



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: PS 24 THE SPUYTEN DUYVIL SCHOOL
DBN (i.e. 01M001): 10X024
Principal: DONNA CONNELLY
Principal Email: DCONNEL@SCHOOLS.NYC.GOV
Superintendent: MELODIE MASHELB
Network Leader: BEN WACHSMAN

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
Donna Connelly	*Principal or Designee	
Jayne Wissner	*UFT Chapter Leader or Designee	
Farah Rubin	*PA/PTA President or Designated Co-President	
Irene Lipson	DC 37 Representative, if applicable	
n/a	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
n/a	CBO Representative, if applicable	
Manuele Verdi, I. A. Assistant Principal	Member/	
Andrea Feldman, I. A. Assistant Principal	Member/	
Nina Amster, Teacher	Member/	
Barbara Rossi, Teacher	Member/	
Elizabeth Cohen, Teacher	Member/	
Jen Firestone, Parent	Member/	
Michael Buchner, Parent	Member/	
Eugenia Zacharoff, Parent	Member/	
Robert Heisler, Parent	Member/	
Heather Montillo, Parent	Member/	
Debbie Boucher, Parent	Member/	
Robin Blair, Parent	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	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ 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)
n/a	Title I Plan (Only for schools receiving Title I funding)
n/a	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.

By June 2014 100% of ELA curriculum maps and thematic units of study will be aligned both to CCLS, within and across grades.
ISLLC Standards 1, 2, 6

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.

2013 ELA scores show 49% proficiency as measured by percentages of students at Levels 3 and 4, indicate a need to increase instructional rigor for all grades and all subgroups. The drop in levels of proficiency in ELA scores, as indicated by Levels 3 and 4 decreasing to 49%, suggests a need to align curriculum maps and thematic units more closely to CCLS in order to improve teacher effectiveness and student learning outcomes. This goal will be reached when all ELA curriculum maps and thematic units are aligned for all classes and all grades.

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. Common planning time weekly for all grades.
2. Grade team meetings weekly and monthly with administrative supervision from September to June.
3. Grade leader meetings monthly with principal from September to June.
4. Professional development with literacy consultant for each grade monthly from September to June.
5. Faculty meetings for professional development and curriculum inquiry groups at end of summer, at initial planning days in September, and at faculty conference days in October and November.
6. Resource material implemented from ReadyGen curriculum resources and from EngageNY for all teachers on all grades.
7. MOSL training sessions with network representatives and with Testing Coordinator in order to determine needs by grade.
8. Curriculum team meetings held after-school weekly for up to 12 interested teachers on all grades.
9. Teacher teams on grades to review Performance Task results in order to determine curriculum planning needs.
10. Administrative use of Advance in order to use Danielson Framework for teacher evaluation and development for the purposes of determining how curriculum is being implemented in classrooms.
- 11.

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

1. Principal
2. Acting Assistant Principals
3. Testing Coordinator
4. Literacy Consultant
5. Technology Director
6. ESL Teacher
7. Parent Coordinator
8. Grade level teachers on all grades
- 9.

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

1. September, January, and June review of curriculum maps and thematic units for all grades.
2. November and April review of Advance data on Teacher effectiveness
3. November, March, and June F&P and I Ready data on student progress in response to increased rigor.
- 4.

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

1. August 2013 – Curriculum Inquiry group meeting and MOSL team meeting.
2. September 2013 – Initial planning days for curriculum planning.
3. September 2013 – June 2014 – weekly grade team meetings.
4. September 2013 – June 2014 – monthly grade leader meetings and monthly grade team meetings with the Principal; monthly faculty conferences for professional development purposes.
5. September 2013 – June 2014 – monthly professional development for all grades with literacy consultant.
6. October 2013 – Performance Task baseline implementation
7. May 2014 – June 2014 – final evaluation of curriculum maps and thematic units of study.
- 8.

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

1. Organizational resources include common planning time for grade teams, grade leaders, and curriculum teams for meetings and professional development, and per session hours and funds for curriculum inquiry team meetings.
2. Human resources include per diem substitutes to cover classes for teacher team meetings, the use of a literacy consultant to deliver high-quality professional development, and the addition of an acting assistant principal to provide oversight and monitoring of teacher team efforts.
3. Curriculum resources include materials from ReadyGen, EnVision Math, EngageNY, and from network-recommended data platforms and programs such as IReady, Skedula, and Datacaton.
- 4.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Parents will receive literature and workshop presentations on CCLS instructional shifts at meetings held by Parent Coordinator and Parents Associations leaders and Title III programming. The school website will detail steps toward curriculum mapping and alignment. Teachers' feedback to parents will also highlight CCLS units of study and CCLS alignment goals.

