Department of Education

Dennis M. Walcott, Chancellor

2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

School Name: MYRA S. BARNES INTERMEDIATE SCHOOL 24

DBN (*i.e. 01M001*): 31R024

Principal: LENNY SANTAMARIA

Principal Email: LSANTAM@SCHOOLS.NYC.GOV

Superintendent: JESSICA JENKINS

Network Leader: NANCY RAMOS

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
Lenny Santamaria	*Principal or Designee	
Mike Scarcella	*UFT Chapter Leader or Designee	
Angela Kascle	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Joanne Rafferty	Member/ Parent	
Judy Devine	Member/ Parent	
Dyane Irvine	Member/ Parent	
Lillian Cipoletti	Member/ Parent	
Deric Borrero	Member/ Staff	
Melissa Held	Member/ SLT Chairperson	
Vivian Nacionales	Member/ Staff	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	
	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	
	School Leadership Team Signature Page
x	**Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)**
	▪ Annual Goal
	▪ 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)
x	**Academic Intervention Services (AIS)**
x	**Title I Plan (Only for schools receiving Title I funding)**
x	**Parent Involvement Policy (PIP)**

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.
To increase student attendance to 95% for 2013-2014 school year by June 2014.

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.
In 2012-2013 school year our student attendance rate was 93.4%. We did not meet the NYC DOE goal of 95% by 1.6%.

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
Conduct Bi-Monthly attendance meetings consisting of select staff members charged with raising student attendance.
B. Key personnel and other resources used to implement each strategy/activity
1. Deans, Assistant Principals, Pupil Accounting Secretary, Parent Coordinator and Guidance Counselors
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. February 1, 2014 attendance rate is a target to evaluate our progress in achieving our goal. The expectation is a 95% rate.
D. Timeline for implementation and completion including start and end dates
1. September 2013- June 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
We will; -Review attendance data on specific school spirit days to evaluate effectiveness. -Evaluate attendance data after Attendance Meetings to chart improvements in specific student attendance and target new students. -Continually have homeroom teachers make phone calls home as well as discuss with students the importance of school attendance. -Review logs of phone contact by Guidance Counselors and Deans when reaching out to parents/guardians in reference to poor student attendance. -Review data reports compiled on ATS (RGAR, RSCA, RCUA,RCUL) to track progress.

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).
Utilize a Phone Messenger Service as well as Post Cards to inform families of absences and raise awareness. Collaborate with Wagner College to provide incentives to students for perfect attendance (i.e. tickets to NCAA sporting events at Wagner College) Provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children. We will foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress by displaying to parents how absences lead to unnecessary lost instructional time.

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
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.
To raise the percentage of 8th grade students earning High School Credit in Mathematics, Science, U.S. History and Language Other Than English(LOTE) by 5% by June 2014.

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.
Our school will; -Receive a 90% passing rate in students taking accelerated Algebra I courses. -Receive a 90% passing rate in students taking accelerated Earth Science course. -Receive an 85% passing rate in LOTE students taking accelerated Italian and Spanish courses. -Receive a 80% passing rate in students taking accelerated U.S. History Regents course. This objective will be met upon the release of the 2013-14 NYC Progress Report in September 2014.

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
Our school will; -Focus on data results from Baseline and past Regents exams to improve teacher practice and make informed changes to instruction. -Utilize teacher observation cycles to ensure rigor and evidence of data in a teacher's instructional decisions. -A periodic review of teacher team meeting logs to ensure student data and student work are being examined to raise rigor and target student deficiencies. 1.
B. Key personnel and other resources used to implement each strategy/activity
1. All 8th grade teachers in World Language, Mathematics, Social Studies and Science. We will also implement a Regents Preparation program After School May-June.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Benchmark Assessments in Winter 2014 will allow us to identify areas of growth and create strategies for areas of weakness
D. Timeline for implementation and completion including start and end dates
1. September 2013-June 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
An After School Center dedicated to test preparation May-June 2014, the purchase of classroom materials and curriculum aligned to NYS Regents

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).
-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 through PTA scheduled workshops in understanding Common Core Learning Standards. -Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand.

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**
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.
To increase our Student Progress Score on the NYC School Progress Report by 5 points by July 2014.

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.
In the 2012-2013 school year our school displayed an increase in the Adjusted Growth Percentile for students in ELA and Mathematics.

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
Our School will; -Raise the Median Adjusted Growth Percentile by 5% in English. -Raise the Median Adjusted Growth Percentile by 5% in Math.
B. Key personnel and other resources used to implement each strategy/activity
1. All teachers of Math and English along with teachers supporting our students during academic intervention sessions and our After School Center while utilizing targeted funds for Level I & II students.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Baseline & Benchmark data as well as MoSL data from Fall 2013
D. Timeline for implementation and completion including start and end dates
1. Measure to achieve our goal will be taking place September 2013-June 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
Our school will;

-Review attendance data of students attending 37.5 minutes and decide if increased interventions are needed for those not attending.

-Contact parents/guardians of children in need of interventions and mandate them to attend after quarterly reviews of student data.

-Conduct informal observations of teachers in AIS programs as well as 37.5 minutes to gauge effectiveness of the materials and to assist teachers in meeting the needs of the struggling students.

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).

-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 through PTA scheduled workshops in understanding Common Core Learning Standards.

-Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand.

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**

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.

To increase the four areas measured on the School Environment Survey (SES) by 0.3 points by July 2014.

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.

Our last School Environment Survey scores were as follows;

Academic Expectations 8.1

Communication 7.9

Engagement 7.5

Safety & Respect 7.7

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

We will;

-Study the results of the last survey conducted in the Winter of 2013 and focus on questions where higher responses were located in "disagree" or "strongly disagree" columns.

-Actively enact plans and strategies where those questions which yielded the lowest scores will display higher ones by requesting the assistance and support of the School Leadership Team, PTA, UFT and student body for ideas on how to improve.

-Continue to use or School website to communicate to parents, teachers and students.

-Conduct meetings for Parents both in the evening and morning to accommodate working parent schedules.

-Utilize our Deans and Guidance Counselors to create opportunities for students to learn from their mistakes and utilize the Chancellor's Discipline Guide to utilize progressive discipline for infractions.

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

1. All faculty & staff members of the school

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

1. Parents, School website traffic, suspensions in grade 6-8 and student surveys.

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

1. September 2013- June 2014

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

Utilize lessons from Respect For All Campaign in which trained Guidance staff will conduct grade wide assemblies and class visits with.

