



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** P.S. 24 QUEENS  
**DBN (i.e. 01M001):** 25Q024  
**Principal:** DEBRA CASSIDY  
**Principal Email:** [DCASSID3@SCHOOLS.NYC.GOV](mailto:DCASSID3@SCHOOLS.NYC.GOV)  
**Superintendent:** DANIELLE DIMANGO  
**Network Leader:** DANIELLE GIUNTA

**School Leadership Team (SLT) Signature Page**

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
DEBRA CASSIDY	*Principal or Designee	
BARBARA SENENMAN	*UFT Chapter Leader or Designee	
ALEXANDRA RESTREPO	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
JODI STARK	CBO Representative, if applicable	
MARIA CHRISTIAN	Member/ Teacher	
MARGARET CONLON	Member/ Teacher	
NEMESIO RIVERA	Member/ Teacher	
RENU NEGI	Member/ Parent	
STEPHANIE GARCIA	Member/ Parent	
AMBICA POOBALARAJ	Member/ Parent	
WENDY SHEN	Member/ Parent	
NORMAN NG	Member/ Parent	
JOANN MONTOYA	Member/ Assistant Principal	
	Member/	

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note:** If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### ***All Schools***

Indicate using an "X" in the box to the left of each section that the section has been completed	
<b>x</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>x</b>	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
<b>x</b>	<b>Academic Intervention Services (AIS)</b>
<b>x</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>x</b>	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

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.

By June 2014, 100% of staff members will be trained on the new teacher evaluation rubric; systems will be established to support teachers' growth as measured by the Danielson Rubric, resulting in more effective instruction (especially in planning and implementing student discussions) and improved student outcomes as measured by the NYC ELA Writing Performance Assessments.

### 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.

As a result of the new teacher evaluation system, teachers require training and support in understanding the Danielson Rubric. All teachers will meet with their supervisor to choose an evaluation option/set goals and will collect artifacts to support their teaching. Teachers will use supervisor feedback to plan for instruction that is aligned with NYS standards and with the Common Core Learning Standards.

### Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### A. Strategies/activities that encompass the needs of identified subgroups

1. Initial planning conferences will be used to develop individual teachers' professional goals by reflecting on prior year's reflective essays, as well as using feedback from observations and visitations to identify areas of strengths and growth on the Danielson Rubric.
2. Administration will categorize and systemize school-wide goals in order to analyze trends, plan and implement differentiated professional development opportunities (with in-house and network support, as well as outside consultants), use Chancellor PD days, early dismissal days, teacher team time during 50 minutes on Thursdays, monitor progress through informal visitations and formal observations, analyze student assessment data, plan for instruction based on data, and adjust PD according to findings.
3. The administrative team is working with our Talent Coach, Brandi Passantino, to foster a shared understanding of the Danielson Rubric and subsequently share that understanding with our teachers during pre- and post- observation conferences, as well as during grade/faculty conferences.

#### B. Key personnel and other resources used to implement each strategy/activity

1. Administration and Literacy Staff Developer.
2. Administration, Network Support Staff, Literacy Staff Developer, TC Staff Developer, Math in the City Staff Developer, other outside Staff Developers.
3. Administration, DOE Talent Coach, Brandi Passantino, common planning time, 50-minute Teacher Team Time, pre and post observation conferences.

#### C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Teacher understanding will be monitored through PD surveys and teacher/administrator conferences to discuss evaluation with timely feedback that improves instruction. Surveys and conversations will monitor the impact of the Professional Development offered and the conversations between administration and teachers.
2. Teacher growth will be assessed through formal and informal observations and through analyzing teacher growth on the Danielson Framework for Teaching Rubric. Student growth will be measured on the rubrics associated with the fall and spring administrations of NYC ELA Writing Performance Assessment.
3. Pre- and Post observation conversations and feedback from teachers. Meetings with Ms. Passantino in October, November 2013 and February 2014 and ongoing monthly meetings with the administration team to evaluate progress by monitoring individual teacher growth from data collected during formal and informal observations.

#### D. Timeline for implementation and completion including start and end dates

1. By December 2013, all teachers will have completed their initial conferences and will have met with their supervisor for at least one evaluation conversation.
2. By December 2013, administration will have categorized individual teacher's goals and begin monitoring each teachers progress toward achieving their goals. By January 2014, differentiated professional development opportunities will have been planned and implemented as a result of the analysis of data collected from classroom observations. Teams will be meeting from September 2013 to June 2014 to analyze and discuss data and best practices in order to plan targeted instruction to support individual students and groups of students. By June 2014, 100% of staff will understand the Danielson Rubric. Teachers will meet with their supervisor for an end of the year summative conference in June 2014. By March 2014, 100% of teachers will be utilizing supervisor feedback to drive instruction, plan interventions and enrichment to support each child's learning. Teams will be meeting from September 2013 to June 2014 to analyze and discuss data and best practices in order to plan targeted instruction to support individual students and groups of students. By June 2014, 100% of staff will understand the Danielson Rubric.
3. Administration will meet with Ms. Pasantino in October, November of 2013 and February 2014 for training on implementing the Danielson framework and to ensure a shared school-wide understanding of its components. By December 2013, all staff members will have received feedback on their instruction based on the Danielson Rubric through a post-observation conversation between the teacher and a member of the administrative team. Staff members will collect artifacts throughout the school-year as evidence of Domains I and IV on the Danielson Framework for Teaching based on professional development and assessing their ratings on Advance.

#### E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Use of PD provided by the DOE (webinars and Teacher Danielson training), ARIS Learn modules, Network Professional Development and conferences with supervisors.
2. Use of Administrative team meetings to analyze and monitor teacher data. PD provided by the DOE (webinars and Teacher Danielson training), ARIS Learn modules, Network Professional Development, 50-minutes teacher team time for professional development, Chancellor Days, Early Dismissal Days, Grade Conferences, Faculty Conferences and conferences with supervisors.

3. Use of Administrative team meetings to analyze and monitor teacher data with Ms. Passantino. PD provided by the DOE (webinars and Teacher Danielson training), ARIS Learn modules, Network Professional Development, 50-minutes teacher team time for professional development, Chancellor Days, Early Dismissal Days, Grade Conferences, Faculty Conferences and conferences with supervisors.

**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).

Parents will be trained on the Common Core Standards, Danielson Framework for Teaching, and the instructional shifts during SLT meetings, PTA meetings and First Fridays: Parents as Partners, so that they can better understand how to support students at home. Parents will receive monthly grade specific newsletters and weekly "Email Blasts" that detail units of study in Reading, Writing, Math, Science and Social Studies and school events. Our school website, [www.ps24queens.weebly.com](http://www.ps24queens.weebly.com), is updated monthly to include activities that parents can use at home with their children.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

<b>X</b>	<b>Tax Levy</b>	<b>X</b>	<b>Title IA</b>		<b>Title IIA</b>	<b>X</b>	<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #2**

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 2014, 100% of teachers will employ the principles of Universal Design for Learning (UDL) to identify their students' modes/styles of learning and plan cognitively challenging literacy instruction through use of multiple entry points. Instruction will be assessed and planned through use of rigorous pre- and post- tasks, resulting in improved student outcomes as measured by 3% growth in TCWRP running records levels from September to June.

**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.

Analysis of our 2012-2013 ELA scores indicated that 44.7% of all students in grade 3, 4, and 5 were at proficiency in ELA, whereas 16.3% of our Students With Disabilities and 13.1% of our English Language Learners achieved proficiency. There is an achievement gap between our English proficient students and our ELL's, and our SWD's. In addition, in November 2013, 57.6% of all students in our school are at proficiency with regard to the TC Running Records. However, for the same period, 18% of our ELL's and 37.8% of our SWD's are at proficiency.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**1. Strategies/activities that encompass the needs of identified subgroups**

- In order to increase our reading levels among all students including ELL's and SWD's, teachers will identify students' methods of learning and plan for differentiated instruction aligned to modes/styles of learning.
- Teachers will analyze student data to determine how students learn best and modify lessons to include multiple means of representation, expression, and engagement. Teachers will work with the Literacy Staff Developers to plan for differentiated, rigorous instruction. This data will be used to both identify and implement targeted instruction for students in the bottom third, creating entry points into the curriculum, supporting their growth towards proficiency with the Common Core Standards.
- Teachers will use the Reading and Writing Action Plans created with the Literacy Staff Developers, checklists, conference notes, and informal running records to assess students, provide feedback and next steps to individual students and groups of students to support their reading achievement.

**2. Key personnel and other resources used to implement each strategy/activity**

- Literacy Staff Developer, Network Support Staff, TC Staff Developer, Maryann Cuchierra, In-house Special education support staff, F-Status support staff.
- All teachers and other pedagogues, Administration, Literacy Staff Developer, Network Support Staff, TC Staff Developer, Maryann Cuchierra.
- Teachers, Administration, Literacy Staff Developer, Network Support Staff, TC Staff Developer

**3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

- Students' reading levels (TCRWP) are assessed in September, November, January, March and June.
- Action plans with rigorous goals are developed with teachers, administrators and staff developers to help students to meet or exceed benchmark levels. Inquiry groups and horizontal/vertical teams analyze progress of students and impact of each strategy in December, February, April and June. RTI tiers support students who are struggling to meet grade level standards. Students move in and out of the tiers based upon their ongoing assessments.
- Teachers monitor reading goals established through backward planning, planning rigorous June reading level goals first, and then establishing January and March reading goals planned to support student

growth to realize the June goals.