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

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2014 90% of teachers will analyze data from student work in order to strategically use formative assessments and classroom work in order to increase the number of students making progress in state ELA and state Math assessments by 10% across all grades.

ISLLC Standards 1, 2, 6

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.

ELA scores from 2013 show that the percentage of proficiency, as measured by percentages of students performing at Levels 3 and 4 was 49%. Math scores from 2013 show that the percentage of proficiency, as measured by percentages of Levels 3 and 4 scores was 51.6%. These percentages from 2013 decreased from 2012 levels, and indicate a need to reexamine instructional strategies and make better use of student data sources. Looking more closely at student work and student level data would allow our school to better tailor instruction and planning for all students.

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. Common planning time weekly for all grades.
2. Weekly grade meetings.
3. Monthly grade meetings with the Principal
4. Monthly grade leader meetings with the principal
5. Monthly professional development with the literacy consultant
6. Curriculum team meetings weekly to use student work for curriculum planning purposes.
7. Professional development in using student data from IReady, F&P, Performance Task Assessments, and state assessment data in order to plan for instruction.
8. Professional development for data management purposes by network leaders
9. Implementation of literacy and math portfolios in order to maintain accurate records.
10. Review and discussion of lesson plans and student grouping at grade meetings weekly and monthly.
11. Implementation of flexible student grouping in ELA and Math based on student data.
12. Increased attention to item analyses by Testing Coordinator disseminated to classroom teachers through turnkey training.
13. Implementation of Lab Site in order to model effective use of student data for instruction.
14. Mentoring relationships for new teachers in order to analyze student work and plan for instruction.
15. Use of Advance for Measures of Teacher Practice in order to survey teachers' use of data through informal and formal observation.
- 16.

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

Principal
Acting Assistant Principals
Testing Coordinator
Literacy Consultant
Technology Director
ESL Teacher
Parent Coordinator
Grade level teachers on all grades
Network Specialists for training purposes

1.

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

1. Baseline Performance Task Assessment K-5 in ELA / Math
2. Baseline ELA writing assessment administered K-5
3. Baseline F&P and IReady assessments K-5 (September)
4. Mid-year F&P and IReady assessments K-5 (January/February)
5. End-of-year Performance Task Assessment K-6 (May/June)
6. End-of-year F&P and IReady assessments K-5 (May/June)
7. End-of-year state assessments in ELA and Math grades 3-5 (April)
8. Advance MOTP observation data analysis (April / May)
- 9.

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

1. August / September 2013 – initial review of student assessment data from spring 2013 assessments and planning
2. September – October 2013 – Initial Planning Conferences for all teachers
3. September – June 2014 – weekly grade meetings; monthly grade meetings, monthly grade leader and grade team meetings with principal, monthly faculty conference days.

4. October 2013 Administer baseline assessments (Performance Task, writing, F&P, IReady, Envision Math)
5. November 2013 – Staff development day for planning and data analysis
6. January / February 2014 – Administer mid-year assessments (F&P, IReady, Envision Math benchmark)
7. October – April 2014 – Advance teacher observations to determine use of assessment in instruction for teacher effectiveness and development.
8. April 2014 – State assessments in ELA and Math
9. May / June 2014 – end-of-year assessments (Performance Task, IReady, F&P) to evaluate progress.
- 10.

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

1. Organizational resources include common planning time for all teaches on all grades weekly and monthly, as well as per diem substitutes for coverage purposes during these times. Other organizational resources include the use of an additional assistant principal in order to oversee teacher practice through observation.
2. Network and other human resources include the use of network specialists and literacy consultants to train teachers in using formative assessments for instructional planning purposes
3. Technical resources include the implementation of digital planning tools for teachers, the use of IReady reporting systems, data dashboards, and other data management programs and systems in order to increase instructional planning and data analysis.
- 4.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Parents will receive workshops on instructional shifts aligned with CCLS through Title III programming and through Parent Coordinator outreach. Increased and differentiated feedback from classroom teachers via student portfolios, classroom assignments, and through the school website classpage system, as well as at November and March parent-teacher conferences will increase parents' involvement in reaching this goal.

