learning

Action 1: Professional Development:

Teachers will receive high-quality professional development from consultant training and turnkey training sessions on an ongoing basis. Common prep planning time, grade-level meetings, inquiry groups, and Common Core curriculum team planners will facilitate professional development towards this goal on a weekly basis.

Action 2: Project-Based Learning:

Teachers will implement two project-based learning units during the school year, one unit in fall, and one unit in spring. Teachers will plan for this unit on a weekly and monthly basis during common prep time, weekly and monthly grade meetings, and during professional days in September and throughout the school year. Each unit will have a set of curriculum objectives that are aligned with the Common Core Learning Standards, incorporate an interdisciplinary set of outcomes, and result in a school-wide set of projects. Professional development will ensure that project units are aligned both within the grade and from one grade to the next, vertically. Project display dates and feedback sessions will serve to create community and to encourage feedback from all levels.

Indicators of interim progress will include informal observation throughout the year, informal observation and anecdotal evidence throughout the duration of the two long-term units of study, in-class and grade-level assessments, and end-of-unit displays and writing. Progress will also be assessed by data analysis of state practice exams and by performance on end-of-year state tests.

Strategies to Increase Parent Involvement

Parents will receive workshop training regarding CCLS implementation at classroom curriculum meetings, at classroom workshops for writing and for math, and at workshops held at night sponsored by either the Parents Association or through Title 3 funding. Monthly Parents Association meetings will continue to review CCLS standards, as will school newsletters distributed monthly by the Parents Association or by classroom teachers. Parents Association fundraising at Boo Bash, the Auction, and at Springfest will help support this goal by providing necessary funding and resources for teacher planning purposes.

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:

Service and program coordination

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

We are working with the New York State timeline for the rollout of the Common Core Learning Standards

Parents Association fundraisers support classroom libraries, trips, arts partners

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

• Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By the end of the school year 2013, 70% of English Language Learners will demonstrate academic progress as measured by their raw scores on the NYSESLAT Exam

Comprehensive needs assessment

• According to the 2012 NYSESLAT, approximately 20% of ELLs are achieving proficiency, which is above the citywide average. However, only 54.3 percent of ELLs made progress, as measured by NYSESLAT raw scores.

Instructional strategies/activities

All ELLs will receive targeted instruction through content-classes.
All ELLs will take interim and predictive assessments in ELA.
The teaching and reinforcement of reading, speaking, listening and writing skills will be infused in all subject areas.
English Language Learners will receive additional academic support from ESL certified teacher supported by the network specialist and by reducing class and group size as much as possible.
Diverse strategies and materials will be used to address student needs.
ELL teams will work with network specialists to refine at least one unit to reflect the principles of Universal Design for Learning.
Alignment of Resources:

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- Action 1: Professional Development
- Action 2: Project-Based Learning
- Action 3: Differentiated Instruction

Action 1: Professional Development

High-quality professional development in differentiating literacy instruction through instructional media, training in CCSS, and training in F&P implementation along with data analyses of various state exams and practice tests will facilitate staff development in literacy instruction using non-fiction resources and fiction resources equitably. Monthly grade meetings, common prep time, staff development days, turnkey training, and collaborative inquiry groups will enable teachers to increase the amount of non-fiction used in the literacy curriculum. Collaborative inquiry and training centered on building classroom libraries will also help build resources for teachers and students to increase non-fiction reading.

Action 2: Project—based Learning

Project-based Learning will be content-based and will be aligned with Common Core Learning Standards. Rich content and higher-level academic vocabulary will generate student interest in reading non-fiction and fiction more equitably. Teachers will also base literacy instruction on non-fiction resources during these project-based units of study.

Action 3: Differentiated Instruction

Increased professional development in guided reading, literacy centers, and differentiating through technology will enable teachers to best meet students needs with a wider variety of texts. Data analyses of state exams and practice tests will also help teachers determine student needs in reading and writing.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Parents will receive approximately six workshops per year dedicated to implementing CCLS and to fostering home-school connections for ELLs at ESL Family Nights. Parents will receive communication regarding ESL program goals and progress weekly through direct parent-teacher contact and through additional Parent-Teacher Conference time. Parents will volunteer in the Title 3 ESL After-School program in order to assist their children in making gains and to increase their own language proficiency. Additional parent workshops will be held throughout the year in order to educate parents about language acquisition, parent choices at Parent Orientations, at NYSESLAT parent workshops, and through online communication.