Utilize assistance of District Attorney's office to conduct grade assembly and parent assembly on the dangers and consequences around cyber bullying and internet safety.

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).

Providing materials and training to help parents work with their children to improve their achievement level.

-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.

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

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.
A. Strategies/activities that encompass the needs of identified subgroups
1.
B. Key personnel and other resources used to implement each strategy/activity
1.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
D. Timeline for implementation and completion including start and end dates
1.
E. 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

Type of Academic Intervention Service (AIS)	**Type of Program or strategy *(e.g. repeated readings, interactive writings, etc.)***	**Method for delivery of service *(e.g. small group, one-to-one, tutoring, etc.)***	**When the service is provided *(e.g. during the school day, before or after school, etc.)***
ELA	Small group tutoring by teachers during lunch periods -Basic Skills Re-teaching -Test Preparation- After School Center -At-risk Resource Room during the school day. -At-Risk Resource Room during 37.5 minutes of tutoring. -Pull-out tutoring service during minor track courses	Small Group	During the school day and/or after-school
Mathematics	-Basic Skills Re-teaching -Test Preparation- After School Center -At-risk Resource Room during the school day. -At-Risk Resource Room during 37.5 minutes of tutoring. -Pull-out tutoring service during minor track courses -Small group tutoring during lunch	Small Group	During the school day and/or After-School

	periods		
Science	Tutoring	Small Group	During the school day
Social Studies	Tutoring	Small Group	During the school day
At-risk services *(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)*	Counseling	Small Group/Individual	During the school day

Title I Information Page (TIP)

For Schools Receiving Title I Funding

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS 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.					
	School Wide Program (SWP)		**Targeted Assistance (TA) Schools**	**x**	**Non-Title I**

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.

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).

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 ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

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.).

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.

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).

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:

- 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;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;

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;
- strive for 95% attendance or higher
- 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 31	Borough Staten Island	School Number 024
School Name Myra S. Barnes		

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 Mr. Santamaria	Assistant Principal Mrs. Tramontana, Sp. Ed & ELL
Coach type here	Coach type here
ESL Teacher Ms. Disenhouse	Guidance Counselor
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Mrs. Nuzzolo
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers not currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	3	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers not currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1403	Total number of ELLs	23	ELLs as share of total student population (%)	1.64%

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☐	No☒	If yes, indicate language(s):
Dual language program	Yes☐	No☒	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	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
SELECT ONE							1	1	1					3
SELECT ONE							1	1	1					3
Total	0	0	0	0	0	0	2	2	2	0	0	0	0	6

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	23	**Newcomers (ELLs receiving service 0-3 years)**	11	**ELL Students with Disabilities**	6
SIFE	0	**ELLs receiving service 4-6 years**	6	**Long-Term (completed 6+ years)**	3

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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	13	0	2	6	0	3	4		2	23
Total	**13**	**0**	**2**	**6**	**0**	**3**	**4**	**0**	**2**	23
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**
TOTAL	**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**	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	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
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number): African-American: ___ Asian: ___ Hispanic/Latino: 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							3	2	3					**8**
Chinese							1							**1**
Russian							1	3	2					**6**
Bengali														**0**
Urdu														**0**
Arabic								1	1					**2**
Haitian														**0**
French														**0**
Korean														**0**
Punjabi														**0**
Polish														**0**
Albanian							2		2					**4**
Other							1	1						**2**
TOTAL	**0**	**0**	**0**	**0**	**0**	**0**	**8**	**7**	**8**	**0**	**0**	**0**	**0**	**23**

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)							1	1	0					**2**

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)							2	3	3					8
Advanced (A)							5	3	5					13
Total	0	0	0	0	0	0	8	7	8	0	0	0	0	23

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	5	2			7
7	5				5
8	6	1			7
NYSAA Bilingual (SWD)					0

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	3		4		2				9
7	3		2		1				6
8	5		2						7
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			2		2		1		5
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.
   Assessment tools that IS 24 uses to assess the early literacy skills of our ELLs include, but are not limited to NYSESLAT, LAB-R, ELA scores, Periodic Assessments (ELA and ELL), ARIS, and teacher made assessments. The insights that the data provides allow the ESL instructor to create lesson plans that are individualized to the students' needs, either as a collective lesson or specific student. Teachers can derive from the information provided through ARIS where the weaknesses and strengths of the students lie. If many of the students are having trouble with information and understanding, literary response and expression, critical analysis and evaluation and other concepts, the ELL instructor gears the class to review, relearn and become proficient in those specific areas, while still maintaining the strengths that the students have in other areas. Many ELLs had trouble with the new Core Curriculum ELA test this past year. The use of charts, graphs and maps will be an area of ongoing work for this year. In order for students to take information from these diagrams and be able to transfer these kind of information into words, paragraphs, and cohesive thoughts will be a major focus for this year.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
   6th grade NYSESLAT breakdown:
   Out of eight, one sixth grader is a beginner, with less than a year in the country. There are two sixth graders that are here less than three years and have growth in their language acquisition. Two sixth graders are SWDs currently enrolled in a self-contained classroom. They are long term ELLs, with 4-6 years of services (YOS). These students came into IS 24 with scores that dropped from the previous year and have gone from advanced to intermediate. Along with other ELL students, they were negatively affected by the new CCSS within the NYSESLAT tests. There are two students left who are long term ELL students with no disabilities. The breakdown of data shows that for the most part all students have shown growth in learning English; however, the students with disabilities exhibited decreased scores due to the new curriculum format (CCSS).
   7th grade NYSESLAT breakdown:
   There are seven ESL students in the seventh grade. Three are long term ELLs who scored across the board between proficiency in listening/speaking to beginner in reading/writing. Two of the seventh graders are long term SWDs ELLs. Their L/S skills are proficient, yet there R/W skills are lacking (beginner and intermediate). The other students show growth and proficiency on the R/W and Advanced in L/S. The other four ELLs have less than two YOS and have shown growth.
   8th grade NYSESLAT breakdown:
   There are eight eighth grade students. Four are long term ELLs; two are SWD, scoring Proficiency L/S but scoring beginner and intermediate in R/W. Both students have IEPs and are in self-contained classes. Three students are in the country less than three years and have shown growth in language acquisition. There is one student who is here long term and in a general education class.
   The data patterns show that the majority of students made improvement and growth in English Language Acquisition. SWDs and ELL made fewer gains, but do show growth at a slower pace than their non-disabled peers. I believe that the growth could have been greater if the NYSESLAT would have remained in the same format instead of aligning midyear with CCSS. As the new year begins with CCSS in place, we expect improvement for ELLs will be greater the previous year.
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)
   Patterns across NYSESLAT modalities-reading/writing and listening/speaking – affect instructional decisions. The ELL instructor examines the data that helps drive instruction. The ELL teacher is thus able to create lesson plans accordingly. The instructor can then focus the lessons on the needs of the students. Thus making sure that the students' weaknesses are strenghtened and that their strengths maintained. Students who have weakenesses in Listening and Speaking will have lessons that are focused on these skills, while still maintaining reading/writing. It is imperative that students receive all four modalities consistantly so that they can progress.
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?