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	X	Title III	X	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.

By June 2014 teachers' results on the Learning Environment Survey in the area of communication will increase by 10 percent at least.

ISLLC Standard 1, 3, 5, 6

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.

Results from the 2013 Learning Environment Survey (LES) show that parents report higher levels of satisfaction than teachers in all areas, including communication. Results for teachers are below city averages for all categories, with results in Communication receiving lowest scores by teachers. Research has shown that a positive school culture is related to positive student achievement. Improving school culture through this goal might in turn boost student achievement.

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. Weekly calendars and other updated content will be added to the school website on a weekly basis.
2. The Parents Association will send weekly email blasts to parents encouraging them to check the website for updated school content, calendars, and relevant curriculum information.
3. Beginning February 2014, the administration will send weekly email blasts called "Shout-Outs" to all staff via work email in order to celebrate staff and student achievements and efforts, and to remind staff of ongoing initiatives and upcoming projects.
4. "From Donna's Desk" will continue to be sent out to all parents on the weekend. This email blast will cover all upcoming events, meetings, and celebrations occurring in the upcoming week.
5. Teachers meet weekly for common planning time to continue literacy and math professional inquiry in alignment with the CCLS and with building-wide project-based learning initiatives.
6. Teachers will be allotted monies for classroom materials in alignment with school-wide project-based learning and in alignment with CCLS.
7. The administrative staff will clearly communicate any administrative changes in writing to parents, staff, and/or students.
8. The administration will maintain an open-door policy for parents, staff, and students on a daily basis.
9. The school leadership team and school safety committee will make meeting minutes publicly available for the entire school community.
10. Teachers and staff will provide students with enrichment clubs during lunch, peer mediation schedules daily or weekly meetings, and weekly sessions in conflict resolution.
11. The administration will provide staff and school community members with opportunities for feedback at monthly meetings, weekly grade-level meetings, and at school-wide events.
12. The administration will provide communication about school goals to faculty and parent constituents at a fall and spring faculty meeting and at a fall and spring Parents Association meeting.
13. The administration will reiterate school goals at all other faculty meetings, grade-level meetings, and at other staff development sessions.
- 14.

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

Principal
 Acting Assistant Principals
 Testing Coordinator a
 Literacy Consultant
 Technology Director
 ESL Teacher
 Parent Coordinator
 Parents Association President and Parents Association Representatives
 Grade level teachers on all grades

1.

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

1. Weekly collection of updated school website and school calendar content.
2. Weekly collection of Parents Association email blasts along with collection of parent feedback email and phone calls.
3. Documentation of staff feedback from administrative "Shout-Outs" through feedback logs.
4. Documentation of feedback from weekly "Donna's Desk" emails.
5. Attendance and Agendas from weekly teacher meeting time regarding ELA and Math CCLS alignment inquiry.
6. Records of purchase orders from teachers' purchases in alignment with CCLS learning units and teacher feedback during grade meetings and curriculum team meetings.
7. Teacher feedback during grade meetings, grade leader meetings, and curriculum team meetings along with documented parent feedback from administrative communications.
8. Teacher feedback during grade meetings, grade leader meetings, and curriculum team meetings, along with documented parent feedback.
9. Minutes made available from SLT, Safety, and Child Study team meetings.
10. Records of student attendance at enrichment clubs along with records of lunchtime or recess-time disciplinary incidents.
11. Exit slips from monthly faculty meetings and faculty conference days.
12. Teacher feedback during grade meetings, grade leader meetings, and curriculum team meetings.

13. Informal needs survey administered in September, January, and June.

14.