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:

Service and program coordination

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

We will conduct an English as a Second Language After School Program from October through April using Title 3 LEP and Title 3 Immigrant budget funding categories.

We have partnerships with Teachers College and with Fordham University to provide the ESL teacher with Professional Development in order to turnkey professional development to school staff.

All staff will participate in Professional Development sessions conducted by the ESL Coordinator or PD partner (September-June) where data in reading, writing, math and NYSESLAT will be analyzed in order to support targeted interventions and goal-planning.

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 Service (AIS)	Type of program or strategy	Method for delivery of service	When the service is provided
ELA	SETTS teachers provide push-in at-risk services in groups. Wilson Reading and Word Study are used for AIS purposes. Spring Academy is offered to students identified through multiple means of assessment. AIS also serves students in grades 3-5 for test preparation purposes.	small-group and one-on-one instruction as needed. Pull-out Wilson instruction or push-in literacy interventions.	During the day or during extended day time as needed.
Mathematics	SETTS teachers provide at-risk services in groups. Services are provided to students for several weeks before state assessments. Spring academies are offered to students identified through multiple means of assessment. AIS services are provided for grades K-5.	small-group and one-on-one as necessary.	Services are provided during the day, during extended day, or before and after school as needed. Additional services are provided during winter and spring academies.

Science	Vocabulary and writing of procedures in a science journal are focus of class work to assist all students. Science experiments and lab reports are routine features of all grade-level content study in all grades. The science teacher through additional class periods of science also provides Science interventions.	Small-group and one-on-one instruction as necessary.	Services are provided during the day or during extended day time as needed.
Social Studies	Classroom teachers serve grades 3-5 students in effective processing of document-based questions. Students receive content-based instruction for project-based learning units centered on social studies curricular themes.	small-group and one-on-one as necessary	Services provided during the day or during extended day as necessary.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling offered to students in Special Education who are mandated. In addition, the counselor sees general education students with attendance, behavioral, and/or academic needs. Issues addressed are bullying, bereavement,	small-group and on-on-one	services are provided during the school day or during extended day time. Services are provided before or after school as necessary.

	<p>separation/divorce, self-esteem, organization, and social skills. The school psychologists lead the School-based Support Team to assess and evaluate students' needs for services, initiate and modify IEPs, refer to outside counseling and family support services. Consult with staff on behavioral issues. Active member of the Instructional Support Team. Provides grief counseling as needed. The social worker sees students to address social-emotional and/or academic needs. Works closely with guidance counselor to offer services during school day. Addresses issues such as frustration tolerance, peer interaction, and bereavement.</p>		
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HIGHLY QUALIFIED TEACHERS (HQT)

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

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

PS 24 recruits highly qualified teachers using two main sources. First, PS 24 draws prospective teacher candidates from area graduate education programs. These programs use PS 24 as a student teaching placement. PS 24 frequently screens candidates following this student teaching placement and maintains connections with highly qualified teachers for future hiring. Additionally, PS 24 attracts highly qualified teachers through the NYCDOE transfer process by word-of-mouth leads.

Teacher retention is facilitated through strategic assignment in consultation with the teacher and following a review of teachers' strengths and expertise. Strategic assignment, particularly in Special Education self-contained and ICT classrooms has helped form more effective teacher grade-level teams, thus encouraging positive professionalism.

Highly qualified teaching is also ensured through the fact that a proportion of teachers at PS 24 routinely seek advanced degrees and additional certifications. Teacher reflections at the beginning, end, and midway through the year encourages teachers to reflect upon administrative and self-evaluation systems. Individual PD is highly encouraged, and teachers in all areas regularly seek out out-of-building professional development or align themselves with teacher education programs at area colleges and universities. Teachers also take advantage of network or citywide opportunities at area museums.

Highly qualified teaching is also achieved through ongoing professional development that includes a high degree of collaboration. Professional development is offered in-house by teacher leaders on the topic of instructional shifts in math and in ELA in alignment with CCLS. In-House professional development also focuses on student work and data from classroom-level formative assessment. Grade teams, inquiry teams, Special Education Instructional teams, consultants, and teacher leaders encourage regular collaboration to achieve common goals related to curriculum and instruction as well as Response to Intervention and IEP mandates and goal-setting. Classroom-based consultants work directly in classrooms to ensure highly effective use of small-group learning, minilessons, and use of literacy data to drive instruction. Grade-level teams collaborate daily or weekly to align instruction with CCLS so as to ensure highly qualified teaching and effective learning. Faculty conferences emphasize the importance of ongoing PD and regularly save time for teacher planning or reflection. Finally, cluster positions collaborate to align their instruction with CCLS and with other curricular and instructional goals.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

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.