   The patterns across proficiencies and grades using data from NYSESLAT have shown the following results.

- Last year five students tested proficient out of nineteen students, meaning twenty six percent of students tested out.
- Students that remained the same, not including those that tested out and are students currently, are nine out of twenty one students, or roughly forty two percent.
- Four out twenty one or nineteen percent had shown improvement going from one level to another.
- Three out of twenty one or fourteen percent regressed in scores. It should be noted that there are six students who had never taken state-wide exams and therefore their grades show neither improvement nor decline.

The results of the NYSESLAT may be indicative of the new Core Curriculum Learning Standards (CCCS) that the state adopted this year. When looking at the results of NYSESLAT patterns across grades, most students stayed the same level as their previous year or had growth. Students who had regressed are all Special Ed students that went from an advanced level to an intermediate level.

b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.

The school leadership team and teachers use the results of the ELL Periodic Assessments to assist in instructional decision making. School leadership and teachers identify the levels and skill deficits of students in the school. Students are grouped according to skill deficiencies and acadmeic needs. Data provides the school leadership and teachers information to create programs that will help students progress futher academically. Programs are available at our school are 37.5 minutes, Saturday Programs, AIS, test prep, SETTS, Speech and OT/PT services.

c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

The Periodic Assessment provides academic data about ELL. The ELL instructor uses this data to drive instruction. This data reveals which students have difficulty mastering specific tasks. For students with individualized needs, the teacher will gain insight so students can reach academic success. Periodic Assessments target areas of need that can be put into place for a 'Do Now' or 'Mini Lesson.' Assessments given in a timely manner, can yield results that assist teachers and ultimatley the students.

Native language is constantly being utilized in class. Speaking a native language and keeping it alive through reading, writing, listening and speaking provides a better foundation for students to absorb the second language. Some of the ways we keep native language alive in class is to provide a library for students, computer access throughout the school day, grouping children of the same language, providing cultural cues throughout the classroom, and visual cues, such as pictures or flags, maps, calendars and other artifacts brought in by the teacher or students. Native language is also used in stories that students share with classmates, through videos and other media.:

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*.)

   N/A

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

   A child's second language development is considered in instructional decisions taking into consideration the skill deficits and strengths in order to create lesson plans that provide quality and understanding. The ELL instructor is in constant collaboration with the general education and special education teachers. The ELL instructor attends team meetings, corresponds via email and phone in order to make sure that all teachers involved in the students' academic progress are included in driving instruction.

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?

   N/A

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

   N/A

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.)

   Myra S. Barnes Intermediate School 24 - The initial identification process of those students who may possibly be ELLs are done at registration time at the beginning of school and throughout the year. The trained school secretary or trained pedagogue assists parents when filling out the Home Language Identification Survey (HLIS), in native language when available. The trained secretary and/or pedagogue reviews the HLIS form. The ELL teacher or trained pedagogue conducts an interview with the family and determines if the child is LAB-R eligible. Interviews are conducted with the help of in house translators (when available) and with the help of family members, when possible. Parents will be notified during the interview that their child will be taking the LAB-R test within the first 10 days of school. Students who are Spanish speaking will take both the LAB-R and the Spanish LAB-R. The Spanish LAB-R is administered by a bilingual speaking teacher at our school. Time permitting, the ELL teacher will show The Parent Orientation Video and hand out the Parent choice the same day. If parents are not available for same day Parent Orientation, the ELL teacher will set up an appointment with the parents for the Parent Orientation within the first ten days of student's admission. Parents will also be sent home letters for Parent Orientation (in native language when available) or called to set up a Parent Orientation within ten days of their child's enrollment to the school. Parents are notified that their child has been identified as an ELL student through mailed correspondence.

   Persons responsible screening, HLIS, LAB-R and formal intital assessment are as follows:

Ms. Disenhouse	ESL instructor
Mrs. A. Gelfars	Pupil Accounting Secretary
Mrs. M. Pagano	Pupil Accounting Secretary

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.
   During Parent Orientation, a trained pedagogue shows the Department of Education video to new ELL parents. Parent Orientation occurs throughout the year. At these and all meetings, a translator will be present (when available) and the parent coordinator (when available). The trained pedagouge explains the three program choices without bias. Parents are informed that their choice of Transitional Bilingual, Dual Language or Freestanding English as a Second Language is taken very seriously at I.S. 24. Parents have the ability to choose whatever program they wish for their child. A trained pedagogue thoroughly explains the differences of the three programs offered to ELL students; Transitional Bilingual Education, Dual Language Education and Freestanding English as a Second Language. Parents will be notified that if they have chosen Transitional Bilingual or Dual Language that these programs are unavailable at this time, due to insufficient numbers of ELL students and due to parent choice. However, should the numbers of our students increase for a specific program while meeting the criteria for such a program, I.S. 24 will initiate these programs and have another parent orientation for all parents involved. I.S. 24 is aware that in order to open up a bilingual class that 15 students speaking the same language in the same grade or two contiguous grades, along with the parent choice surveys indicating bilingual/dual, will allow I.S. 24 to open up a bilingual class. Parent Orientation provides time for a question and answer period to make sure that students and families are assured to have equal access to all programs offered at I.S. 24. At I.S. 24 Parent Orientation is very important. Parent orientation occurs within the first ten days of a child's enrollment to our school. Parents who are not able to attend orientation once letters have been sent and phone calls logged, will have a Parent Orientation conducted when parents show up at school at a later date.
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].)
   Myra S. Barnes ensures that entitlement letters are distributed and Parent Survey and Program Selections are returned and secured by maintaining a binder with accurate records. A binder is kept in the ELL instructor's room. This binder includes signed attendance sheet with parents, translators (if are present), parent coordinator (when available) and the ELL Teacher. There are three sets of records kept of Parent Orientation. The original copies of Parent Choice are kept in the cumulative folder, and then two copies are kept by the ELL teacher. Parents not having returned the Parent Choice Survey or students coming into our school

without previous parent choice forms filled will have the parent choice automatically revert to Transitional Bilingual. Parent orientation letters are distributed along with the entitlement letter, parent surveys and any other correspondence in conjunction with ELL students. These and any other forms of official school correspondence are done in the home language, when available, via the translation unit provided by the Department of Education, outside vendors and/or in house translators. I.S. 24 utilizes the DOE translation website to make sure that students and their parents are kept informed of school events. I.S. 24 also has several pedagogues who are available to translate written or verbal correspondence when necessary for topics that are officially school related on very short notice, as well.