#### **4. Timeline for implementation and completion including start and end dates**

1. By December of 2013, teachers will have analyzed student data to determine students' learning styles/ instructional needs and meet individually and in teacher teams with the Literacy Staff Developer, Administration and ESL specialists to plan for instruction and monitor student growth.
2. By March 2014, teachers will have been involved in TC, Foundations, and ESL Professional Development in order to plan lessons reaching multiple entry points using inquiry work and lesson study. Teachers will have implemented units of study based on the CCLS and incorporated nonfiction texts to push students to meet or exceed grade level. Activities will be used to engage all students in rigorous tasks.
3. By June of 2014, we will see a 3% increase in student's independent reading levels based on TCWRP Running Record data.

#### **5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Professional development on November 2013 Chancellor Day, 50-minute teacher team time, Faculty Conferences, Grade Conferences.
2. Professional development on Chancellor Day, early dismissal days, 50-minute teacher team time, Faculty Conferences, Grade Conferences and individual teacher conferences.
3. Professional development early dismissal days, 50-minute teacher team time, Faculty Conferences, Grade Conferences and individual teacher conferences.

#### **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).

Reading level Certificates informing parents of current reading level growth will go home to parents, accompanied by a list of suggested leveled books that parents can read with their children to support their reading progress. Progress reports will be sent home in January to inform parents of student achievement in-between report cards. Grade newsletters will be sent home every month in all content areas to inform parents of student expectations. Parent Workshops on reading expectations and the CCLS will be held.

#### **Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

<b>X</b>	<b>Tax Levy</b>	<b>X</b>	<b>Title IA</b>		<b>Title IIA</b>	<b>X</b>	<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

### **Goal and Action Plan #3**

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 2014, 100% of students will be engaged in curriculum units that have fully integrated both the Science & Social Studies curriculum with the CCLS Literacy and Math curriculum. Elements of GOMath!, Math-in-the-City and teacher created materials will also be included, and will result in deeper student reasoning and communication as measured by conference notes, student work samples and assessments.

#### **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.

Administration identified a need to support teachers to shift their instruction in order to prepare students to be able to read non-fiction texts for college and career readiness. According to our 2010-2011 (most recent) "Where are they Now" report, our students dropped 10% in ELA proficiency results as compared with a 3% drop citywide. This data indicates that professional development in pedagogy and content is needed to support teachers to prepare students beyond elementary school.

Analysis of our 2012-2013 Progress Report indicates that, students in our school's lowest third in mathematics made the least growth. The median adjusted growth in mathematics for all students in grades 3, 4 and 5 was 73.0%, or 66.2% of our peer range, while our bottom third scored 72.5%, or 51.6% of our peer range.

#### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **4. Strategies/activities that encompass the needs of identified subgroups**

1. With the support from outside professional development, teachers will plan for Inquiry Based learning centers in social studies, close reading, complex sentences, linguistic frames, and sentence acrobatic work.
2. This year, Marianne Cuchierra will work with grades in planning rigorous social studies lessons incorporating ELL strategies to engage students in learning.
3. Teachers will work with Administration and the Literacy Staff Developer to implement and plan for this work in Social Studies and Science during teacher team time in order to build the language acquisition skills needed to navigate complex nonfiction text.
4. Math in the City Staff Developer will work with teachers to plan for and incorporate high level questioning and discussion techniques into math lessons, while building routines necessary to engage

students in mathematical reasoning.

5. Teachers will attend PD off-site and visit other schools to view math instruction and to build their own content knowledge.

**5. Key personnel and other resources used to implement each strategy/activity**

1. ESL staff, Literacy staff developer, TC Staff Developer, Network Support Staff, Marianne Cuchierra, Administration
2. ESL staff, Literacy staff developer, Network Support Staff, Marianne Cuchierra, Administration
3. ESL staff, Literacy staff developer, Network Support Staff, Administration
4. ESL staff, Literacy staff developer, Network Support Staff, Administration, Math in the City Staff Developer
5. Math-in-the-City Staff Developers and Workshops

**6. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Conference notes, unit and lesson plans, student work samples and benchmark assessments will be used to monitor student engagement and growth.
2. Lesson plans and student work samples
3. Lesson plans, observations, student work samples and assessments
4. Lesson plans, observations, conference notes and student work samples
5. Formal and informal observations, lesson plans

**7. Timeline for implementation and completion including start and end dates**

1. By December 2013, teachers will have received professional development on how to align both the Science and Social units with literacy and have begun to shift instruction.
2. By March 2014, teachers will have created and implemented units that align the social studies curriculum with the CCLS in Literacy, incorporating strategies and differentiated activities to engage ELL's in learning.
3. By June 2014, students will have completed multiple Social Studies and Science units aligned to the CCLS.
4. By June 2014, students will have completed multiple Mathematics units aligned to GOMath! and Math in the City, especially incorporating questioning to scaffold for and assess student understanding.
5. By November 2013, at least one teacher from each grade will attend two math PD sessions at a school that has shifted mathematical instruction using Math-in-the-City strategies and have incorporated one of these new routines into the classroom.

**8. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Professional development, 50-minute teacher team time, Faculty Conferences and Grade Conferences.
2. Professional development, 50-minute teacher team time, Faculty Conferences and Grade Conferences.
3. Professional development, 50-minute teacher team time, Faculty Conferences and Grade Conferences.
4. Professional development, 50-minute teacher team time, Faculty Conferences and Grade Conferences.
5. Professional development, 50-minute teacher team time, Faculty Conferences and Grade Conferences.

**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).

Newsletters and weekly emails will be sent to our parents. Parents will participate in our "Parents as Partners" visits and our family events at Parent Teacher Association meetings. Progress reports will be distributed in January between report cards. Workshops targeting changes in instruction and assessment resulting from CCLS will be held.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	Title IIA	X	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #4**

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 2014, 100% of staff and students will be trained in a PBIS System setting forth behavior expectations, rewards for positive behaviors and consequences for infractions, resulting in an improved learning environment as measured by a decrease in Level 4 and 5 Discipline Code behavior infractions.

**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.

By the end of the 2012-2013 school-year, behavior records indicated that there was an increase in Level 4 and 5 student behavior infractions. Students lost instructional time to meet with administrators or the guidance counselor to discuss inappropriate behaviors. School staff indicated on our school survey that safety needed to be improved. In 2013, 60% of teachers agreed that they felt safe at school, a drop of 20% from the prior year. The PBIS team created a school specific behavior system that did not rely on negative consequences in order to improve student outcomes. In addition, the 2013 school survey indicated that 13% of teachers disagreed that they “can get the help I need to address behavior issues.”

***Instructional Strategies/Activities***

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**4. Strategies/activities that encompass the needs of identified subgroups**

1. A PBIS Committee was formed over the summer in order to create a school wide system to support positive behavior.
2. Lessons were created for each grade to ensure that staff, parents and students understood the behavior expectations.
3. Teachers were trained at the beginning school year faculty conference on the use of PBIS.
4. The PBIS system includes “Jackson Bucks” that are given to students who are safe, responsible and respectful to all.
5. Students are then invited weekly to the school store to cash in their “Bucks.”
6. Parents were trained at a PTA meeting on how they can extend PBIS to their homes. Additional training will be provided in monthly newsletters and on our school website.
7. The PBIS committee meets monthly to assess student progress with regard to behavior and modifications to the PBIS plan are made as needed.

**5. Key personnel and other resources used to implement each strategy/activity**

1. PBIS Committee, all staff members, parent volunteers, school guidance counselor, school psychologist, school funds for incentive prizes
2. PBIS Committee, teachers
3. PBIS Committee, all staff members
4. PBIS Committee, all staff members, in-house color copy machine
5. PBIS Committee, School Funds, School Aides, Parent Volunteers
6. PBIS Committee, all staff members, PTA meetings, Parent workshops, per-session funding for teachers
7. PBIS Committee

**6. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Creation of school-wide system to support positive behavior
2. Creation and distribution of school-wide positive system to teachers, parents and students
3. Training staff on implementing school-wide behavior system
4. The PBIS committee maintains a record of “Class Bucks” received each month.
5. Analysis of Data indicates a decrease in student behavior infractions from last year.
6. The PBIS committee monitors the impact of the program on behavior incidents and amends the program as needed.

**7. Timeline for implementation and completion including start and end dates**

1. By September 2013, the PBIS team will create a school-wide positive behavior plan
2. By September 2013, the PBIS team will create lessons for each grade
3. By December 2013, all staff members, parents, and students will receive training in PBIS.
4. By September 2013, all staff members will have received Jackson Bucks and will distribute them to reward good behavior
5. A school store will be in place; individual and whole class prizes will be chosen and distributed
6. By October 2013, parent workshops will be held to support parents in extending the Positive Behavior Plan into their homes and to educate them how to encourage positive behavior through rewards.
7. By March 2014, staff members will continue to implement PBIS and classes with the greatest amount of whole class “Jackson Bucks” will receive an extra prize. By June 2014, students will behave in a more positive manner.

**8. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1 – 7 PBIS Committee meetings once a month, Jackson Bucks Store, behavior incentive charts, beginning of the year professional development, per-session funding

***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).

Parent Workshops on the PBIS plan and “Communicating With Your Child” were conducted in October and November to support parents in improving their children’s behavior at home. Teachers helped parents create behavior charts and systems to monitor and reward positive behavior. Parents observe our PBIS system in effect during our monthly “First Fridays.”