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. The school will maintain this information.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader C. Rello Anselmi Bob Cohen	District 10	Borough Bronx	School Number 024
School Name The Spuyten Duyvil School			

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

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

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

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

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

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

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

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

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

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

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

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

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

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input 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	To t #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Self-Contained	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Push-In	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Total	0	0	0	0	0	1	0	0	0	0	0	0	0	1

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	32	Newcomers (ELLs receiving service 0-3 years)	29	Special Education	13
SIFE	0	ELLs receiving service 4-6 years	3	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	29	0	10	3	0	3	0	0	0	32
Total	29	0	10	3	0	3	0	0	0	32

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

C. Home Language Breakdown and ELL Programs

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

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

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

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	3	1	0	2	5	5	0	0	0	0	0	0	0	16
Chinese	1	1	1	0	0	1	0	0	0	0	0	0	0	4
Russian	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	1	0	0	0	0	0	0	0	0	0	0	1

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	1	0	0	0	1	0	0	0	0	0	0	0	2
Other	1	2	3	0	1	1	0	0	0	0	0	0	0	8
TOTAL	5	5	5	2	6	9	0	32						

Part IV: ELL Programming

A. Programming and Scheduling Information

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

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

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

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

A. Programming and Scheduling Information

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

A. Programming and Scheduling Information

- d. Long-Term ELLs would receive differentiated instruction from the ESL teacher in the use of reading strategies, building schema using graphic organizers for reading and writing, and using problem-solving strategies and higher-order thinking across content areas. Fountas and Pinnell reading assessments are used to analyze students' needs, and leveled texts, rich vocabulary, and complex informational texts are provided to ensure student gains in ELA and Math.
6. ELLs who are also students with disabilities are provided with instructional strategies that help them gain access to academic content and help them develop English language proficiency. These strategies include the use of graphic organizers for use in ELA and content-area reading comprehension and in planning for writing. The ESL teacher may also include work with Wilson and Fundamentals in order to boost academic reading and writing skills. The ESL teacher uses verbal rehearsal and language experience approaches to develop students' writing in the content areas in English. ELLs who are also students with disabilities are given differentiated instruction in problem solving across content areas, and use of reading strategies across content areas in order to assist these students in meeting grade-level expectation in ELA, Math, and other content areas. Grade-level materials in use by the ESL teacher for ELLs who are also students with disabilities include leveled libraries, informational texts from Achieve 3000 and Discovery Education, developmental spelling lists from Words Their Way, as necessary, and a variety of nonfiction resource material for the purposes of content-area research.
7. The school uses curricular, instructional, and scheduling flexibility in order to meet the diverse needs of ELLs within the least restrictive environment. Project-base learning initiatives and school-based units of study allow for the diverse needs of ELLs to be met within the least restrictive environment. Curriculum maps, Universal Design for Learning, and Understanding by Design are three ways the school provides access to content and language for all ELLs while also supporting the least restrictive environment. Instruction for all ELLs within the least restrictive environment uses a multisensory approach that allows for multiple entry points for all ELLs, including those who are students with disabilities. Scheduling flexibility for ELLs in self-contained fifth grade special education has allowed for Push-In ESL instructional minutes to be delivered in a classroom setting that works with students' needs. The ESL teacher and the classroom teachers articulate at least once a week to discuss recent student assessments, student data, and planning for ELLs, and ELLs who are SWDs.

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
Native Language Arts	0
Social Studies:	0
Math:	0
Science:	0
0	0
0	0
0	0
0	0

Class/Content Area	Language(s) of Instruction
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0