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.

During Parent Orientation, a trained pedagogue will show the Department of Education video to new ELL parents. Parent Orientation occurs throughout the year. At these and all meetings, a bilingual pedagogue will be present (when available) and the parent coordinator (when available). During Parent Orientation, a trained pedagogue will review the agenda for the orientation, including viewing the DOE video, filling out the Parent Survey, Program Selection form (parent choice form), question and answer period and any other relevant topics to the child's adjustment to the new school community. Parents are informed that their choice of Transitional Bilingual, Dual Language or Freestanding English as a Second Language is taken very seriously at I.S. 24. Parents have the ability to choose whatever program they want for their child. A trained pedagogue thoroughly explains the differences of the three programs offered to ELL students; Transitional Bilingual Education, Dual Language Education and Freestanding English as a Second Language. Parents will be notified that if they have chosen Transitional Bilingual or Dual Language that these programs are unavailable at this time, due to insufficient numbers of ELL students and due to parent choice. However, should the numbers of our students increase for a specific program while meeting the criteria for such a program, I.S. 24 will initiate these programs and have another parent orientation for all parents involved. I.S. 24 is aware that in order to open up a bilingual class that 15 students speaking the same language in the same grade or two contiguous grades, along with the parent choice surveys indicating bilingual/dual, will allow I.S. 24 to open up a bilingual class. Parent Orientation provides time for a question and answer period to make sure that students and families are assured to have equal access to all programs offered at I.S. 24. The ELL teacher, along with help from the guidance counselors and parent coordinator, provides contact numbers and websites for health insurance, access to community resources, support systems and other necessities. I.S. 24 gives out information for the aforementioned and makes sure parents and students feel that they are part of the school community without any bias.

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.

There are several steps taken in order to administer all sections of the NYSESLAT to all ELLs each year.

a. The ELL teacher identifies all students taking the NYSESLAT.
b. All general ed/Special ed teachers are informed that these students have been identified to take the NYSESLAT.
c. The ELL instructor reads the administrator's manual and memos; reviews the rules and regulations to make sure the IS 24 is in compliance and testing properly.
d. The ELL instructor creates a schedule for testing, and room availability for NYSESLAT testing.
e. The ELL instructor collaborates with the teacher about the Speaking section of the test.
f. The ELL instructor sends out letters to inform parents of the upcoming test and ways that they can help their child prepare for the test.
g. The ELL instructor informs students when they will be taking the tests, the testing room etc.

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. ⓘ

The program model offered at our school does align with parent requests. Freestanding English as a Second Language and Transitional Bilingual Language program are both requested equally. There are twenty three ELL students currently enrolled at IS 24. Eleven parents have chosen Freestanding English as a Second Language, nine parents have chosen Transitional Bilingual Education and one parent has chosen the Dual Language program.

IS 24 is aware that in order to sustain a bilingual class that it would need parents choice surveys to reflect bilingual education as their primary choice. IS 24 is also aware that it needs 15 students in either the same grade or two contiguous grades, along with parent choice survey to open up a bilingual program. Parents are notified that if the numbers of parent choice surveys and number of students do get to that junction, that their will be another parent orientation held before the onset of the program. Parents who have chosen Transitional Bilingual or Dual Language programs are informed that their choice is important. Parents are also

informed that although the program(s) they have chosen are unavailable at present; that the program will be initiated once the criteria of having sufficient numbers of students and parent choices have been met. I.S. 24 is aware that in order to open up a bilingual class that 15 students speaking the same language in the same grade or two contiguous grades, along with the parent choice surveys indicating bilingual/dual, will allow I.S. 24 to open up a bilingual class. Parents are informed during Parent Orientation, that there are schools that do offer Bilingual/Dual language classes and we do our best to assist parents find those schools.

Right now, as in the past, parents who are interviewed at IS 24 choose Freestanding English as a Second Lanugage as their primary choice. Parents interviewed during Parent Orientation at IS 24 have stated that they believe that their children will benefit the most when placed in an English only environment/ English immersion program.

The ELL population, although small, has seven different languages for only twenty two students, thus making a bilingual class not possible at this time. The choice of Transitional Bilingual Language program as the primary choice in the past has been largely due to the fact that IS 24 does not receive the parent choice surveys in cumulative folders; following directives, those surveys that have not been returned are entered as TBE, even though a parent might have chosen ESL as their choice.

The staff is also aware that the LAP is a living document and is shared with our faculty during meetings throughout the year. The LAP is shared and every staff member is aware of its importance. The LAP is updated and revised during the year to reflect the changes that occur in the methods, strategies and materials used with students.

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])?

Freestanding ESL is delivered in a push-in(co-teaching)/pull-out model. Students are pulled from classes and are provided with all facets of learning English, using ESL methodologies and approaches. Students are seen in ungraded, heterogeneous and homogeneous classes. Depending on students test scores, strengths and weaknesses, students will be placed into different groups. Beginners will form a group of their own, but not all the time. Exposing beginner students to all level ELL students allows them to interact in their own language, learn from their peers, create friendships and promote social interactions in an informal and safe atmosphere. Low intermediate students may be placed with high level beginners, while high intermediate and advanced students may be placed together. These groups also can vary depending on the dynamics of students, grade levels and scheduling difficulties. All instructional minutes are reviewed by the grade AP to ensure that students are receiving mandated minutes of ELL instruction. The grade AP and Principal collaborate with the ELL teacher for the proper placement of students. IS 24 has a small number of ESL students. Therefore students are given ESL support through a combination of PI and PO programs. The ELL teacher can therefore push into a class and provide support for the student/s in class, giving the general ed teacher ESL methodologies and strategies, while being in the class to further observe what is going on and support those students again during small group insturction.