***Budget and Resource Alignment***

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #5**

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.

**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.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**6. Strategies/activities that encompass the needs of identified subgroups**

1.

**7. Key personnel and other resources used to implement each strategy/activity**

6.

**8. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1.

**9. Timeline for implementation and completion including start and end dates**

1.

**10. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1.

**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).

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
--	----------	----------	-----------	-----------	-----------	--------

List any additional fund sources your school is using to support the instructional goal below.

### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Saturday Academy	This program offers support to At Risk and Promotion in Doubt Grades 3, 4, and 5 students in literacy in small groups.	Three hours on Saturdays.
	Title III Saturday Academy	This program offers support to At Risk Grade 1 students in literacy in small groups.	Three hours on Saturdays.
	Saturday Enrichment Academy	This program offers support to stagnant grade 5 students in literacy in small groups.	Three hours on Saturdays.
	AIS 50-Minute Program	This service provides academic support to struggling and at-risk students by providing them with differentiated small group instruction by the classroom teacher as well as, of classroom personnel.	Push-in and pull out models are used to deliver services between 2:20 PM and 3:10 PM Tuesday and Wednesdays.
	After School Extended Day Program	An Extended Day Academic Support Program is offered to give additional support to our students in literacy instruction. The Title III After-School Program services for targeted ELL students. There are Beginning, Intermediate, and Advanced classes.	Literacy support is offered in 1 ½ hour sessions on Tuesdays and Wednesdays to recommended students in grades 3, 4, and 5.
	Title III ESL Extended Day Program		On Tuesdays and Wednesdays for 1 ½ hours.
	F-Status ELA Support (Pending Funding)	An F-Status ELA Support teacher will service targeted students who need additional support in literacy instruction.	On Tuesday, Wednesday, and Thursdays during the school day as a push/in - pull/out program.

<p><b>Mathematics</b></p>	<p>AIS 50-Minute Program</p>	<p>This service provides academic support to struggling and at-risk students by providing them with differentiated small group instruction by the classroom teacher as well as, of classroom personnel. Push-in and pull out models are used to deliver services</p>	<p>On Tuesdays and Wednesdays between 2:20 PM and 3:10 PM.</p>
	<p>After-School Extended Day Program</p>	<p>An Extended Day Academic Support Program is offered to give additional support to our students in math instruction.</p>	<p>Literacy/Social studies support is offered in 1 ½ hour sessions on Tuesdays and Wednesdays to recommended students in Grades 3 through 5.</p>
	<p>Title III Extended Day Program</p>	<p>The Title III After-School Program, services for targeted ELL students in grades 3 through 5. These classes are designed to provide additional math support to targeted ELL population.</p>	<p>On Tuesdays and Wednesdays for 1 ½ hours.</p>
	<p>F-Status Math Support (Pending Funding)</p>	<p>An F-Status Math Support teacher will service targeted students who need additional support in mathematics instruction.</p>	<p>On Monday, Wednesday, and Fridays during the school day as a push/in - pull/out program.</p>

<b>Science</b>	AIS 50-Minute Program	This service provides academic support to struggling and at-risk students by providing them with differentiated small group instruction by the classroom teacher as well as, of classroom personnel. Push-in and pull out models are used to deliver services.	On Tuesdays and Wednesdays between 2:20 PM and 3:10 PM.
	After-School Extended Day Program	An Extended Day Academic Support Program is offered to give additional support to our students in science instruction.	Literacy/Social studies support is offered in 1 ½ hour sessions on Tuesdays and Wednesdays to recommended students in Grades 3 through 5.
	Title III ESL Extended Day Program	The Title III After-School Program, services for targeted ELL students, in grades 3 through 5. These classes are designed to provide additional science support to targeted ELL population.	On Tuesdays and Wednesdays for 1 ½ hours.
<b>Social Studies</b>	AIS 50-Minute Program	This service provides academic support to struggling and at-risk students by providing them with differentiated small group instruction by the classroom teacher as well as, of classroom personnel. Push-in and pull out models are used to deliver services.	On Tuesdays and Wednesdays between 2:20 PM and 3:10 PM.
		An Extended Day Academic Support	

	<p>After-School Extended Day Program</p> <p>Title III Extended Day Program</p>	<p>Program is offered to give additional support to our students in social studies instruction.</p> <p>The Title III After-School Program, services for targeted ELL students, in grades 3 through 5. These classes are designed to provide additional social studies support to targeted ELL population.</p>	<p>Literacy/Social studies support is offered in 1 ½ hour sessions on Tuesdays and Wednesdays to recommended students in Grades 3 through 5.</p> <p>On Tuesdays and Wednesdays for 1 ½ hours.</p>
<p><b><i>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i></b></p>	<p>Guidance Counselor/Youth Development Counselor</p> <p>School Psychologist</p>	<p>Our Guidance Counselor provides intervention services in crisis situations for students and their families, counseling students on a one-to-one basis and in small groups. Our Youth Development Counselor services our student population during crisis situations by promoting appropriate conflict resolution techniques and seeing students in Grades 3, 4, 5, and Magic Circle for Grades K-5. In collaboration with a teacher committee, we will be continuing our PBIS behavior plan to encourage positive student conduct.</p> <p>Our School Psychologist provides intervention services for students and families on an as-needed basis.</p>	<p>As needed.</p>

	Social Worker	Our Social Worker provides intervention services for students and families on an as-needed Basis.	
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**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

- 2. All elements of the *All Title I Schools* section must be completed\*.
- A. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- B. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<b>School Wide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

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

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS). Differentiated professional development opportunities are offered to all staff members, including principals and assistant principals, teachers, paraprofessionals and other staff members. This year our staff participated in Teachers' College, Math-in-the City, ESL non-fiction reading strategies (Maryann Cuchierra), Network facilitated Response to Intervention, Special Education, behavior management and ESL workshops. All trainings are aligned to the Common Core Standards and support teachers to implement the instructional shifts required for student success. Principals and Assistant Principals have received training from our Talent Coach, Brandi Passatino, in aligning our ratings on teacher practice as assessed on Danielson's Framework for Teaching.
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**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.). The funding for our Guidance Counselor, Youth Development Counselor, Psychologist, Social Workers support our students in violence prevention. Our Youth Development Counselor visits all classrooms to teach children anti-bullying lessons and positive behavior. Our Guidance Counselor meets with mandated students individually and in groups. Funds are allocated to buy school supplies and materials for students who live in temporary housing.
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**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.). Families are invited to Kindergarten Orientation where they are introduced to administrative and staff members who will offer their services throughout the school year. Part of the orientation schedule includes a visit with one of the Kindergarten classrooms. General school information is distributed to parents/guardians (available in English, Chinese and Spanish). Information includes contact information, pre-school preparation activities, common core learning standards, monthly calendar and a sample of the monthly Kindergarten newsletter.  During the registration process, incoming families complete surveys to determine their needs i.e. oral and written language preferences, special education needs and requirements. English Language Learners also meet with an ESL staff member for evaluation.  Families are encouraged to come to monthly meetings such as PTA meetings and First Fridays – both offer a parent-child activity to help communicate to our families the academic and social expectations for their children and how they might support this process at home. Parents are also encouraged to sign up for the weekly Email Blast to receive current information about school events and activities and to visit our school website frequently. This year we
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plan to purchase and implement a School Messenger Service to contact parents by both telephone and email with important school updates. The messages will be translated in both Chinese and Spanish.

**Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Teacher teams including Teacher Council, Math Team, Writing Team, PBIS Team, School Leadership Team, and PPT/SIT meet to discuss instruction and the assessments associated with them to measure student growth. Grade Level (horizontal) and Cross –graded (vertical teams) and Inquiry Teams meet monthly to review data garnered from these assessments. The MOSL team selected the Measures of Student Learning for the 2013/2014 school year. Differentiated Professional development is aligned to the findings of the data and offered monthly in grade and faculty conferences. Chancellor Professional Days and Early Dismissal PD days are used to support teachers in assessing their students on NYC’s writing performance tasks and planning instruction aligned to the needs of the students in each class. The instructional cabinet/administrative team meets weekly to review student progress, review the findings from informal and formal observations and adjust future professional development.

**TA Schools Only**

**Use of Program Resources**

Describe how the TA program resources will assist participating children to meet proficiency.

**TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).



## **Parent Involvement Policy (PIP)**

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;



**Department of  
Education**

*Dennis M. Walcott, Chancellor*

**Debra Cassidy, Principal**

**Joann Montoya, Assistant Principal**

**PUBLIC SCHOOL 24Q**

**141-11 Holly Avenue**

**Flushing, NY 11355**

**Phone: 718-359-2288**

**Fax: 718-460-3251**

**Renee Klager, Assistant Principal**

**Saher Said, Assistant Principal**

- 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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate 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
- 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 practical, in the languages that parents can understand.