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

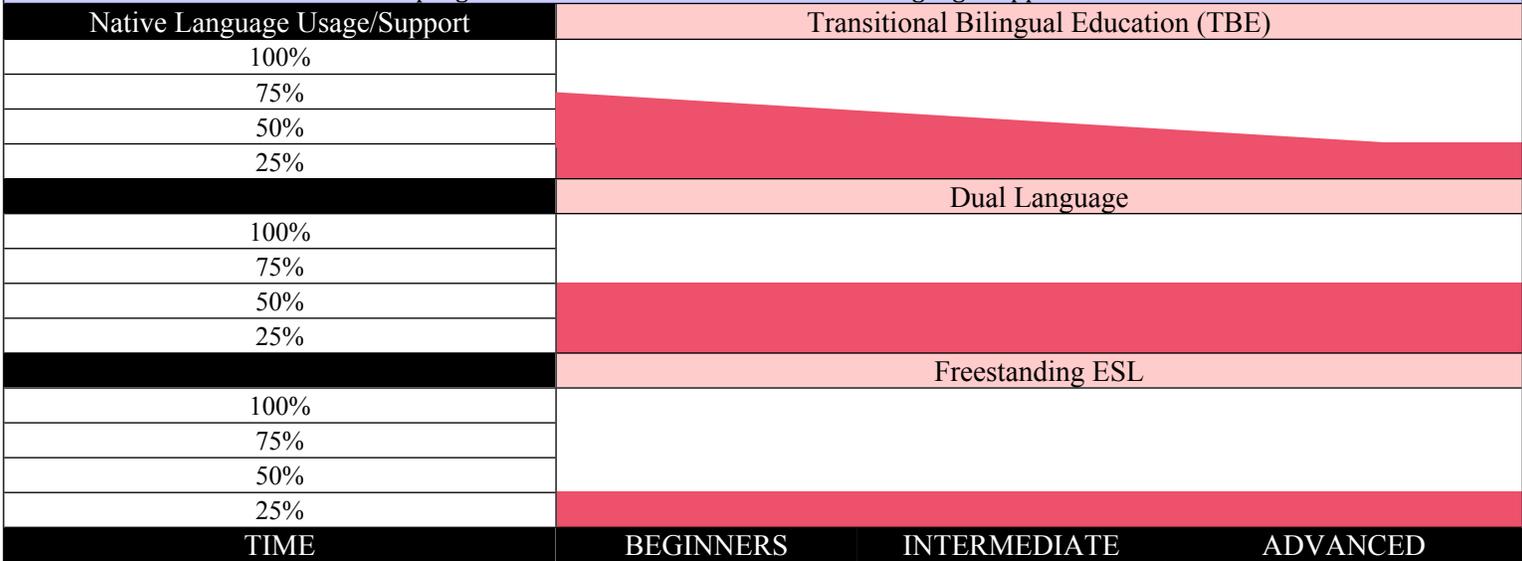
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

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

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

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

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

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

12. ELLs are afforded equal access to all support services at PS 24. All ELLs have the opportunity to sign up for after-school programming that is delivered by either the school or by local non-profit organizations. All ELLs have access to after-school ESL instruction that runs for three hours weekly during the school year. All ELLs have access to winter and spring institutes that run during

school vacations. All ELLs have access to supplementary tutoring and other support services offered by the ESL teacher, community tutors, or other support staff. All ELLs are afforded access to supplementary learning clubs, such as Chess, Running, or Accelerated Math, that run during all lunch times for all students at our school.

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

14. Native language support in the ESL program model is delivered by either the ESL teacher, the general education teachers, or by translators. Many of the e-book sites offer translation into Spanish, and Imagine Learning offers native language support in other high-incidence languages such as Chinese and Korean. All other written materials are translated as necessary using such programs as the DOE's translation services or Google translator.

15. Required services and resources support and correspond to ELLs' ages and grade levels at our school.

16. Programming for newly enrolled ELLs occurs within the school tours and question-and-answer sessions offered by the Parents Association and the Parent Coordinator. These school tours are offered to all newly enrolled students in the fall, spring, and summer by appointment. Student-led tours are also offered throughout the school year to newly enrolled ELLs and their families.

17. Currently, a Spanish language elective is offered to ELLs once a week as part of their general education curriculum

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

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

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

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

E. Parental Involvement

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

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

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

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

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

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
													L

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Intermediate(I)	1	3	0	1	3	0	0	0	0	0	0	0	0	8
Advanced (A)	2	3	1	2	7	2	0	0	0	0	0	0	0	17
Total	4	6	1	3	10	2	0	0	0	0	0	0	0	26