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)?

The organization of our staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in ESL through meetings, collabrative planning and reviewing schedules to make sure that students are receiving the mandated minutes alloted to them.

IS 24 delivers Freestanding ESL as mandated by CR Part 154. CR Part 154 states that beginner and intermediate students are instructed for two units, or 360 minutes a week and advanced students are instructed for one unit or 180 minutes per week. These units of time are not included in the extended day of 37.5 minutes, Monday through Wednesday.

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.

In order to support ELL students with academic rigors of school demands, ELL teachers deliver content area instruction, using ELL strategies, approaches and methodologies. Students comprehend content area ideas and enrich language development through a variety of different approaches. The ELL classroom uses grade level content area textbooks, word walls, printed material, the use of computers, visuals aids(posters, pictures books, flashcards, educational games), and graphic organizers to help promote ELL students to achieve higher academic grades. CCSS also demands a new set of vocabulary and accountability that is infused into the instructional setting. Creating accountable talk allows students to learn the terminology associated with CCSS as well as using it and practicing the terminology so that it becomes part of their word inventory.

Approaches used with ELL students include the following: (include, but not limited)

Reading Approach

Total Physical Responses (TPR)

Natural Approach

Whole Language Approach

Retelling a Story

Activating Prior Knowledge

- Computer/technology
- Short educational videos
- Listening/reading computer centers
- In class computers
- Music
- Thematic posters

- Educational games

Interactive strategies that are used in general education:

- Think/Pair Share
- Whole Language
- Retelling
- Activating prior knowledge
- K-W-L(knows, wants to know/has learned)

Approaches include a variety of educational games for students in developing vocabulary and language fluency, Vocabulary Directions, MyWord, Let's Talk, Quiddler, Bananagrams, etc. Educational games and differentiating instruction allows for students with different styles of learning the ability to learn and retain information.

Content area subjects are delivered to ELL students using a variety of methods and approaches. ELL teachers and content area teachers work collaboratively to ensure that students are receiving quality education. Teachers actively modify the nature of assignments through various approaches:

- Repeat/rephrase text
- Use vocabulary with specific contextual clues
- Ensure that reading has a specific purpose
- Categorize vocabulary
- Word banks
- Word walls
- Teach note taking
- Activating prior knowledge
- Filling in the gaps for those who lack past experience

Differentiation of instruction ensures that as many students as possible are comprehending information and language. These and other strategies are used on a continuous basis throughout the school year. ESL students have access to computers to aid comprehension class instruction. ELL teachers use many types of approaches and strategies to better enable students to learn in a meaningful manner: visual, auditory, kinesthetic, linguistic, videos, written work, listening skills, words walls, etc. It is imperative for students to start acquiring specific language, learning experiences that use a variety of techiniques, learning higher order thinking and learning skills. Successful language acquistion for the ELL can be encompassed in making sure that the school is aware of Learner Characteristics (includes internal factors such as attitude, motivation and personality), Situational or Environmental Issues, Prior Language Development and Competence and understanding the Three Levels of Lagnauge Proficiency. There has also been six shifts in CCSS which ELL teachers must incorporate into their classroom instruction: Balancing Literary and Information Text, Knowledge in the Discipline, complexity of Text, Text Based Answers, Writing from Sources and Academic Vocabulary. ELL instructors will scaffold in order to "bridge for language and content learning to achieve the CCSS and language, literacy and higher ordering thinking skills for ELLs." (CCSS & ELLS by Estee Lopez, Ed. D, 2012) ELL instructor of Beginner and Low intermediate levels will instruct and assess for print concepts, phonological awareness, phonics and word recognition and fluency. The challenge for beginner and intermediate level ELLs will prove difficult for these students because they are at the intial stages of the second language acquistion process. Therefore the ELL insturctor must use explicit and age appropriate instructional approaches to teaching reading in English, as well as the form and function of language and literacy. (CCSS & ELLS by Estee Lopez, Ed. D, 2012)

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
   N/A
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
   ELLs are appropirately evaluated in all four modalities of English acquistion throughout the year by using NYSESLAT, LAB-R, ELL Periodic Assessment tests, including the SchoolNet assessments given at least three times (this) year, teacher made assessments, class work and assignments.
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).

a. Instructional plans for SIFE students are developed to bring students up to grade level. General Education teachers and guidance counselors will be notified that these students are SIFE. Teachers will create a buddy system with peers or classmates who can show students around and help them adjust to the daily schedule. Teachers will initiate small group activities, collaborative teaching, individualized goals, and greater focus on SIFE students so they can achieve greater academic success. SIFE students will begin their academic education where they left off. Through proven strategies, teachers will enable students to link new information to prior knowledge. SIFE students will make gains by learning the fundamentals of math, English, social studies and science. It is important to understand that SIFE students will learn better when academic subjects flow across all domains. Therefore a student learning about the scientific reasons of erosion of beaches in earth science and then goes to language arts, that ELA teacher can take the same vocabulary within the same context and then expand on the ideas of the words throughout lessons to come. The math teacher can take vocabulary words found in science or English and state them in math word problems. Students are exposed to the vocabulary in different settings and often through out the day or week. Teachers reinforce language as a living entity and make sure that it can easily connect to all subjects and students are be exposed to the language more often. This allows students to see words and themes in different subjects areas. Students see the many ways language and subjects interrelated with each other. As a result, SIFE students gain a greater knowledge base which leades to academic success.

b. Students who have been enrolled in NYC Public Schools for less than three years have goals set to familiarize them with learning the basics of the English language. This allows students to function socially in and out of school, and succeed academically. Students will begin to understand and use their *BICS and *CALPS dependent on the situations they find themselves in. Students become familiar with the statewide tests given out in Math, English, Science and Social Studies. Teachers help students by providing them with samples of the NYS exams (Math, ELA, NYSESLAT, Social Studies, Science). Students receive DOE approved glossaries to use in class and during statewide exams. The students become familiar with these exams in terms of phrases and terminology, strategies, etc. The ELL instructor reviews techniques for taking high stakes tests such as reading directions and questions first, skimming the passages for answers, using context clues, practicing from past exams, reviewing frequently used vocabulary and reviewing rubrics. Students will also have support structures in place, such as, buddy system, guidance councelors, outreach programs for parents, including PTA meetings, school letters translated, classes to learn English for parents and more.