**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**MAY 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 1<sup>st</sup> 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 with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

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

## **III. Student Responsibilities:**

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

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

### B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Debra Cassidy</b>	Assistant Principal <b>Saher Said</b>
Coach <b>Susan Moore</b>	Coach <b>type here</b>
ESL Teacher <b>Adina Grasso</b>	Guidance Counselor <b>Ellen Hochberg</b>
Teacher/Subject Area <b>K. Berry Special Education</b>	Parent <b>Norman Ng</b>
Teacher/Subject Area <b>S. Karroll Kindergarten</b>	Parent Coordinator <b>Mon Lan Jee</b>
Related Service Provider <b>type here</b>	Other <b>Giuvella Leisengang ELL NSS</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>11</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>7</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>937</b>	Total number of ELLs	<b>359</b>	ELLs as share of total student population (%)	<b>38.31%</b>
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## Part II: ELL Demographics

### A. ELL Programs

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

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

#### This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Push-In	5	5	5	5	5	5								30
SELECT ONE														0
<b>Total</b>	5	5	5	5	5	5	0	0	0	0	0	0	0	30

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	359	Newcomers (ELLs receiving service 0-3 years)	338	ELL Students with Disabilities	19
SIFE	0	ELLs receiving service 4-6 years	20	Long-Term (completed 6+ years)	1

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	338	0	14	20	0	5	1	0	0	359
Total	338	0	14	20	0	5	1	0	0	359

Number of ELLs who have an alternate placement paraprofessional:

### 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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

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																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	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
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	5	6			3	1								15
Chinese	58	90	62	29	34	14								287
Russian	1	1												2
Bengali	1	1												2
Urdu	2	3	1	3	2	4								15
Arabic														0
Haitian														0
French														0
Korean	3													3
Punjabi		1		1	1									3
Polish														0
Albanian														0
Other	8	6	6	3	2	7								32
<b>TOTAL</b>	78	108	69	36	42	26	0	0	0	0	0	0	0	359

## Part III: Assessment Analysis

**Assessment Breakdown**

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

**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)	4	4	6	15	6	8								43

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	17	21	6	10	5	12								71
Advanced (A)	67	42	15	15	11	10								160
Total	88	67	27	40	22	30	0	0	0	0	0	0	0	274

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	20	19	8	0	47
4	5	12	4	0	21
5	23	14	2	0	39
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	4	5	18	5	11	4	7	4	58
4	3	3	6	0	7	3	6	4	32
5	10	5	2	5	8	9	3	4	46
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	2	2	9	1	14	6	34
8									0
NYSAA Bilingual (SWD)									0

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

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

## 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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

Our school uses Teachers' College assessments including: letter/sound identification, concepts of print, sight word knowledge and running records to assess the early literacy skills of our ELLs. In addition, another form of assessment is Foundations which will also help assess early literacy skills. Based on the data, a significant number of our newcomers require extra support in letter sound recognition, phonemic awareness, blending and segmenting. Therefore, our school trained all kindergarten, first grade, second grade teachers as well as all ESL support staff in the Foundations program to better assist our newcomers in developing their English language skills. In writing, our school assesses each student's writing development by administering on-demand writing pieces for each genre and using the 6+1 rubric to evaluate their writing, and to plan for targeted instruction.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
After analyzing the 2013 NYSESLAT scores, we found that 46% of students in Kindergarten moved from Beginners to Advanced; in first grade 14% of students moved from Intermediate to Proficient; in third grade 28% of students moved from Advanced to Proficient; in fourth grade 34% of students moved from Advanced to Proficient; and finally in fifth grade 32% of students moved from Advanced to Proficient. Students in kindergarten, first and second grades acquire language proficiency faster than students in third, fourth and fifth grade. Based on last year's data we administered the NYSESLAT to a total of 381 or 25% of students. In total, 107 students in grades K-5 scored Proficient representing 28% proficiency rate. Kindergarten proficiency rate was 7.36%, first grade proficiency rate was 32.3%, second grade proficiency rate was 41.3%, third grade proficiency rate was 32.3%, fourth grade proficiency rate was 37.1%, and fifth grade proficiency rate was 36.1%.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

After analyzing the NYSESLAT 2013 data, we noticed an overwhelming trend across all grades where students scored higher in the listening and speaking modalities in comparison to the reading and writing modalities. In order to meet the needs of our ELLs, our classroom and ESL teachers, focus on using questioning and discussion in their daily practice to engage students in higher order thinking conversation. Teachers are working with a staff developer from Teachers College, and are focusing on utilizing interactive read-alouds to build student academic vocabulary, as well as developing rigorous conversations among peers in all grades. In addition, we have partnered with with staff developer Maryann Cuchierra to examine complex texts through close reading of juicy sentences across multiple disciplines. Through this strategy, students will be able to build higher order thinking and have multiple entry points for differentiated group work.

4. For each program, answer the following:
  - a. 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?

Of the 107 students in grades 3-5 who took the NY State ELA Assessment in 2013, 13% (14 students) scored a level 3, 42% (45 students) scored a level 2, 44% (48 students) scored a level 1.

Of the 136 students in grades 3-5 who took the NY State Math Assessment in 2013, 20% (28 students) scored a level 4, 30% (41 students) scored a level 3, 26% (36 students) scored a level 2, 22% (30 students) scored a level 1. From these 136 ELLs, 51 students were given the test in a translated version: 23% (12 students) scored a level 4, 31% (16 students) scored a level 3, 19% (10 students) scored a level 2, and 25% (13 students) scored a level 1.

Of the 34 fourth grade ELLs who took the NY State Science Assessment in 2013, 58% (20 students) scored level 4, 29% (10 students) scored level 3, 11% (4 students) scored a level 1. From these 34 ELLs, 9 students were given the test in a translated version: 66% (6 students) scored a level 4, 11% (1 student) scored a level 3, 22% (2 students) scored a level 2.

Based on data our students fare better in the tests administered in their native language than English. Based on the NYSESLAT our teachers differentiate instruction in the classroom to strengthen the child's weakest modality. After analyzing the 2013 NYSELAT data, we found that most children scored lowest in the reading and writing modalities. Extra support is given to these children by the classroom teacher as well as by their ESL provider, ESL teachers, 50 minutes extended time, title III extended day, extended day academic support program and Saturday Academy.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-

5). (see [RtI Guide for Teachers of ELLs.](#))

The Response to Intervention (RtI) model holds significant promise for better serving English Language Learners (ELLs) who are at-risk for academic difficulties. The NYCDOE RtI model is based on three tiers of instruction and intervention support. Tier 1 is the instructional core that is intended to incorporate high quality evidence-based instruction for all students. After that, students move into Tier 2 and Tier 3 if they demonstrate a need for more targeted and intensive academic support. Our Tier 2 and Tier 3 instruction is tailored to meet our ELLs' language needs, incorporating research-based intervention strategies. Our school follows four action steps. First, universal screening is used as a baseline of student performance. For example, as required by State law, when a student enters a NYC public school for the first time, a Home Language Identification Survey (HLIS) is completed. After parents answer the survey questions, our ESL team determines the student eligibility to take the LAB-R and the NYSITELL to determine the student's English Language Proficiency. If an ELL student is struggling and performing below-benchmark, the student receives targeted instructional support to bolster development in a particular area of need. We believe that strengthening classroom instruction is a key step in supporting our at-risk ELLs. In order to support our ELLs, our school creates high-quality instructional environments that foster academic success. Our teachers engage with students and encourage students to engage with each other in conversations on rigorous academic content. Not only our ESL teachers, but also classroom teachers, develop our ELLs language and literacy across the curriculum. Teachers provide high quality core instruction by linking students' background knowledge to the content at hand. In order to support our ELLs, our teachers target academically rigorous and challenging instructional goals. As a school, we believe that thinking through conversation will help our ELLs to engage in productive dialogue and will promote productive struggle. ELLs who continue struggling receive intensive and targeted intervention. Teachers monitor the ELLs' progress by collecting data to make educational decisions about changes, goals, instruction and services.

6. How do you make sure that a child's second language development is considered in instructional decisions?

Teachers plan their instruction using scaffolding strategies such as schema building, modeling, bridging, text representation, and a multitude of visuals to support our ELLs. To ensure that our students' second language development is considered in instructional decisions, our classroom and ESL teachers plan their instruction by allowing multiple points of entry through the use of ipads, laptops, Smart Boards, Ipod touch for whole group, and small group instruction. Teachers plan differentiated lessons based on students' modalities, and interests. Our teachers not only differentiate the delivery of the content but also differentiate their assessments to meet the needs of different learners. Our teachers assess students and build on their prior knowledge. Our teachers have been attending PD sessions in order to identify grade appropriate complex texts based on the work of Dr. Lilly Wong Fillmore and create small group work based on students language proficiency levels and abilities. Teacher strategies include: language experience approach and total physical response (TPR). Teachers collaborate with school staff, administration and external staff developers to build upon their own knowledge of teacher strategies. Teachers also have the opportunity to plan instruction collaboratively and engage in productive conversations during grade meetings (Horizontal Teams), as well as meet with teachers across grades (Vertical Teams). Additionally, teachers analyze data and plan targeted instruction for at risk ELLs during teacher inquiry time.

7. 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?

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

We attribute our success to the fact that each staff member that works with our ELL population has reviewed all available data on these students (NYSESLAT, benchmark assessments, IEP, NYC Performance Assessment Tasks) as well as TCRWP including independent reading levels and 6+1 rubric. This data is used to help drive and differentiate instruction based on our students. Of the 107 students in grades 3-5 who took the NY State ELA Assessment in 2013, 13% (14 students) scored a level 3, 42% (45 students) scored a level 2, 44% (48 students) scored a level 1.

Of the 136 students in grades 3-5 who took the NY State Math Assessment in 2013, 20% (28 students) scored a level 4, 30% (41 students) scored a level 3, 26% (36 students) scored a level 2, 22% (30 students) scored a level 1. From these 136 ELLs, 51 students were given the test in a translated version: 23% (12 students) scored a level 4, 31% (16 students) scored a level 3, 19% (10 students) scored a level 2, and 25% (13 students) scored a level 1.