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

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

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

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

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

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

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

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

1. Early literacy assessments used to assess ELLs literacy in the early grades consist of the Fountas and Pinnell reading assessment for grades K, 1, and 2. This assessment tool is in its second year of implementation. The Spanish LAB is used where necessary. Data from the Spanish LAB administered this fall reveals that of the two students who took the Spanish LAB, one student scored reasonably higher in Spanish language than in English language, and the other student was unable to answer. Data from the Fountas and Pinnell reading assessment shows that ELLs in kindergarten are predominantly at pre-emergent stages of reading in English, which corresponds to their LAB-R scores of “Beginner.” Students who scored at intermediate or advanced levels on NYSESLAT were likely to be approaching or at grade level in reading according to Fountas and Pinnell reading assessments. Early writing assessments, delivered informally by classroom teachers shows that all ELLs in kindergarten were at low levels of writing ability, while ELLs in first grade were approaching grade level in writing ability, with ELLs in second grade showing writing ability that was approaching or at grade level. Early literacy writing data showed that all ELLs writing ability corresponded with that of the NYSESLAT from spring 2011.

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

3. The modality analysis suggests that students are stronger in listening and speaking than in reading and writing. The results from the modality analysis show that instructional decisions will be affected primarily by lower reading and writing scores. Data from the reading and writing modalities, across grade levels, show that students at all grade levels were weaker in reading than in writing. Instruction will then focus on reading more intensely and with strategies for all grade levels. The NYSESLAT modality analysis data also suggests that across grade-level, ELLs would benefit from small-group guided reading strategies, reading for meaning, and work with emergent reading in lower grades through listening centers and other early literacy techniques.

4. A. Patterns exist across proficiencies and grades. Grades with higher numbers of students achieving “Proficient” on the NYSESLAT were not necessarily at the top of the testing band, but were students with high levels of conscientiousness and motivation. Results showed no students “slipped” proficiency levels, but may have reached a plateau; however, all students made raw score gains across grade levels. Students who progressed made gains in all modalities. Several students moved two or more levels of proficiency, though this movement was most common either from younger students in kindergarten or first grade or from newcomers who were able to test at beginning on the LAB-R and move to intermediate, advanced, or proficient on the NYSESLAT within one year. Results from NYS ELA, Math, and Science tests show that students receiving Level 1 and Level 2 were primarily students with IEPs or students who have been receiving services for more than 3 years. No students took tests in native languages in either math or science, even though these tests were offered.

B. Data from the ESL Periodic Assessment shows that ELLs were stronger in writing than in reading at all grade levels for which the test was administered. Data from the Periodic Assessment shows that ELLs in fourth grade continued to score high on this assessment device, and that results for fourth grade on this assessment device were predictive of NYSESLAT scores for the same year. Scores from this test are

analyzed by the ESL teacher and the Testing Coordinator and are then distributed to teachers of ELLs for the purposes of informing instructional decisions. Targeted interventions and instruction in reading strategies should help ELLs to improve reading scores in the NYSESLAT reading modality. Teachers and the test coordinator are also using the Periodic Assessment as another means of comparison to the ELA test as a way of gaining more information about a child.

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

5. N/A

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

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: <u>The Spuyten Duyvil School</u>		School DBN: <u>10X024</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Donna Connelly	Principal		10/25/11
Manuele Verdi	Assistant Principal		10/25/11
Florence Byrne	Parent Coordinator		10/25/11
Sarah Seliger	ESL Teacher		10/25/11
	Parent		1/1/01
	Teacher/Subject Area		1/1/01

School Name: The Spuyten Duyvil School

School DBN: 10X024

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Marlene Kron	Guidance Counselor		10/25/11
	Network Leader		1/1/01
	Other		1/1/01



Title III Immigrant Funds Supplemental Program for Immigrant Students

Application for Immigrant Funding

Requirements: Title III, Part A - Immigrant Funds can be used for activities that provide enhanced instructional opportunities for immigrant students, which include:

- family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children
- support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant students
- provision of tutorials, mentoring, and academic or career counseling for immigrant students
- identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds
- basic instructional services, including costs for additional classroom supplies, transportation costs, or other costs directly attributable to such services
- other instructional services designed to assist immigrant students to achieve in elementary and secondary schools in the United States, such as programs of introduction to the educational system and civics education
- activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant students by offering comprehensive community services

Funding follows similar guidelines for Title III funds established by the Office of English Language Learners (OELL) and can only be used to provide supplementary services to ELLs and immigrant students. Priority areas for the use of Title III, Part A - Immigrant Funds are as follows:

- developing new and/or enhancing programs for **immigrant students from the Caribbean countries where English is spoken as a dialect**
- developing new and/or enhancing programs for newcomers
- developing new and/or enhancing Transitional Bilingual Education programs
- developing new and/or enhancing Dual Language programs
- improving teaching and learning in core subject areas for immigrants
- implementing strong student supports to increase graduation rates for immigrants

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

Directions: Please complete the Title III - Part A, Immigrant Program application below. Completed applications must be submitted by November 30, 2011 via email to TitleIIIImmigrantPlans@schools.nyc.gov.