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

1. September – June – implement weekly email blasts, shout-outs, calendar and website updates
2. September – June – implement weekly email blasts, shout-outs, calendar and website updates
3. September – June – implement weekly email blasts, shout-outs, calendar and website updates
4. September – June – implement weekly email blasts, shout-outs, calendar and website updates.
5. Weekly implementation of faculty grade meetings
6. October – March – Implement teacher purchase orders based on teacher needs.
7. September – June – Implement administrative communications and begin feedback gathering process.
8. September – June – Implement open-door policy on a daily basis and maintain feedback logs and records.
9. September – June – Implement SLT, Safety, and Child Study Team minute meeting documentation
10. January – June – Implement enrichment clubs on a weekly or twice-weekly basis for grades 1 – 5.
11. September – June – implement exit slips at all faculty conferences, professional development days, and at other grade meetings.
12. September – Gather qualitative feedback from staff about school needs as a baseline measure of climate.
13. September – June – monthly meetings with Safety committee, School Leadership Team, and with Parents Association to communicate school goals and instructional practices and initiatives.

1.

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

1. Organizational resources include allowing for common planning time for all grades during each trimester of the school year.
2. Human Resources include programming staff to allow for teacher leaders on each grade level who will lead grade teams in a professional learning community.
3. Budgetary Resources include the addition of Parents Association mini-grants to allow teachers to supplement classroom libraries in alignment with Common Core.
- 4.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Parents will be involved through Parents Association efforts at communication on a weekly basis through emails, event reminders, and through feedback between PA representatives and parents in general. Parents will also be involved through representation at Parents Association meetings, at SLT , Safety, and other administrative meetings where parents are invited to serve on committees. Parent Coordinator activities will solicit parent feedback and seek to communicate school initiatives to parents

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

Goal and Action Plan #4

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

Annual Goal #4

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

By June 2014 results on the state ELA assessment will increase by 10% for all special education students, as measured by proficiency scores of Levels 3 and 4.

ISLLC Standards 1, 2, 4, 5, 6

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 2013 special education students performed at varying levels of proficiency as measured by Levels 3 and 4 scores. Students in ICT classroom settings scored XX% proficiency, while students receiving SETTS scored at XX% proficiency and students in self-contained settings scored at XX% proficiency. Regardless of the special education setting, we want all special education students to make gains from year to year. This subgroup generally falls behind the mainstream population, in spite of our school's implementation of ICT classrooms at every grade level. Working to enhance instruction in ELA for all special education students would result in higher percentages of proficiency in English Language Arts.

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. Monitor Rtl team meetings weekly through meeting agendas and minutes.
2. Monitor progress of cases over six-week time period of Tier 1 and Tier 2 interventions.
3. Use student data and observation to monitor ELLs who are also SWDs in the Extended Day program and in the ESL Title III After-School program.
4. Use school-wide and subgroup data to determine instructional goals and progress for students who receive special education services.
5. Use common planning time to allow for collaboration between special education and general education teachers.
6. Use the Mentor Tracking System to mentor and train new special education teachers.
7. Use professional development time to plan for goal-setting workshops with the IEP Teacher and the service providers.
- 8.

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

- Principal
 - Acting Assistant Principals
 - Testing Coordinator
 - Literacy Consultant
 - Technology Director
 - ESL Teacher
 - Parent Coordinator
1. Grade level teachers on all grades
 2. IEP teacher –
 3. Rtl team members including Child Study Team, Related Service Providers, and other intervention specialists.
 - 4.

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

1. F&P progress data
2. IReady Progress Monitoring data
3. Advance Measures of Teacher Effectiveness observation and feedback data for teacher evaluation and development.
4. Beginning of year and end-of-year performance task data
5. Classroom assessments and teacher qualitative data.
- 6.

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

1. September / October – Administer Baseline Performance Tasks, writing assessments, and Envision Math benchmark assessments. Administer F&P and IReady baseline data in all grades
2. September – June – weekly meetings of the Rtl team to review current cases and to evaluate progress and plan for strategic interventions.
3. September – June – routine classroom observation using Danielson Framework for .
4. January / February – Administer midyear F&P and IReady assessments for progress monitoring in all grades.
5. May / June – Administer end-of-year F&P and IReady data. Administer Performance Task assessment to all grades.
- 6.

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

1. Administrative team will supervise and monitor Rtl team efforts, case loads, and SESIS information to ensure compliance and accuracy of reporting.