Of the 34 fourth grade ELLs who took the NY State Science Assessment in 2013, 58% (20 students) scored level 4, 29% (10 students) scored level 3, 11% (4 students) scored a level 1. From these 34 ELLs, 9 students were given the test in a translated version: 66% (6 students) scored a level 4, 11% (1 student) scored a level 3, 22% (2 students) scored a level 2.

NYSESLAT and ELL Predictive data is used to differentiate instruction in the classroom in order to strengthen the child's weakest

modality. Based on the NYSESLAT and ELL Predictive data, our teachers differentiate instruction in the classroom to strengthen the child's weakest modality. After analyzing the 2013 NYSESLAT data, we found that most children scored lowest in the reading and writing modalities. Extra support is given to these children by the classroom teacher as well as by their ESL provider, ESL teachers, 50 minutes extended time, title III extended day, extended day academic support program and Saturday Academy.

## Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
At the time of registration, our school team ask parents if they prefer to use English or another language. If the parent chooses another language, the school admission team provides the parents with all translated documents based on their choice. Our school admission team also has access to the Translation and Interpretation Unit to assist if we do not have a staff member who speaks the parent language. In order to accommodate parents and students with native language support, we rely on our ESL teachers who speak various languages including Chinese, Spanish and Urdu. An ESL teacher is present to assist the parents in filling out the Home Language Identification Survey (HLIS) form (translated in their native language if needed). In order to accommodate the needs of our new admits, a system was created and to eliminate service interruptions, a schedule was created where each ESL provider was assigned a specific day of the week to oversee the admission process. The ESL teacher also conducts an informal oral interview (native language support is provided if needed). At admittance the HLIS form is reviewed by a licensed pedagogue (ESL teacher/Administrator). If there is a need for English language services, we then require the parents to view the orientation video in their language. Upon reviewing the video, we then inform the parents of the three program models and allow the parents to make a selection according to their preference. We inform the parents of the state mandates of creating Dual Language and TBE programs. At this time we only have a Free Standing ESL program in our school in response to parent choice. We also inform them that if we receive 15 requests in one language over two consecutive grades the need for a Dual Language or TBE class will be revisited. In addition to viewing the video, we provide them with a parent brochure describing the various program models (in their language, if needed). We answer any questions the parents may have about the various programs, and inform the parents that whatever placement they choose will be for the remainder of the school year. The parents are informed that there are currently other schools in the district that offer the other two program models and we will attempt to have their child placed within the program of their choosing. If the parent expresses the desire to keep the child in our school, "rejected transfer" is written on the parent survey. We ask the parents to write a letter informing us of their decision to have their child remain in an ESL program at our school. Parents are required to make a selection at the time of registration after having viewed the video and having an orientation. If for some reason a parent chooses to take the survey home (to discuss it with their family) and the survey is not returned to the school, we call the parents in for a meeting and notify them of the child's default placement into a TBE program. After reviewing the HLIS form and identifying that the student has a home language other than English, the student is assessed with the Language Assessment Battery- Revised (LAB-R). Students whose home language is Spanish and did not pass the LAB-R will be assessed with the Spanish LAB.
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.  
There are systems in place to ensure parents understanding of the three program choices. First, we show the parent orientation video in the parents' preferred language. Then, we provide parents with the ELL Parent Brochure in their preferred language. After that, we explain the different programs, and finally we answer all the parents' questions (in their native language if a translator is available), so that parents can make an informed decision about their child's placement. In most cases, the initial identification process is completed on the same day of registration. If a Transitional Bilingual program or a Dual Language Program becomes

available at our school, our LAP committee members will contact parents who previously chosen a TBE/DL program to inform them about the program availability.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

Once a child has been tested with the LAB-R, the parent selection form/survey has been completed, and the child has been placed in the appropriate program, we then follow up with a letter verifying the program that the child has been placed in for the school year. Continuation and Discontinuation letters are also sent out to parents within the first 10 school days. We ensure that when available each family receives the letters in their native language. Two copies are made of each letter sent home, one copy is filed in the student's cumulative record card and the second copy is filed in the school. In order to maintain accurate records of each ESL student, a system was put in place two years ago. We created folders for each student and file copies of their HLIS survey, Parent Survey, and entitlement letters. In September 2013 we were able to print parent letters for each child that was assessed on the NYSESLAT in our school in the spring of 2013. These letters detailed how their child performed in each of the 4 modalities and their proficiency score. One copy was sent home to inform parents about their child's performance and another copy was filed in students' folders.

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.

After reviewing our parent surveys for the past few years, we have found that most of our parents request the Free Standing English as a Second Language program model for their children. The parents understand that, at this time, we do not offer the other two program models (Dual Language, TBE) in our school and that it would be necessary to travel to other schools where those models were offered, pending availability. The parents understand that if 15 students with the same home language over two consecutive grades chose TBE or DL, a meeting will be conducted to discuss the creation of these classes. Tally charts are used to keep track of parent selections; they are then reviewed and analyzed for trends. We understand there is a growing desire citywide for TBE programs, however, based on the analysis of our parents' selection forms and verbal input from our parents, we are not seeing the desire or interest for this program in our school at this time.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Every child that has been identified as an ELL must take the New York State English as a Second Language Achievement Test (NYSESLAT) annually. This exam is given in the spring and determines the language proficiency level of each student and if they will

continue to need English language support. Every ELL must take all 4 sections of the NYSESLAT exam; we carefully monitor this by

creating spreadsheets to assure that all sections have been completed. Every teacher who administers the NYSESLAT must sign for the testing materials and when they return them.

6. 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.) 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. 

Based on the last two years the trend in program choice that parents have requested is Free Standing ESL. In the 2013-2014 school year, 1 parent requested Korean Dual Language program in kindergarten, 3 parents requested Chinese Dual Language program in kindergarten, 1 parent requested Gujarati Dual Language program in kindergarten, 6 parents requested Chinese Transitional Bilingual program in kindergarten, 1 parent requested Urdu Transitional Bilingual program in 1<sup>st</sup> grade, 1 parent requested Chinese Dual Language program in 2<sup>nd</sup> grade, and 1 parent requested Gujarati Transitional Bilingual program in 5<sup>th</sup> grade.

In 2012-2013 school year, 7 parents requested Chinese Transitional Bilingual program in kindergarten, 1 parent requested Chinese Transitional Bilingual program in 5<sup>th</sup> grade, 1 parent requested Chinese Dual Language program in 4<sup>th</sup> grade, 1 parent requested Urdu Dual Language program in Kindergarten. All parents were offered placement at other schools but they decided to stay at our school and they provided that in writing.

In the 2011-2012 school year, 1 parent requested Chinese Transitional Bilingual program in 3<sup>rd</sup> grade, 1 parent requested Bengali Transitional Bilingual program in kindergarten, 1 parent requested Bengali Transitional Bilingual program in 4<sup>th</sup> grade, and 1 parent requested Chinese Dual Language program in 4<sup>th</sup> grade.

After analyzing the parent survey data, the overwhelming trend is for the Free Standing ESL program which is the ESL program model offered at our school that is aligned with parent request.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - 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])?

We have ten teachers with ESL certification that work full time to service 359 English Language Learners (ELLs) from grades K-5 in

34 classes. We currently have two classes in kindergarten, two classes in second grade, and one class in fourth grade receiving instruction by a teacher that is dually certified in common branch as well as ESL. Each grade has classes in which the ELLs are heterogeneously grouped with native English speakers. We are currently implementing the push-in model in all grades.

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)?

There are three levels of ELL proficiency: Beginner, Intermediate, and Advanced. Beginner and Intermediate levels require 360 minutes of instruction per week in order to receive intensive support in English. The Advanced level of proficiency requires 180 minutes of ESL instruction as well as 180 minutes of ELA instruction by the classroom teacher per week in order to support transitional learners. We presently have (109) beginning level students, (85) Intermediate level students, and (140) Advanced level students. Our Beginners and Intermediates ELLs receive eight periods a week of ESL instruction by certified ESL teachers and our Advanced ELLs receive four periods a week of ESL instruction by certified ESL teachers. Our fifth grade teachers grouped students based on their reading levels and provide targeted reading instruction through streaming five periods a week. Our ESL teacher that supports our fifth grade students pushes-in during streaming to support our ELLs.

Our school has 19 ELLs with IEP's receiving special education services (ICT/SE, SETSS, Speech, and Counseling). These students receive ESL services through a push-in model, and additional support services from Special Education teachers, the guidance counselor and various AIS support services. Of the 19 ICT/SE/ELL students, 14 have been receiving ESL services for 3 years or less and 5 have been receiving services between 4 and 6 years. All of our ELL students with IEP's receive differentiated instruction in order to meet their IEP goals. A Collaboration is formed between the classroom teachers and the ESL teachers to implement these goals and evaluate the success of the child. These children also receive support services during AIS, 50 minute Extended Day, Title III as well as Extended Day ELA, Math and Science Academic Support as needed as well as Saturday Academy.

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 foster language development and meet the demands of the Common Core Learning Standards.