Part A: School Information	
Name of School: PS 24 Spuyten Duyvil School	DBN: 10X024
Cluster Leader: Corinne Rello-Anselmi	Network Leader: Bob Cohen
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below)	
<input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information

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

Before school After school Saturday academy Other:

Total # of immigrant students (including ELLs) to be served:

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

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

Total # of teachers in this program: 3

Describe the direct supplemental instruction program in the space provided below. Description should include:

- Rationale
- Subgroups and grade levels of students to be served
- Schedule and duration
- Language of instruction
- Number and types of certified teachers
- Types of materials

Begin description here:

The language instruction program for English language learners in the Title 3 program for 2012-2013 will consist of a direct instruction component that will be an ESL After-School literacy program. This ESL After-School literacy program will be designed to build cognitive academic language skills, increase content-area vocabulary, particularly in social studies and science, and build test readiness skills for the NYSESLAT, the ELA and the Math tests, primarily. Vocabulary instruction will focus on finding meaning in context, using higher-order thinking skills in reading, and building word knowledge using a Robust Vocabulary strategy. This program will align with CCLS and will emphasize informational texts as a necessary component of literacy instruction in the second language. This program will run from October 23, 2012 through March 28, 2013 for a total of 60 hours at 3 hours per week, three days per week, 1 hour per day. Approximately 28 ELLs in grades 1 through 5 will be serviced. The teachers for this program will be a certified ESL teacher and 2 Common Branch certified classroom teachers. The certified ESL teacher and the certified Common Branch teachers will co-teach so that all ELLs receive developmentally appropriate instruction from a certified ESL teacher for the duration of this program. The first half of the year from October through December will utilize material from leveled content-area readers, and from Imagine Learning, as well as from other classroom library and media technology resources, such as Discovery Education, National Geographic for Kids, Brainpop, WorldBook Online, and Bookflix websites. This material will also be supplemented with vocabulary-rich fairy tales and folktales that present the native language alongside the English language text. The second half of the year will focus on NYSESLAT test preparation and building reading and writing skills and strategies in preparation for other content area tests. For this segment of the program the students will primarily use the Empire State NYSESLAT student books and audio CDs. This program will include a focus on academic vocabulary, reading strategies across content areas, hands-on learning, and document-based study in thematic units. The language of instruction for this program will be in English, with language support in the native languages of Chinese, Hebrew, Croatian, Greek, Albanian, and Spanish, where applicable. Native language support will also be offered through native language translation websites, bilingual glossaries and dictionaries, bilingual texts, and oral interpretation, where applicable.

Part C: Professional Development

Part C: Professional Development

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

Description should include:

- Rationale
- Teachers to receive training
- Schedule and duration
- Topics to be covered
- Name of provider

Begin description here:

Professional development will be ongoing with the rationale of looking at student work as an important source of student data. The rationale for this professional development is based on DuFour & Marzano's text concerning professional learning communities and on Nancy Love's research on data. Teachers to receive training will include the certified ESL teacher and the two certified classroom teachers for the program. Other teachers of ELLs not directly involved in the program will also be invited to participate. The provider will be the certified ESL teacher. The professional development will occur monthly from 4:10 - 5:10 in November, December, January, February, and March on the first Thursday of each month listed.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeting parents of immigrant students (including ELLs) that will impact higher achievement for these targeted students. Description should include:

- Rationale
- Schedule and duration
- Topics to be covered
- Name of provider
- How parents will be notified of these activities

Begin description here:

Parental engagement at PS 24 will consist of 5 family nights for ELLs and their parents. Instruction at these family nights will contain instruction for parents on current literacy practices that facilitate English language development, education and awareness about Common Core Learning Standards and performance tasks. Parents will receive instruction on academic language requirements for CCLS performance tasks, for spring test preparation, and for success in their core content classes. Parental engagement sessions will also include instruction in reading and writing using non-fiction texts in addition to fiction texts. Instruction will be in English with oral translation and written interpretation as necessary. The rationale for this programming is based on the demand of the parents in the community to be more academically engaged in their children's learning. The design of this parental engagement piece is also based on parental feedback requesting more attention to curriculum needs. Sessions will be scheduled monthly from 4:10 - 5:10 in November, December, January, February, and March on the second Wednesday of each month listed. Instruction will be provided by a certified ESL teacher and by 2 general education teachers. Parents will be notified in writing in English and in their native language, as necessary.