*[BICS- Basic interpersonal Communicative Skill/CALP-Cognitive Academic Language Proficiency.]

c. Students enrolled in ESL between 4-6 years will have their test data (New York State ELA and Math scores, NYSESLAT scores, ELL Periodic Assessment tests, ARIS, Acuity, E-LAP, RAI and other diagnostic exams) analyzed by their teachers to determine their deficiencies. Examining test data enables teachers to identify specific weaknesses, and allows them to develop higher quality lesson plans attuned to their students needs. Strategies used to aid students in class and reach proficiency on the NYSESLAT include vocabulary enrichment, reviewing rubrics from tests, increasing reading comprehension, enriched language, grammar, word walls, graphic organizers, etc. Teachers will incorporate educational games, online reading and listening activities to increase language acquisition and academic achievement. The information enables teachers to develop plans based on student data and needs.

d. Long Term ELL students, having completed six or more years of ESL, will have their test data disaggregated and abilities assessed. Reading comprehension, vocabulary enrichment through a variety of methods (read alouds, guided reading, think aloud, etc) and other proven methods, such as words walls, on-line activities, visual aids, graphic organizers will all be used to help long term ELL students reach proficiency and improve in all of their academic areas. Students will focus on their weakenesses while still maintaining their strengths. Students will obtain new techniques, strategies and skills to achieve their best. Periodic evaluation through teacher observations and assessments (RAI, ELL Peridoc Assessments, Acuity, Aris teacher made exams), will aid in identifying student deficiencies. Students may also be evaluated for educational weaknesses unrelated to language acquisition. Teachers, with parent's permission, will contact appropriate bilingual evaluators, to help identify a student's weakness, if necessary.

e. Plans for students who are former ELLs (in years one and two after testing proficient) have options of ESL support. F-ELL (former-ELLs) are given support. ELLs within two years ot testing may receive ESL support either through parent request, or as an at risk student. F-ELLs in this category can come to the ESL teacher for support up to four times a week. ELL students can seek help with the ESL teacher for extra help, 37.5 minutes, and AIS/or at risk, so that they can become successful in their classes. Students who are fall into the category of having received proficiency on the NYSESLAT within two years are entilitled to support such as testing accomodations and class help. Testing accomodations for F-ELLs (in years one and two after testing proficient) are as follows:

Accommodations for LEP/ELL students on state assessments

Schools may provide testing accommodations to LEP/ELLs, as needed, on all NYS ELA and content-area assessments (i.e., Mathematics, Science and Social Studies). Testing Accommodations for LEP/ELLs students on NYS ELA and Content-area assessments include:

- Time Extension (all exams): Schools may extend the test time for LEP/ELL students on NYS ELA and content-area

Assessments and on Regents Examinations. Principals may use any reasonable extensions, such as "time and a half" (the required testing time plus half that amount), in accordance with their best judgment about the needs of the LEP students. Principals should consult with the student's classroom teacher in making these determinations

- Separate Location (all exams): Schools are encouraged to provide optimal testing environments and facilities for LEP/ELLs students. NYS assessments may be administered to LEP/ELLs individually or in small groups in a separate location.

- Third Reading of Listening Selection (English Language Arts Exams Only). Proctors may read the listening passage three times to LEP/ELLs on grades 3-8 English Language Arts assessments and on the Regents Comprehensive Examination in English.

- Bilingual Dictionaries and/or Glossaries: LEP/ELLs may use bilingual glossaries when taking State examinations in all subjects except foreign languages.

- The bilingual dictionaries and glossaries may provide only direct one to one translations of words. Bilingual dictionaries and/or glossaries that provide definitions or explanations are not permitted. Bilingual glossaries in the content areas are available for downloading at: http://www.p12.nysed.gov/biling/bilingual_glossaries.htm

- Simultaneous use of English and Alternative Language Editions are not allowed for English Language Arts Examinations. For state examinations for which the Department provides written translations, ELLs may use both English and an alternative language edition of the test simultaneously. However, they should be instructed to record all of their responses in only one language. The alternative language edition used by the student should be so indicated on the student's answer sheet.

Note: There are no translations of English Language Arts examinations.

- Oral Translation for Low Incidence Languages is not allowed for English Language Arts Examinations. Schools may provide LEP/ELL students with an oral translation of a state examination when there is no translated edition provided by the Department. All translations must be oral, direct translations of the English editions. Written translations are not allowed. No clarifications or explanations may be provided. Translators should receive copies of the English edition of the tests one hour prior to administration. The Department's Office of Bilingual Education and Foreign Language Studies, and the Bilingual/ESL Technical Assistance Centers (BETACs) can assist schools in locating suitable translators.

- Writing Responses in the Native Language are not allowed for English Language Arts Examinations. LEP/ELL students making use of alternative language editions or of oral translations of state examinations may write their responses to the open ended question in their native language. Scoring the tests is the responsibility of the school. However, the Department's Office of Bilingual Education and Foreign Language Studies, and the BETACs can assist schools in locating persons who can translate the students' responses into English to facilitate scoring of the answer papers.

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?
   ELL students having been identified as special needs are often addressed using different methodologies to help them make annual yearly progress. The ELL instructor collaborates with Special Education teachers, Speech, Hearing, Visual and OT/PT therapists. Input from th eteam of teachers enables the ELL instructor to develop instruction that helps meet the child's individual needs. Students in classes with paraprofessionals benefit from further differentiation of instruction. Paraprofessionals are an integral part in helping students with special needs achieve success.
   Some instructional strategies used in class include reading comprehension, vocabulary enrichment through a variety of methods: read alouds, guided reading, think aloud, create an authentic experience, breaking down on level text to relatable information to students, redirecting, refocusing, high interest low level reading, etc. Other proven methods, such as; Think/Pair Share, Retelling, Activating prior knowledge, K-W-L(knows, wants to know/has learned) and using words walls, on-line activities, visual aids, graphic organizers, technology (not limited to only these methods) will all be used to help ELL-SWD test out and improve in all academic areas.
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?

Our school uses curricular, instructional, and flexibile scheduling to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least retrictive environment. IS 24 also uses parallel programing, curriculum modification, universal design of learning, scaffolding, as well as including AIS, 37.5 minutes, Staurday programs, and have equal access to all programs offered at IS 24.

Courses Taught in Languages Other than English

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

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

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts:				
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 *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced

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

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	
50%	
25%	
TIME	BEGINNERS INTERMEDIATE ADVANCED

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

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.