During our school day and in our Title III extended day program, we focus on rigorous instruction in the content areas such as Math,

Science, and Social Studies using the ESL/ELA standards. All ELLs receive the full amount of NYS mandated ESL/ELA minutes of

service. With the growing percentage of ELLs in our building, we have found it necessary to further support our teachers with professional development through faculty conferences, and grade conferences, as well as meeting with the ESL teachers during common preps for articulation and planning. Our teachers have made significant instructional shifts in their teaching to incorporate Common Core Learning Standards across multiple disciplines, including building academic language, dissecting complex texts, balancing between informational and literacy texts and engaging in rigorous academic conversations amongst students. Additionally, teachers have been focusing on text based evidence and writing from sources. Teachers also are helping students to self reflect on their own learning and development through the use of rubrics. Our ESL teachers collaborate with classroom teachers on identifying rigorous and complex text in science and social studies. In order to build capacity not only our ESL teachers but also classroom teachers receive differentiated professional development by Maryann Cucchiara on identifying complex text, landing on a juicy sentence, explaining essential vocabulary, and deconstructing the juicy sentence that answers the essential question. In math our ESL teachers collaborate with classroom teachers utilizing the GO MATH program and also Math in The City strategies to help our ELLs engage in meaningful conversations as mathematicians as well as developing mathematical content knowledge. Each classroom in our school has a Smart Board to allow multiple entry points to our ELLs and students with special needs. After analyzing the New York City Performance Assessments that was administered to our students

in the beginning of the school year using the assessment rubrics, our teachers and support staff adjusted their instruction to meet the needs of students.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
In order to ensure appropriate evaluation to new admits who did not pass the LAB-R in English whose home language is Spanish, we administer the LAB-R in Spanish to those students to determine their language proficiency level.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
To ensure that ELLs are appropriately evaluated in listening and speaking throughout the year, classroom teachers and ESL teachers engage with students in conversations to monitor their progress throughout the school year. To ensure that ELLs are appropriately evaluated in reading and writing throughout the school year, classroom teachers and ESL teachers administer the New York City Performance assessment, running records, Performance tasks and use rubrics to evaluate student responses so they can provide targeted instruction to meet the needs of all students. Our professionals utilize the data obtained from various assessments to group and differentiate instruction thus providing multiple points of entry to our ELLs to increase their engagement.
6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).
  - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

We currently do not have any SIFE students. We currently have 338 students who have been in US schools less than three years. In order to better support our newcomers, the school purchased the Foundations program and trained all teachers in grades K-2, as well as ESL teachers who support those grades. We plan on further supporting our newcomers in the upper grades with Foundations. Also, our school provides students with picture dictionaries, glossaries, and picture support during lessons. Additionally, ELL students receive test accommodations throughout the school year as well as during state exams, i.e. time and a half during testing, translated exams during Math and Science State Assessments. Furthermore, our school ensures that students who require translations during those state assessments receive translations even if that requires hiring outside translators. Our teachers use the Total Physical Response strategies with our newcomers as well as Language Experience Approach. To better support our ELLs, our teachers use technology to build on our ELLs' prior knowledge and to use multiple entry points. Our teachers practice using a multidisciplinary approach to meet the needs of our students' various learning styles including visual, auditory and tactile learners. Lastly, thinking maps, sentence frames and Vocabulary Field trips are all utilized to build on our ELLs academic language across multiple disciplines.

We currently have 20 students who have been receiving service for 4-6 years. Our ELL students that have been receiving services for 4 to 6 years are supported by their classroom teachers, ESL service providers as well as AIS teachers, 50 minute extended day support and Title III supplemental instruction. A plan is created by the ESL service provider for each student to strengthen the area of greatest need (Speaking, Listening, Reading, Writing). Our teachers use the Total Physical Response and the Language Experience approach to support our newcomers. Our teachers administer various formative assessments including running records to monitor student reading progress periodically in September, November, January, March and June. Also our teachers continue using the 6+1 student friendly rubric and provide effective feedback to students. To better support our ELLs, our teachers use technology to build on our ELLs prior knowledge and use multiple entry points. Our teachers practice using a multidisciplinary approach to meet the needs of our students with various learning styles including visual, auditory and tactile learners. Lastly, thinking maps, sentence frames and Vocabulary field trips are all utilized to build on our ELLs academic language across multiple disciplines. Our teachers also allow multiple entry points in their daily practice to increase student engagement. Two years ago there was a gap between boys and girls' performance on state assessments, so we started to pay close attention to high interest text for boys and the gap was decreased based on last year's state assessments.

We currently have 1 long term ELLs who have been receiving ESL service more than six years. Some strategies to support this ELL student include close reading, exposure to complex text, thinking maps to organize ideas as well as peer academic conversations. Our teachers ensure that the ELL student's writing includes text-based evidence in alignment with the ELA shifts. Moreover, through assessments like the Performance task, teachers are able to discover areas of need. Based on the data, the student needs further support to write from multiple sources and will develop a self-monitoring system to improve his own writing using checklists and rubrics.

We also take into consideration our ELLs who have scored proficient on the NYSESLAT in the past two years. These students will be

given testing accommodations, such as extended time, and a separate location. Former ELLs that are transitioning are taken into consideration individually and are given support through 20 minute AIS, 50 minute extended day instruction, as well as being invited to our Extended Day Academic Support after school program.

In our Title III after school program we support our ELLs in grades 1-5. In order to provide extra support to our English Language Learners, we created special classes for our newcomers, struggling ELL students and first-time test takers, as well as our 4-6 year ELL population. Our program runs from October 2013 to April 2014. In the fall we focus on ELA and social studies skills, in the winter we focus on ELA and math skills, and in the spring we focus on ELA and science skills. We have 5 classes taught by certified ESL teachers. ESL students in grades 1-5 are invited to this program. The program provides services to 2<sup>nd</sup> through 5<sup>th</sup> Grade students on Tuesdays and Wednesdays from 3:10-4:40pm. During the Tuesday and Wednesday sessions, one class is designated as a newcomer class where the teacher focuses on language development as well as using the Foundations program to support the ELLs letter-sound recognition, phonemic awareness and concepts of print. This group includes grades 2 - 5 ELL students, where some scored 0 on the LAB-R, while others were identified as Beginners on the NYSESLAT, and therefore the teacher differentiates instruction based on student needs. Also, First grade ELL students receive services on Saturdays from 8 -11 am. In an effort to maximize small group instruction for our ELL students, we accept a maximum of 90 students for the length of the program in order to maintain a low teacher- student ratio.

7. 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?

Students have access to content specific texts on a variety of lexile levels, which enable learners at every reading level access to the content being studied in classroom libraries. Cooperative learning is utilized to further enable ELL-SWDs access to the content. They take part in discussions, gaining deeper insight into the topic than what they might otherwise be able to comprehend from their reading. Group discussions, also model Tier II and content specific vocabulary and language usage and enables the ELL-SWDs to practice using language. Students also have access to leveled libraries, which cover all fiction and non-fiction genres, from which they can choose books, which interest them on their appropriate level.

Instruction is differentiated for all students including ELL-SWDs. Teachers use strategies such as flexible grouping, alternative reading and learning materials (such as use of internet and video clips) to introduce and teach content. Students have access to hands-on manipulatives, class-made and student-made “tool-kits” which also supports their learning. In addition, teachers provide pictorial representations or charts for vocabulary words, and classroom objects are labeled to better support our ELLs-SWDs in all areas of instruction.

Teachers have and do receive in-house and outside professional development on strategies to teach the ELL-SWDs. Strategies such as deconstructing “Juicy Sentences” and digging into complex texts have been modeled for teachers to assist them in supporting their ELL-SWDs with making sense of text and developing their vocabulary. We are currently studying the Universal Design for Learning working to provide multiple entry points for all students in each content area we address throughout the day.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

All service providers of ELL-SWDs confer about scheduling so as to minimize conflict between mandated services. Many students receive ELL services through a push-in model so they can work hand-in-hand with the classroom teacher covering grade specific topics and minimize classroom disruptions. At this time, grade 5 has created targeted literacy groups, which provide additional support for ELL-SWDs. Continuing this targeted instruction is being explored in other grades as well.

For students receiving ELL services classroom teachers analyze student NYSESLAT data identifying trends and stalls. Action plans are then developed to address areas of need. Of the 5 ELL-SWDs receiving 4-6 years of service, a plan is created by the ESL service provider to strengthen the area of greatest need (speaking, listening, reading and writing) while taking into consideration the child’s IEP and their individual goals.

Teachers are exploring and utilizing the Universal Design for Learning in order to modify and scaffold content curriculum to meet the needs and goals of their ELL-SWDs. Teachers provide multiple entry points in content areas allowing for different means of attaining information. They provide varied projects and means of synthesizing information based on children’s different learning styles.

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

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

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:			
Social Studies:			
Math:			
Science:			

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

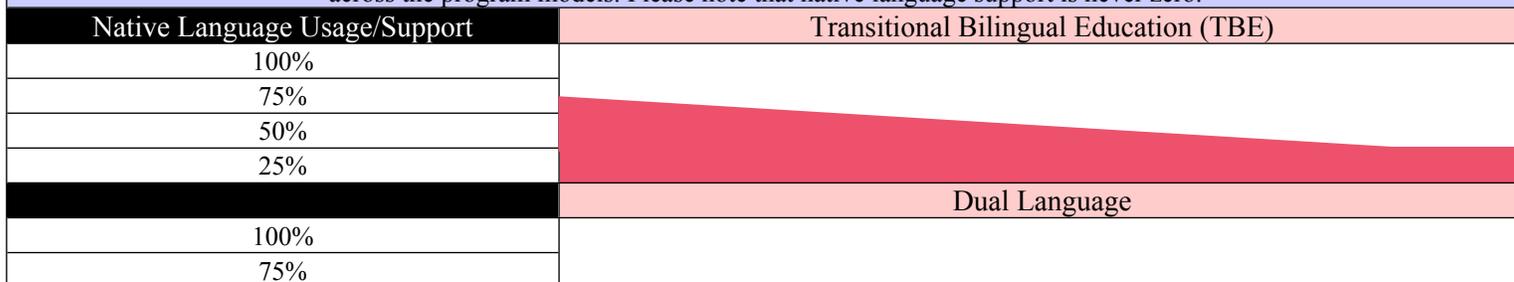
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
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

9. 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.