Begin description here:

Part E: Budget

FOR SCHOOLS THAT ARE NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your budget matches your plan as described in Parts B, C, and D above.

Allocation Amount: \$ 11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title
Professional salaries (Schools must account for fringe benefits.) <ul style="list-style-type: none"> • Per session • Per diem 	9750	1 certified ESL teacher x \$50 per hour x 3 hours x 1 week x 20 weeks = \$3000. 2 certified classroom teachers x \$50 per hour x 3 hours x 1 week x 20 weeks = \$6000. 1 certified ESL teacher x \$50 per hour x 5 hours = \$250. 2 certified classroom teachers x \$50 per hour x 5 hours = \$500.
Purchased services <ul style="list-style-type: none"> • High-quality staff and curriculum development contracts 	0	n/a
Supplies and materials (Must be clearly listed): <ul style="list-style-type: none"> • Supplemental • Additional curricular, instructional materials 	<u>1180</u>	<u>30 Oxford Composition notebooks @ \$5.99 ea. = 179.70</u> <u>60 pocket folders @2.99 ea. = 179.40</u> <u>4 packs of Mr. Sketch markers @\$8.99 per pack = \$35.96</u> <u>1 pack 4 dozen #2 pencils = \$5.29</u> <u>electric pencil sharpener \$32.99</u> <u>2 packs chart paper \$49.99 x 2 = 99.98</u> <u>packing tape \$9.99</u> <u>5 packs construction paper = \$34.95</u> <u>5 packs of 4x6 Index cards = \$13.95</u> <u>1 pack of 3x3 post-it notes = \$14.99</u> <u>557.21</u> Empire State NYSESLAT Grades K-1: <u>10 copies @ 18.95 ea. = \$189.50</u> Empire State NYSESLAT Grades 2-4: <u>10 copies @ 18.95 ea. = \$189.50</u> Empire State NYSESLAT Grade 5: 5 <u>copies @ 18.95 ea. = \$94.75</u> <u>1030.96</u> <u>Audio CD player 1 @ 99.00</u> <u>1180.95</u>
Educational software (Object Code 199)	<u>0</u>	n/a

Part E: Budget

FOR SCHOOLS THAT ARE NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your budget matches your plan as described in Parts B, C, and D above.

Allocation Amount: \$ 11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title
Travel	<u>0</u>	n/a
Other	<u>270</u>	food expenses and materials for parent involvement nights.
TOTAL	<u>11200</u>	

NYC DEPARTMENT OF EDUCATION
OFFICE OF ENGLISH LANGUAGE LEARNERS
52 CHAMBERS STREET, 209 • NEW YORK, NY 10007 • 212.374.6072

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: <u>PS 24 The Spuyten Duyvil School</u>	DBN: <u>10X024</u>
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:	
Total # of ELLs to be served: <u>28</u>	
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: <u>3</u>	
# of certified ESL/Bilingual teachers: <u>1</u>	
# of content area teachers: <u>2</u>	