   The targeted intervention programs for ELLs in ELA, math and other content areas offered at our school include 37 and half minutes small group instruction to target areas of weakness. 37.5 minutes is conducted by an ELL teacher, however, strong collaboration between ELA and Math teachers is present. The ELL teacher will have Math or ELA teachers of ELL students come to 37.5 minutes to help elaborate and construct meaningful learning during this time. Satuday programs in English and Math for test prep in small group insturctional settings, AIS is offered to ELLs during the day to assist during class instruction and in small group settings, as well. These programs are offered in English, when available other teachers with second languages will assist and help with students. Data wall information is readily availabe to students and teacher to help stay on task and focused.

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

    The needs of our ELLs in both content and language development is being met. Our students are being serviced, according to CR Part 154. Students receive their mandated time according to their levels and receive 37.5 minutes three days a week. All students, including SWD, have access to all activities in the school and are encouraged to participate and take an active role in school.

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

    Scholastic Code X is the newest program implemented this year.

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

    No programs will be discontinued.

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

    ELLs are afforded equal access to all school programs by ensuring that they are equally invited to all programs given at the school. Some ways that we ensure their access is to translate school letters to parents and use email blasts (some are translated to those parents who participate). After school and supplemental services offered to ELLs in our building include: 37.5 minutes, Saturday ELA and Math programs, AIS, regents and specialized high school prep. Aside from the educationally focused groups, our school also has after school sports programs, robotics, wrestling, leadership, peer mediation, health fair, peer helpers, peer leaders, drug prevention, Penny Harvest and Penny Harvest Roundtable, Respect for All, National Tobacco prevention, and many more programs offered throughout the year.

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

    Teachers use a variety of resources in content area teaching:

    - Scholastic Code X
    - Prentice Hall Mathematics CCS
    - Eastern Hemisphere Part A
    - Eastern Hemisphere Part B
    - United States History: New York History Beginning to 1877
    - Quick Review Math Handbook
    - Mathematics PLUS
    - New York Science
    - The American Nation
    - Mathematics Unlimited
    - Elements of Literature
    - Daybook of Critical Reading and Writing, Adventure for Readers

    Books that are specific to ESL instruction include but are not limited to the following:

    - Discovery Links Social Studies
    - The Idiom Advantage, Fluency in Speaking and Listening
    - Introduction to academic Discovery
    - Even More True Stories

- Put it in Writing
- Achieving on the NYSESLAT
- Stories with a Twist
- Daybook
- What a World
- Action English Pictures
- Fundamentals of English Grammar
- Be a Better Reader
- Moving on in Spelling

ELL students are exposed to a variety of text books provided by the DOE, as well as an array of newspapers, magazines, websites, etc.

- www.nytimes.com
- npr.org
- BBC
- Voice of America
- The Library of America.org
- http://americanfolklore.net
- Smithsonian magazine, New York Times magazine

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
    Native language support is delivered in ESL. ESL is taught in English; however, it is important to support native language within the class. ELL students have a library in the classroom that provides books in native languages. The ELL instructor also provides access to computers and translation services. In this manner, students always have the opportunity to see what they are learning, and reading in their language. Students are also handed bilingual glossaries at the beginning of the year and are encouraged to bring in electronic bilingual translators to school so they can participate in class work/class as much as possible. Students are also grouped in same language groups so that they can discuss what is happening in the class and help each other out. Supporting native language is an important part of learning a second language. Students who keep up with their native language will be better able to learn a second language.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
    The required services support and resources correspond to ELLs' ages and grade levels by making sure that they are grouped according to skill level and grade level whenever possible. Students are exposed to a variety of resources so that they can learn and absorb as much new information as possible in a setting that is appropriate for them. Sources that students learn from are The NYTimes.com, NPR.org, voanews.org, NYSESLAT preparation by Attanasio & Associates, Action English Pictures and so forth. The instructor creates lessons that are high interest and vocabulary level appropriate for the students'. Students are required to participate in the four facets of learning, Listening, Speaking, Reading and Writing and are encouraged to use these four facets every day to optimize English acquisition. The instructor utilizes the standards for ESL and introduces CCSS in class on a daily basis.
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.
    Activities that our school provides to assist newly enrolled ELL students before the beginning of the school year is open house for all incoming 6th graders. In this manner, incoming 6th graders are introduced to 6th grade teachers, are spoken to by the principal and assistant principal, and are welcomed to look at the school and classrooms. Students are allowed to walk around the school with their parents/guardians. Students get to see the classrooms and meet potential teachers. In this manner students familiarize themselves with their new environment. The parent coordinator interacts with parents and addresses needs. Parents are also invited to look at the webpage of school and see what goes on during the school year, as well.
18. What language electives are offered to ELLs?
    Language electives are Spanish and Italian.
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)?

N/A

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.

The professional development plan for all ELL personnel at our school is constant. The ELL teacher attends workshops throughout the year. Workshops create a forum in which the ELL teacher can learn new methodologies and techniques to improve teaching.

Throughout the year, our school administration provides professional development to our staff discussing CCSS and how CCSS affect ELL students. The ELL instructor is then able to 'turn key' relevant information to staff weekly during team meetings. The ELL teacher discusses and collaborates with teachers about new strategies and skill sets that work and don't work with ELL students. Teachers attend professional developments in house as well as city wide throughout the year.

Support is provided to staff to assist ELLs as they transition from middle to high school. High school staff is informed of incoming ELL students, levels, (according to NYSESLAT), and any special concerns they may need to be aware of collaborate this high school guidance counselors.

Supporting ESL students also involves supporting general education teachers with workshops and meetings that include ELL strategies and approaches. IS 24 is aware that general education teachers receive a minimum of 7.5 hours of ELL workshops and Special Education teachers receive 10 hours of ELL workshops. Sharing best practices, working with IEP goals, creating ESL student goals, and out reach to parents are some of the goals at workshops. These workshops are held at meetings throughout the year to ensure that staff and students are receiving quality education.

Records are maintained through weekly team meeting minutes. The ELL instructor collaborates with the teams that service ELL students. During weekly team meetings, the ELL instructor shares best practices and educates teachers on strategies that best serve and meet the academic needs of the students.

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?