In order to ensure that our ELLs have access to content through language development, our teachers deliver their instruction across all content areas utilizing Maryann Cucchiara 's professional development. During our school day and in our Title III extended day program, we focus on rigorous instruction in the content areas such as Math, Science, and Social Studies using the Common Core Learning Standards (CCLS). All ELLs receive the full amount of NYS mandated ESL/ELA minutes of service. Our school uses the push-in model to meet the needs of our ELLs. An ESL teacher pushes-in during ELA, Math, Science, and Social Studies to service our ELLs. Both classroom and ESL teachers differentiate their instruction to our ELLs by using various strategies such as; alternative reading materials to support content area instruction, guided reading groups, using leveled libraries for independent reading, class field trips, hands on manipulatives, and pictorial representations throughout the classroom. Additionally, our teachers utilize multiple points of entry using SmartBoards, Ipads, Ipods, laptops and classroom computers to support our tactile and visual ELL learners. The children are encouraged to use bilingual glossaries and dictionaries to support their English language development. In order to continue supporting our ELLs, our school will start the CookShop program in differernt grades to teach our students about eating healthy. About 300 students in grades k-5 will participate in the CookShop program including not only ELLs but also former ELLs and general education students. Through the Cookshop program, some of our current and former ELL students will be exposed to another form of instruction that connnects reading, math and science to real life. The CookShop program curriculum focuses on developing Academic Vocabulary, asking questions and engaging students in meaningful conversations.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

After analyzing the 2013 NYSESLAT scores, we found that 46% of students in kindergarten moved from Beginners to Advanced, in first grade 14% of students moved from Intermediate to Proficient, in third grade 28% of students moved from Advanced to Proficient, in fourth grade 34% of students moved from Advanced to Proficient, and finally in fifth grade 32% of students moved from Advanced to Proficient. Students in kindergarten, first and second grades acquire language proficiency faster than students in third, fourth and fifth grade. Based on last year's data we administered the NYSESLAT to a total of 381 students. In total, 107 students in grades K-5 scored Proficient which is equivalent to 28% proficiency rate. After analyzing the data, the kindergarten proficiency rate was 7.36%, first grade proficiency rate was 32.3%, second grade proficiency rate was 41.3%, third grade proficiency rate was 32.3%, fourth grade proficency rate was 37.1%, and fifth grade proficiency rate was 36.1%..

Of the 107 students in grades 3-5 who took the NY State ELA Assessment in 2013, 13% (14 students) scored a level 3, 42% (45 students) scored a level 2, 44% (48 students) scored a level 1.

Of the 136 students in grades 3-5 who took the NY State Math Assessment in 2013, 20% (28 students) scored a level 4, 30% (41 students) scored a level 3, 26% (36 students) scored a level 2, 22% (30 students) scored a level 1. From these 136 ELLs, 51 students were given the test in a translated version: 23% (12 students) scored a level 4, 31% (16 students ) scored a level 3, 19% (10 students) scored a level 2, and 25% (13 students) scored a level 1.

Of the 34 fourth grade ELLs who took the NY State Science Assessment in 2013, 58% (20 students) scored level 4, 29% (10 students) scored level 3, 11% (4 students) scored a level 1. From these 34 ELLs, 9 students were given the test in a translated version: 66% (6 students) scored a level 4, 11% (1 student) scored a level 3, 22% (2 students) scored a level 2.

Based on the NYSESLAT and ELL Predictive data, our teachers differentiate instruction in the classroom to strengthen the child's weakest modality. After analyzing the 2013 NYSELAT data, we found that most children scored lowest in the reading and writing modalities. Extra support is given to these children by the classroom teacher as well as by their ESL provider, ESL teachers, 50 minutes extended time, title III extended day, extended day academic support program and Saturday Academy.

11. What new programs or improvements will be considered for the upcoming school year?

A majority of our school population is composed of ELLs and former ELLs, therefore we afford equal access for all of our students in our many school programs. This year we have purchased the Foundations program to be used with all students in grades K-2, as well as newcomers in grades 3-5. We are also starting a first grade Title III Saturday Academy to support students who are at levels 1 and 2. We also are utilizing Go Math, which is aligned with the Common Core State standards, as well as Math in the City to support students' thinking as mathematicians and help them use mathematical terms to explain their reasoning. Our

administrators and teachers have also received summer training at City College for professional development regarding Math In the City. Additionally, our teachers have attended Go Math training where they turn-keyed critical information to the rest of the staff. Liz Fischer, our Network Support, provided additional professional development to further our understanding of Go Math. Our students participate in the Arts (CREATE) as well as in our Music classes. Those that need extra support academically receive it through AIS, 50 minute extended day, Title III after school, Saturday Academy, Title III Saturday Academy and Extended Day Academic Support.

Over the past three years most of our classrooms have received Smart Boards which have greatly enhanced the education of our ELLs as well as document cameras and projectors allowing multiple entry points to our students. In addition, all teachers received iPad minis to integrate more technology into their classrooms. Teachers are able to use the Smart Boards and iPads to give the ELLs more support visually through the use of photographs, literature, internet sources and assessments.

12. What programs/services for ELLs will be discontinued and why?

Currently we are discontinuing the use of Imagine learning due to the fact that students do not have access to the program outside of school. Moreover, the program was not rigorous enough to challenge our ELL students.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

In our Title III after school program we support our ELLs in grades 1-5. In order to provide extra support to our English Language Learners, we created special classes for our newcomers, struggling ELL students and first-time test takers, as well as our 4-6 year ELL population. Our program runs from October 2013 to April 2014. In the fall we focus on ELA and social studies skills, in the winter we focus on ELA and math skills, and in the spring we focus on ELA and science skills. We have 5 classes instructed by certified ESL teachers. ESL students in grades 1-5 are invited to this program. The program provides services to 2nd through 5th Grade students on Tuesdays and Wednesdays from 3:10-4:40pm. During the Tuesday and Wednesday sessions, one class is designated as a newcomer class where the teacher focuses on language development as well as using the Foundations program to support the ELLs letter-sound recognition, phonemic awareness and concepts of print. This group includes grades 2 - 5 ELL students, where some scored 0 on the LAB-R, while others were identified as beginners on the NYSESLAT, and therefore the teacher differentiates instruction based on student needs. Also, First grade ELL students receive services on Saturdays from 8 - 11 am. In an effort to maximize small group instruction for our ELL students, we accept a maximum of 90 students for the length of the program in order to maintain a low teacher- student ratio. Our ELLs in grades 3-5 are also invited to the Extended Day program on Tuesday and Wednesday of each week based on most recent data.

Additionally, our school offers an free of charge after-school program, called CCNY, which is located in the school building that supports our teaching throughout the day. This after-school program is offered Monday through Friday 2:20 to 5:30 pm for grades Kindergarten to 5<sup>th</sup> grade.

Lastly, Cookshop is a new instructional program that teachers are currently being trained in to allow differentiated learning styles through the culinary arts. The CookShop program not only informs students about healthy eating habits but also teaches parents how to cook healthy meals. All parent workshops will disseminate the ingredients used in these recipes so they will be able to make these meals easily at home.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Students have access to content specific texts on a variety of book programs with various lexile levels, which enable learners at every reading level access to the content being studied. Teachers use strategies such as flexible groupings, alternative reading and learning materials (such as use of internet and video clips), to introduce and teach content.

Additionally, our teachers utilize multiple points of entry using SmartBoards, Ipads, Ipods, laptops and classroom computers to support our tactile and visual ELL learners. Our ESL teachers are also pushing in during content area instruction and are working with their students using differentiated materials and supplementing the curriculum. All of our classrooms have smart boards and computers to allow multiple entry points to our students.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

We only offer free standing ESL program at our school, and native language support is provided to students as needed based on recent Home Language Identification Survey. Native Language support is provided throughout the school community to our ELLs by providing parents with flyers, workshops, monthly grade newsletters, and monthly calendars all of which is posted and updated on our school website. Our school distribute written translation from DOE letters whenever available including translated report cards. Staff members and parent volunteers assist in providing written translation of important letters in our much needed areas of Mandarin and Spanish. We believe that these actions will facilitate further parent involvement with their children's school and studies.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?

In order to meet the needs of our new comers, our school purchased the Foundations program to support our English Language Learners develop early literacy skills. All k-2 teachers received training as well as all our ESL teachers. A group of 2<sup>nd</sup> -5<sup>th</sup> grade students is currently receiving extra support through Foundations by a trained ESL teacher on Tuesday and Wednesday through the Title III program. Our Beginner and Intermediate English Language Learners receive 360 minutes of ESL/ELA support and our Advanced English Language Learners receive 180 minutes of ESL/ELA support. Our third, fourth, and fifth grade students use glossaries and dictionaries. Our kindergarten, first and second grade students use picture dictionaries to support their comprehension. All of our ELLs practice using sentence frames and different thinking maps to deepen their understanding. Our second and fourth grade teachers received targeted training on complex text and unpacking juicy sentences by Marryan C.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Some activities to assist newly enrolled ELL students before the beginning of the school year include identifying the parent preferred language of communication to find out the student interests to better support him/her. Upon enrollment, one of our staff members accompany the parent and the child on a tour showing them different parts of our school building as well as key support staff. Parents are invited to school open house to meet our staff and administrative team. Parents are invited to attend school open house in the beginning of the school year to learn more about Andrew Jackson Elementary School. During all meetings translators are available to support our parents.