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The language instruction program for English language learners in the Title 3 program for 2012-2013 will consist of a direct instruction component that will be an ESL After-School literacy program. This ESL After-School literacy program will be designed to build cognitive academic language skills, increase content-area vocabulary, particularly in social studies and science, and build test readiness skills for the NYSESLAT, the ELA and the Math tests, primarily. Vocabulary instruction will focus on finding meaning in context, using higher-order thinking skills in reading, and building word knowledge using a Robust Vocabulary strategy. This program will align with CCLS and will emphasize informational texts as a necessary component of literacy instruction in the second language. This program will run from October 23, 2012 through March 28, 2013 for a total of 60 hours at 3 hours per week, three days per week, 1 hour per day. Approximately 28 ELLs in grades 1 through 5 will be serviced. The teachers for this program will be a certified ESL teacher and 2 Common Branch certified classroom teachers. The certified ESL teacher and the certified Common Branch teachers will co-teach so that all ELLs receive developmentally appropriate instruction from a certified ESL teacher for the duration of this program. The first half of the year from October through December will utilize material from leveled content-area readers, and from Imagine Learning, as well as from other classroom library and media technology resources, such as Discovery Education, National Geographic for Kids, Brainpop, WorldBook Online, and Bookflix websites. This material will also be supplemented with vocabulary-rich fairy tales and folktales that present the native language alongside the English language text. The second half of the year will focus on NYSESLAT test preparation and building reading and writing skills and strategies in preparation for other content area tests. For this segment of the program the students will primarily use the Empire State NYSESLAT student books and audio CDs. This program will include a focus on academic vocabulary, reading strategies across content areas, hands-on learning, and document-based study in thematic units. The language of instruction for this program will be in English, with language support in the native languages of Chinese, Hebrew, Croatian, Greek, Albanian, and Spanish, where applicable. Native language support will also be offered through native language translation websites, bilingual glossaries and dictionaries, bilingual texts, and oral interpretation, where applicable.

Part C: Professional Development

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

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

Begin description here: Professional development will be ongoing with the rationale of looking at student work as an important source of student data. The rationale for this professional development is based on DuFour & Marzano's (2011) text concerning professional learning communities and on Nancy Love's research on data. Teachers to receive training will include the certified ESL teacher and the two

Part C: Professional Development

certified classroom teachers for the program. Other teachers of ELLs not directly involved in the program will also be invited to participate. The provider will be the certified ESL teacher. The professional development will occur monthly from 4:10 - 5:10 in November, December, January, February, and March on the first Thursday of each month listed.

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: Parental engagement at PS 24 will consist of 5 family nights for ELLs and their parents. Instruction at these family nights will contain instruction for parents on current literacy practices that facilitate English language development, education and awareness about Common Core Learning Standards and performance tasks. Parents will receive instruction on academic language requirements for CCLS performance tasks, for spring test preparation, and for success in their core content classes. Parental engagement sessions will also include instruction in reading and writing using non-fiction texts in addition to fiction texts. Instruction will be in English with oral translation and written interpretation as necessary. The rationale for this programming is based on the demand of the parents in the community to be more academically engaged in their children's learning. The design of this parental engagement piece is also based on parental feedback requesting more attention to curriculum needs. Sessions will be scheduled montly from 4:10 - 5:10 in November, December, January, February, and March on the second Wednesday of each month listed. Instruction will be provided by a certified ESL teacher and by 2 general education teachers. Parents will be notified in writing in English and in their native language, as necessary.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	<u>9750</u>	<u>1 certified ESL teacher x \$50 per hour x 3 hours x 1 week x 20 weeks = \$3000.</u> <u>2 certified classroom teachers x \$50 per hour x 3 hours x 1 week x 20 weeks = \$6000.</u> <u>1 certified ESL teacher x \$50 per hour x 5 hours = \$250.</u> <u>2 certified classroom teachers x \$50 per hour x 5 hours = \$500.</u>

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	<u>0</u>	n/a
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	<u>1180</u>	<u>30 Oxford Composition notebooks @ \$5.99 ea. = 179.70</u> <u>60 pocket folders @2.99 ea. = 179.40</u> <u>4 packs of Mr. Sketch markers @\$8.99 per pack = \$35.96</u> <u>1 pack 4 dozen #2 pencils = \$5.29</u> <u>electric pencil sharpener \$32.99</u> <u>2 packs chart paper \$49.99 x 2 = 99.98</u> <u>packing tape \$9.99</u> <u>5 packs construction paper = \$34.95</u> <u>5 packs of 4x6 Index cards = \$13.95</u> <u>1 pack of 3x3 post-it notes = \$14.99</u> <u>557.21</u> <u>Empire State NYSESLAT Grades K-1: 10 copies @ 18.95 ea. = \$189.50</u> <u>Empire State NYSESLAT Grades 2-4: 10 copies @ 18.95 ea. = \$189.50</u> <u>Empire State NYSESLAT Grade 5: 5 copies @ 18.95 ea. = \$94.75</u> <u>1030.96</u> <u>Audio CD player 1 @ 99.00</u> <u>1180.95</u>
Educational Software (Object Code 199)	<u>0</u>	n/a
Travel	<u>0</u>	n/a
Other	<u>270</u>	<u>food expenses and materials for parent involvement nights.</u>
TOTAL	<u>11200</u>	