2. Other human resources include data management efforts by administration, ESL teacher, and other staff members to monitor progress in all systems, including F&P teacher data.
3. Organizational resources include common planning time for RtI meetings, for SPED meetings between teachers and administration, and for data management and analysis purposes.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Parents will receive email blasts from the Parents Association, weekly curriculum corner notes, and "From Donna's Desk" Parents will also receive regular communication about administrative goals and programs through classroom teachers, administrative communications, Parents Association, and other school-based personnel. Parent Involvement will also increase through classroom-led parent programming related to classroom and school goals for student achievement, progress, and school vision and programming initiatives. Parents Association members will hold bundraising events such as Boo Bash, the action, and SpringFest as a way to involve parents school-wide. Parent-Teacher Conferences in March and November will increase communication from staff to parents. Monthly Sounding Board newsletters will address parents' needs for information regarding school-wide programming and events. Classroom newsletters will inform parents of monthly and weekly curriculum units. Teacher use of the school website for homework assignments will increase classroom communication to parents.

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

Goal and Action Plan #5

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

Annual Goal #5

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

n/a

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.

n/a

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. n/a

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

1. n/a

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

1. n/a

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

1. n/a

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

1. n/a

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).

n/a

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. <i>repeated readings, interactive writings, etc.</i>)	Method for delivery of service (e.g. <i>small group, one-to-one, tutoring, etc.</i>)	When the service is provided (e.g. <i>during the school day, before or after school, etc.</i>)
ELA	SETTS teachers provide at-risk services in groups. Services are provided to students for several weeks before state assessments. Spring or winter academies are offered to students identified through multiple means of assessment. AIS services are provided for grades K-5. ESL After-School programming is provided to all eligible ELLs in grades 1-5 with parental consent after school through Title III funding.	Small-group One-to-one	Services are provided during the day, during extended day, and/or before/after school as needed.
Mathematics	SETTS teachers provide at-risk services in groups. Services are provided to students for several weeks before state assessments. Spring academies are offered to students identified through multiple means of assessment. AIS services are provided for grades K-5. ESL After-School programming is provided to all eligible ELLs in grades 1-5 with parental consent after school through Title III funding	Small-group One-to-one	Services are provided during the day, during extended day, and/or before/after school as needed.
Science	Vocabulary and writing of procedures in a science journal are focus of class work to assist all students. Science experiments and lab reports are routine features of all grade-level content study in all grades. The science teacher through additional class periods of science also provides Science interventions	Small-group One-to-one	Services are provided during the day and during extended day as needed
Social Studies	Classroom teachers serve grades 3-5 students in effective processing of	Small-group One-to-one	Services are provided during the day and during extended day as needed

	<p>document-based questions. Students receive content-based instruction for project-based learning units centered on social studies curricular themes.</p>		
<p><i>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i></p>	<p>Counseling offered to students in Special Education who are mandated. In addition, the counselor sees general education students with attendance, behavioral, and/or academic needs. Issues addressed are bullying, bereavement, separation/divorce, self-esteem, organization, and social skills. The school psychologists lead the School-based Support Team to assess and evaluate students' needs for services, initiate and modify IEPs, refer to outside counseling and family support services. Consult with staff on behavioral issues. Active member of the Instructional Support Team. Provides grief counseling as needed.</p> <p>The social worker sees students to address social-emotional and/or academic needs. Works closely with guidance counselor to offer services during school day. Addresses issues such as frustration tolerance, peer interaction, and bereavement.</p>	<p>Small-group One-to-one</p>	<p>Services are provided weekly or more frequently as necessary.</p>

**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 *TA Schools Only* section

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

Title I Status

Indicate with an "X" your school's Title I Status.					
n/a	School Wide Program (SWP)	n/a	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.
n/a

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).
n/a

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

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.).
n/a

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.
n/a

TA Schools Only

Use of Program Resources

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

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).
n/a

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**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 10	Borough Bronx	School Number 24
School Name Spuyten Duyvil School		

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 Donna Connelly	Assistant Principal Manuele Verdi, I.A.
Coach n/a	Coach n/a
ESL Teacher Sarah Seliger	Guidance Counselor Florence Byrne
Teacher/Subject Area n/a	Parent Farah Rubin
Teacher/Subject Area n/a	Parent Coordinator Florence Byrne
Related Service Provider Sarah Berkowitz	Other n/a
Network Leader(Only if working with the LAP team) n/a	Other n/a