18. What language electives are offered to ELLs?

N/A

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. 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 here:

### C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

With the growing percentage of ELLs in our building we have found it necessary to further support our teachers with professional development through faculty conferences, and grade conferences, vertical team meeting, inquiry team meeting, as well as supporting the teachers within their classrooms to strengthen vocabulary building and literacy of their ELLs. All of our ESL teachers meet with classroom teachers during common preps for articulation and planning. Our ESL and classroom teachers receive professional development from our TC staff developer regularly. During these meetings, techniques and strategies are presented and modeled for teachers to assist them in supporting their ELLs during content area instruction within the classroom. The teachers are better able to differentiate instruction in the classroom by using various strategies such as; alternative reading materials to support content area instruction, working with their ELL students in small groups during literacy blocks, using leveled libraries for independent reading, Smart Board, hands-on manipulatives, pictorial representations throughout the classroom, and realia to support all areas of instruction. The ELL Network Support Specialits (NSS) give ongoing Professional Development to all general education classroom teachers as well as all Special Education classroom and support staff as per the Jose P. mandates of 7.5 hours of professional development for general education teachers and 10 hours for special education teachers. Our ELL NSS is continuing to conduct staff development workshops to support our staff with improving the literacy skills of our ELLs. The administrative team is working closely with all ESL teachers across all grades to ensure that the classrooms' physical environment engages all students and is utilized so that the children are engaged in productive struggle. Our classroom teachers also receive ongoing support for their ELLs in reading and writing from our Teacher's College onsite staff developers and from TC calendar days. This year the ELL NSS is working with 2<sup>nd</sup> and 4<sup>th</sup> grade teachers on engaging students in productive conversations, rigorous tasks and building academic vocabulary in the content areas (juicy words) as well as exploring juicy sentences (deconstructing and reconstructing) for meaning. As a school we also looking at text complexity and the close reading of text for information. All of our teachers receive professional development on the Framework for Teaching. Each of our teachers set two professional goals in the beginning of the school year. After analyzing all teachers' goals, the administrative team was able to identify three components from the Danielson model that the majority of teachers identified as areas of growth. 31 teachers chose (3b) Using questioning and discussion techniques, 17 teachers chose (3c) Engaging students in learning, and 16 teachers chose (3d) Using assessment in instruction. Our Administrative team meet with staff regularly to provide them with effective feedback after formal and informal observation to better support all of our students including ELLs and former ELLs as well as student with disabilities.

During Election Day, our school leaders engaged all staff in an activity to define rigor with the support of our literacy coach. Teachers read an article about rigor, then they worked with their grade to define rigor. To P.S. 24 staff, rigor is a deep understanding of content, characterized by: independent thinking, inquiry, exploratory learning, and engagement, so that children work at the outer edge of their current abilities to construct new meaning. Additionally it is organizing concepts and eliminating ambiguity through mind stretching activities (tasks) with multiple entry points, involving higher order student-lead questioning requiring persistence and stamina. Our TC staff developer meets with our teachers grades k-5 on multiple dates for workshops and to model lessons. For example, the TC staff developer met with teachers on October 7<sup>th</sup>, October 18<sup>th</sup>, October 23<sup>rd</sup>, October 30<sup>th</sup>, November 6<sup>th</sup>, December 2<sup>nd</sup> and will meet with teachers on other dates that will determined based on teachers' needs. Some of the future TC staff developer visits will be on December 4<sup>th</sup>, December 9<sup>th</sup>, December 11<sup>th</sup>, December 16<sup>th</sup>, and December 18<sup>th</sup>. Our ESL teachers have been included in Smart Board training, as well as in TC workshops. Our classroom teachers and ESL teachers are also involved in a four part series of workshops with MaryAnn Cucchiara (ELL consultant) focusing on close reading to complex text in social studies.

In order to support our ELLs as they transition from elementary to middle school we started the PBIS program this year to encourage positive behavior among our students so when the transition takes place they would be ready.

## D. Parental Involvement

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

We offer ESL parent workshops to encourage literacy in the home and promote success of language acquisition and proficiency. Parent and child workshops are offered through Title III funds to support our ELL families. Parent orientation meetings are ongoing to inform new parents about their rights and the rights of their children as ELLs and to help parents make a choice for program placement. We encourage all parents to attend our monthly PTA meetings which are focused on engaging and rigorous learning experiences that include parent and child participation. We hope that each family attending goes home with a positive experience that they can use with their family in the future. During our October 2013 PTA meeting some staff members shared different ways parents can implement the Positive Behavior Interventions and Support at home to support student positive behavior at school and at home. Translation services are provided at our PTA meetings and events to encourage increased parent involvement. Our school website is updated to include translated monthly newsletters, school updates and activities. Every effort is made to ensure that all communication is sent home translated in the home language. Translated report cards are also sent home to parents in the following languages: Chinese, Spanish, Korean, Urdu and Bengali. Our parent coordinator conducts workshops regularly along with support staff to inform parents about what their children are learning in school. Workshops are conducted to prepare parents for state testing and how they can assist their child at home. The needs of our parents are evaluated through requests parents make to our Parent Coordinator and by reviewing and analyzing the school survey. This helps us to identify which areas the parents feel the school needs to improve upon. Each grade in our school design monthly Newsletter including what students are going to learn in reading, writing, math, science, social studies as well as important events. In order to meet the needs of our parents who do not speak English, the monthly newsletters are translated in different languages to increase parent engagement.

Our parents are encouraged to accompany their child on the Title III Saturday trips these trips include visits to the NY Hall of Science, Alley Pond, Flushing Town Hall. Parents are invited to their children's classroom the First Friday of each month to learn about what students practice during the day. Some of the content that our school decided to present during the First Friday includes the following; technology, writing, math, art, reading complex text, and curriculum fair.

At this time we have partnership with the Food Bank of New York through the CookShop program that provides parent workshops at PS 24. Also, parents are referred to outside agencies when a need is indicated. We have helped our parents connect with Queens Child Guidance for emotional assistance and counseling, as well as Flushing Hospital and NY Hospital Queens for their family's medical needs. Our school's guidance counselor communicates regularly with families. Our school invites parents to stay with students in class the First Friday of each month. Our teachers open their classrooms to parents to stay with their children and observe different content areas such as reading complex text, writing, math, curriculum fair, usage of technology, and art.

## E. 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 response to question here:

## Part VI: LAP Assurances

**School Name: P.S. 24Q**

**School DBN: 25Q024**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Debra Cassidy	Principal		11/5/13
Saher Said	Assistant Principal		11/5/13
Mon Lan Jee	Parent Coordinator		11/5/13
Adina Grasso	ESL Teacher		11/5/13
Norman Ng	Parent		11/5/13
K. Berry	Teacher/Subject Area		11/5/13
S. Karroll	Teacher/Subject Area		11/5/13
S. Moore	Coach		11/5/13
	Coach		
Ellen Hochberg	Guidance Counselor		11/5/13
Danielle Giunta	Network Leader		11/5/13
Giuvella Leisengang	Other <u>ELL NSS</u>		11/5/13
	Other		
	Other		
	Other		

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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

DBN: 25Q024 School Name: Andrew Jackson School

Cluster: 2 Network: 207

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

### **Part A: Needs Assessment Findings**

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

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

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

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

## Part B: Strategies and Activities

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

We will be reaching out to our P.S. 24 families through translated flyers, workshops, monthly grade newsletters, and monthly calendars all of which will be updated on our school website. The translations that will be made available will aid the parents in their understanding of the school system and curriculum. We distribute written translations of DOE letters whenever available, including translated report cards. Staff members and parent volunteers assist in providing written translation of important letters in our much needed areas of Mandarin and Spanish. We believe that these actions will facilitate further parent involvement with their children's school and studies. Translations are available during parent-teacher conferences and some staff members translate during those meetings as well parents and community volunteers. Our school hire translators for state math and science assessments.

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

In order to communicate with the large multilingual population of P.S. 24 more efficiently and effectively, we will hire staff members at per session rate to interpret in multiple languages. Teachers and paraprofessionals will be hired to translate at after school parent workshops, and morning and evening parent activities, in order to effectively communicate to parents in Chinese, Spanish, Urdu, and Hindi about school wide concerns, curriculum issues, and answer parent's questions. School flyers are translated into Mandarin and Spanish as often as possible and sent home. In addition, our Chinese speaking Parent Coordinator, Chinese Native Language support paraprofessionals, our Bilingual Chinese School Psychologist, and Bilingual Spanish Social Worker provide oral translation regularly.

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

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

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other: Saturday Trips
Total # of ELLs to be served: 130
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 5
# of certified ESL/Bilingual teachers: 5
# of content area teachers: 0

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

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

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

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

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

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

## Part B: Direct Instruction Supplemental Program Information

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

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

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

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

## Part C: Professional Development

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

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

Begin description here:

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

**Part C: Professional Development**

complexity and the close reading of text for information.

**Part D: Parental Engagement Activities**

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

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

Begin description here:

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

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

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

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

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		