Parent involvement in our school is strongly emphasized. ELL parents are encouraged to attend events and meetings held at school and are provided translators. Some activities offered, include, but not limited to:

-Parent Orientation
-College prep forum given at the Jacob Javitz Center in NYC
-Parent information seminars for students transitioning from middle school to high school
-Better Understanding Promotion Criteria
-Bullying and Harassment (Guidance Department)
-Fire Safety (NYFD)
-Helping your Child with Standardized Testing
-High School Orientation (Guidance Department)
-Communicating with your Child (Lilly Catania, Counselor)
-Support Services and Resources for Special Education
-Internet Safety – Keeping your Child Safe On-line
-Reference Sources and Other Resources (School Librarian)
-Nutrition (School Nurse)
-Preparing for Parent-Teacher Conference (Parent Coordinator)

The school provides parents with information regarding workshops or talks concerned with the ELL community. Some of the agencies include the YMCA (offering free classes to learn English), NYPL (offering free classes for English and other subjects), Passport and Green card forums offered in schools through government agencies, and Institute for Basic Research (Parent to Parent CPSE/CSE training), Health services, and the Jewish Board of Family and Children's Services.

Myra S. Barnes evaluates the needs of the parents via parent orientation, parent/teacher conferences and through correspondence between ELL instructor and parents. Myra S. Barnes has a small community of ELL students, thus having the ability to speak and correspond with parents more frequently.

The needs of parents are being addressed in the following manners: email correspondence, email blasts, Barnes website, telephone communication, written communication, notfications from school, impromptu parent teacher meetings throughout the year and parent teacher conferences. (Translators are provided).

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.

DOE provides all discipline and saftey plan overviews on the official DOE website in nine languages. Fire drills and lockdown procedures are translated to students early in the year via translator and/or Google Translate to aid students in understanding safety procedures in our school.

Part VI: LAP Assurances

School Name: Myra S. Barnes		School DBN: 31R024	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mr. Santamaria	Principal		11/14/13
Mrs. Tramontana	Assistant Principal		11/14/13
Mrs. Nuzzolo	Parent Coordinator		11/14/13
Ms. Disenhouse	ESL Teacher		11/14/13
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Ms. Sherry, Ms. Kiefer	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other 11/14/13		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 31R024 **School Name:** Myra S. Barnes

Cluster: 5 **Network:** 533

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

Part A: Needs Assessment Findings

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

The needs for written translation and oral interpretation changes from year to year. Therefore it is reviewed annually with the principal, supervisor, staff, students, and parents during our PTA meetings or any chance meeting that we have with parents. Staff is informed of students' whose home language is other than English, years of service, level on the LAB-R/NYSESLAT and if they have an IEP at the beginning of the school year and/or upon admission. In this manner, staff is able to communicate effectively to the parents regarding students. Our findings have revealed that in order to support the non-English speaking parents of our school, that the translation department provided by the DOE and our multilingual state certified teachers are able to translate both written documents and verbal information in timely fashions. Both ELL students, and parents of students who speak a second language at home, are able to rely on our school for translations (verbal/written) and be a part of the school community. Parents and students are able to attend functions, receive quarterly progress reports, upcoming events, parent/teacher conferences, IEP meeting, and all other school related events with the aid of an interpreter. Parents have equal access to school related functions. Parents are invited to attend workshops, become members of the PTA, volunteer at events, etc. Parents also have the opportunity to access ARIS to keep informed of their child's progress on state tests. The data comes from initial meetings with parents, HLIS, and School wide surveys.

As of today there are there are 22 ELL students in IS 24. Parents are provided with written and oral interpretation. In our school eleven of our parents require written and oral translation. Regardless, the ELL teacher will provide official communication with parents in written form both in English and in the home language translation, when available. Languages spoken at our school: Albanian, Arabic, Cantonese, Bulgarian, Greek, Macedonian, Russian and Spanish. Teachers will be notified of all ELL students at our school, home language, language of communication, score on the NYSESLAT, and any other factors that may be important (IEP, resource, speech, etc.)

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.

The major findings of IS 24's written translation and oral interpretation needs are that they reach the parents and students in timely fashions. Our school currently has 22 students who are registered ESL students. Parents of students who have tested out, and students whose home language is other than English, are able to receive translated school information to be translated. The Parent Coordinator of our school also aids in assisting non-English speaking parents in their home language, by providing workshops, events and other written information in a variety of languages. Parents who enter our school have the ability to receive lunch forms, school information and regulations, and other material in the home language. The findings are reported to the school community in staff meetings, professional developments and written notification. The ESL teacher collaborates with teachers, parents and students to articulate any information that is school relevant. The ESL instructor is able to remain in constant communication with ELL parents. School staff is thus kept informed of the students in their classroom and how to communicate effectively with parents.

Part B: Strategies and Activities

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

The written translation services the school will provide are directly related to information that needs to be disseminated to the students from school and related functions that occur in school throughout the year. IS 24 meets the identified needs indicated in Part A by handing out a survey at the beginning of the school year to all students to identify home language. Those students who are ESL identified and non-ESL student who have returned forms of home language will start receiving school related information in their home language. In this manner, parents are able to be a part of the school community and kept informed of all current happenings in the school.

Written translation is provided by DOE translators, in-house and outside vendors. Our in-house translations will be provided by current state certified teachers able to speak and write in the following languages: Italian, Spanish, Arabic, Greek, Russian, Uzbek, Urdu, Albanian, Polish, Hebrew and Hindi. When we require translation for those languages not provided by our staff in school; we will use outside vendors provided by the DOE. For immediate written translation, Google word translation tool is used in the classroom.

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.

The oral interpretation services the school provides for parents and students are provided by in house and outside vendors. IS 24 currently has the following oral language translation capabilities: Italian, Spanish, Arabic, Russian, Uzbek, Urdu, Albanian, Greek, Polish, Hebrew and Hindi. Parents are able to come to our school for parent/teacher conferences, IEP meetings, guidance counselor meetings, parent orientations, workshops, school functions, trips, etc and become an active part of the school. Parents can also be called with the aid of an interpreter for information that is time sensitive. Parents are kept informed of their child's progress, and/or any difficulties, in a language that they are comfortable with and fully understand.

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.

IS 24 ensures that parental notification requirements for translation and interpretation services are being fulfilled. IS 24 provides letters and on-line correspondence to provide support for non-English speaking parents. IS 24 understands that minor students may not provide translation services and relies on its multilingual staff to provide important and pertinent school related information to parents orally. IS 24 uses its in-house staff, the DOE translation unit and outside school approved vendors to provide necessary and timely translations for the parents. Our school provides professional development for in house staff to update changes that occur in regulations, and how to communicate effectively with parents whose home language is other than English.