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 <u>not</u> 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	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> 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)	925	Total number of ELLs	25	ELLs as share of total student population (%)	2.70%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language (50%:50%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Pull-out	1	1	1	1	1	1	0	0	0	0	0	0	0	6
SELECT ONE														0
Total	1	1	1	1	1	1	0	6						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	25	Newcomers (ELLs receiving service 0-3 years)	19	ELL Students with Disabilities	8
SIFE	0	ELLs receiving service 4-6 years	6	Long-Term (completed 6+ years)	0

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

ELLs by Subgroups

	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	19	0	3	6	0	5	0	0	0	25
Total	19	0	3	6	0	5	0	0	0	25

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0													

*EP=English proficient student

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 0 Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 0 Asian: 0 Hispanic/Latino: 0
 Native American: 0 White (Non-Hispanic/Latino): 0 Other: 0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	5	5	2	0	3	0	0	0	0	0	0	0	15
Chinese	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Other	1	1	2	1	1	1	0	0	0	0	0	0	0	7
TOTAL	2	6	7	4	2	4	0	0	0	0	0	0	0	25

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
--	---	---	---	---	---	---	---	---	---	---	----	----	----	-------

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)	3	0	0	0	0	0	0	0	0	0	0	0	0	3
Intermediate(I)	1	5	0	1	2	3	0	0	0	0	0	0	0	12
Advanced (A)	0	2	2	3	0	1	0	0	0	0	0	0	0	8
Total	4	7	2	4	2	4	0	0	0	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	2	0	0	0	0	0	0	0	0	0	0	0	0
	I	0	2	0	0	0	0	0	0	0	0	0	0	0
	A	2	3	2	2	1	0	0	0	0	0	0	0	0
	P	0	4	2	2	5	4	0	0	0	0	0	0	0
READING/ WRITING	B	3	4	0	0	0	0	0	0	0	0	0	0	0
	I	1	2	1	2	2	0	0	0	0	0	0	0	0
	A	0	1	1	0	1	2	0	0	0	0	0	0	0
	P	0	2	2	2	2	2	0	0	0	0	0	0	0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	3	0	2	0	1	0	0	0	
4	2	0	1	1	1	0	0	0	
5	2	0	0	0	2	0	0	0	
6	0	0	0	0	0	0	0	0	
7	0	0	0	0	0	0	0	0	

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

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

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

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

	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Our school uses Fountas & Pinnell reading assessments and benchmark assessments to assess the early literacy of ELLs. Our school also uses the CCLS performance tasks in ELA to measure early literacy. The Spanish LAB is used to provide baseline Spanish language literacy skills upon determination of entitlement for ESL services. The data shows that as a group, ELLs in grades K-2 have a range of early literacy skills and strengths that correspond with their first language literacy levels. For example, second graders scoring at level 3 or 4 on Fountas & Pinnell running records had achieved corespondingly high levels of literacy both on the CCCLS performance tasks and on the Spanish LAB assessment. Kindergarten, first, and second grade students achieving at levels 1 or 2 on the Fountas & Pinnell running records had similarly lower levels of Spanish language literacy according to the Spanish LAB and had lower levels of literacy according to the CCLS performance task in ELA administered in spring 2012.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Data patterns across proficiency levels and grades for LAB-R and NYSESLAT show that as students advance from grade to grade, ELLs make proficiency level gains each year. The majority of Advanced level learners are concentrated in grades 3 through 5, whereas the majority of beginner and intermediate level learners are found in grades K-1. Data patterns also reveal that ELLs are able to attain Proficient standards of achievement on NYSESLAT in each grade, with no one grade predominating. Over 80 percent of ELLs at this school met the state standard for progress as measured by the NYSESLAT, and approximately 28 percent of ELLs met state standards for proficiency on the NYSESLAT in this past year. Girls and boys are evenly split across all proficiency levels, and home languages and economic backgrounds are also distributed evenly across proficiency levels. Students with disabilities are performing overall at lower levels of proficiency across all grades; however, SWD who are also ELLs are able to achieve advanced levels of proficiency on NYSESLAT and LAB-R.
- 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 [AMAQ tool](#))
Patterns across modalities will affect instructional ddecisions on many levels. The relatively high achievement levels in listening and speaking modalities across grades will lead to a continued emphasis on academic llanguage and accountable talk in all general, special, and ESL classrooms. Additionally, teachers can use listening/speaking modality data to maintain high levels of cooperative learning and collaborative activities at all grade levels. The patterns in reading/writing modalities will have an affect on the interventions made in classrooms for Tier I and Tier II RTI cases, in small-group instruction, and in differentiated instruction for ELLs in the gneral education and special education classrooms. A focus on early literacy will continue to impact ELLs in grades K through 2 so that these students can continue to make proficiency level gains on the NYSESLAT each year. Students who are newcomer ELLs will also be targeted for more intensive work with reading and writing strategies in order support academic language gains in reading and writing modalities. The lower range of achievement for ELLs who are also SWDs will affect ESL instruction and instruction for ELLs in gneral education and special education settings. For these students, a continued emphasis on reading and writing strategies will help to bolster these modality gains in the future.
The data also reveals that the majority of students met their AMAQ goals when gains on the NYSESLAT for 2013 were compared to gains on the NYSESLAT for 2012. However, for kindergarten students and for one newcomer in fourth grade, AMAQs were not met when NYSELAT gains were measured against LAB-R scores. This pattern suggests that perhaps LAB-R scores and NYSESLAT scores are not necessarily aligned. Nevertheless, the patterns in the data suggest that aside from kindergarten, the majority of students have potential to make AMAQ gains from year to year. Students who did not make AMAQ gains in proficiency will be targeted for further instruction in ESL, general education, and special education settings.
- For each program, answer the following:
 - 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?

a. Students are taking tests in English as opposed to the native language in general, but students who took tests in their native language (1 student) scored according to her proficiency level on the NYSESLAT. Students with advanced levels of proficiency scored higher than students with intermediate levels of proficiency on all state assessments when taken in English. Students overall scored higher in Math than in ELA and Science on state assessments, both in English and in the native language.

b. School leaders use the the results of the ELL Periodic Assessment in order to plan for classroom instruction in general and special education classrooms and in ESL. School leaders use modality analyses, item analyses, and overall proficiency levels in order to plan for targeted instruction in ELA and in other content areas. This information is disseminated by the ESL teacher under supervision of the principal.

c. The school has learned from the Periodic Assessments that these tests provide another source of information from which to make instructional decisions. ELLs taking the ESL Periodic Assessment in October and then again in March made raw score gains and proficiency gains from October to March. Students were distributed across proficiency levels on each ESL Periodic Assessment (October and March) similar to the distribution across proficiency levels on the NYSESLAT. The ESL Periodic Assessment, however, was not completely predictive of overall level attainment on the NYSESLAT, but gave a rough indicator of progress and of students' strengths and weaknesses in different modalities. The school used this information in order to plan for instruction for ELLs in ESL and in general and special education classrooms

The native language is used as a support as applicable in the ESL program through native language testing in content areas, through oral interpretation and through written translation as necessary.

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.](#))

For RtI decisions in grades K-5, our school uses NYSESLAT data to make more informed decisions about the nature of student progress, students' strengths, and students' weaknesses in RtI settings. NYSESLAT data from year to year, AMAO data, modality analyses, and item analyses are all used by the ESL teacher under the guidance of the principal in order to assist in decision-making and targeted instruction in RtI settings. Using NYSESLAT data has afforded PS 24 a more streamlined approach to tracking student progress and creating more tailored interventions for students who need assistance and support in reading and writing. Using NYSESLAT has led to several RtI instructional decisions by the Child Study Team in collaboration with the ESL teacher in order to offer one-on-one tutoring, in-class support, create targeted goals for classroom teachers, and as a way to monitor progress and effectiveness. Other assessments and data used to guide instruction for ELLs within the RtI framework are IReady score reports by Strand for ELA and Math and F&P progress monitoring data. These assessments and data are used under the supervision of the principal.

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

Looking at student work and using NYSESLAT data has allowed the ESL teacher in collaboration with classroom teachers and under the guidance of the principal to more accurately describe an ELL's second language development for the purposes of instructional decision-making. NYSESLAT data is analyzed and reported to classroom teachers in the beginning of the school year. A description of the ELL's second language acquisition is also given to classroom teachers. Teachers of ELLs are informed about what students at various proficiency levels are capable of doing, and strategies to promote further second language development are discussed monthly by the ESL teacher and the classroom teachers. Additional collaboration between ESL and classroom teachers happens at grade level meetings, at curriculum planning meetings, and at parent-teacher conferences. Additionally, information about the child's educational background is used by teachers to make instructional decisions. Interviews with parents are used to make instructional decisions that incorporate information about the child's second language development. These parent interviews are conducted by teachers or by the ESL teacher under the supervision of the principal.

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.).

The success of our programs for ELLs is evaluated by using state exam data, local measures that include F&P reading level benchmark data and ENvision math benchmark data, developmental spelling inventories, informal observation and other in-class assessments of progress that include a close look at student work within literacy and math portfolios. The success of programs for ELLs is also evaluated through surveys of parents and teachers regarding the helpfulness of programs for ELLs. Finally, inventories

of teachers and of parents on future ELL programming is used in order to gather feedback for instructional planning.

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](#).)
 1. At PS 24 possible English language learners (ELLs) are identified at registration by the certified ESL teacher under the supervision of the principal. Parents are provided with the Home Language Identification Survey (HLIS) either in the first language or with translation into the parents' first language. Possible ELLs are identified upon initial registration both in September and throughout the school year. At registration a brief oral interview is conducted when parents check off one box on the front of the HLIS. The oral interview is conducted by the ESL teacher under the supervision of the principal. Possible ELLs whose parents have checked the appropriate criteria for LAB-R (Language Assessment Battery-Revised) are then screened at the time of registration or within ten days of initial enrollment. Students receiving scores below the mandated cut-score for ESL eligibility are then grouped for ESL services. Parents are shown the DVD and are given the Parent Survey and Program Selection form. Parents are given an explanation of the ESL program. The ESL teacher, with the assistance of the Parent Coordinator and under the supervision of the principal implements this process. ELLs are annually evaluated using the NYSESLAT in the spring. This exam is administered by the ESL teacher under the supervision of the principal. Letters are sent to parents informing them in their native language and in English of their student's progress on the NYSESLAT.
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.
 2. Parents of ELLs receive information about the ESL program choices upon registration. At registration, parents view the DVD, read the program brochure, take the parent survey, and make a program selection. This information is conveyed in the parents' native language through the use of paper translations or through a translator. The ESL teacher and the Parent Coordinator assist parents in understanding program choices. The principal supervises the ESL teacher and the Parent Coordinator in this process. This orientation is held at registration and at various points throughout the school year when new ELLs are admitted and screened, and this process is also completed within ten school days of initial enrollment, if it has not already taken place at registration.
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](#)].)
 3. At our school entitlement letters, Parent Surveys and Program Selection Forms are given to parents upon registration by the ESL teacher under the principal's supervision. These forms are given to parents in their first language or through the use of a translator. Parents complete all necessary paperwork with the ESL teacher and with oral interpretation, if necessary. Forms are stored at the school under Principal Supervision. Entitlement letter records are kept and maintained in the students' cumulative folders and in the ESL files by the ESL teacher under supervision of the principal. Continued entitlement letters are distributed at the same time as entitlement letters and non-entitlement/transition letters. These letters are copied and kept on file in the students' cumulative records and in the ESL files by the ESL teacher under supervision of the principal.
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.

4. The procedures used for program placement at our school are determined through the initial identification process at registration. Parents are met with upon registration and are given program selection forms and parents surveys, along with explanations in their first language or through the use of a translator. The ESL teacher and the Parent Coordinator, under the principal's supervision, ensure that program placement runs smoothly. Numbers of parents interested or requesting bilingual programs are recorded.

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.

The Speaking subtest of the NYSESLAT is administered by a certified teacher who is not the ESL provider for this school. The Speaking subtest is administered one-on-one within the testing window and is supervised by the Principal and the Testing Coordinator. The Speaking subtest is simultaneously scored by the non-ESL certified teacher who administers the subtest. The Listening, Reading, and Writing subtests are administered under Principapl's and Testing Coordinator's supervision by the ESL teacher and the Testing Coordinator. Students with IEP or 504 testing accommodations are administered the subtests with the applicable accommodations. The Listening, Reading, and Writing subtests are administered in that order in small groups within the testing window. After all subtests have been completed, mandated sWriting scoring procedures are followed. The Writing subtest is scored and packaged by the Testing Coordinator and a third-party classroom teacher. All testing mandates are followed when administering, scoring, or packaging the NYSESLAT subtests.

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. [①](#)

5. The trend of parent choice in the past five years overwhelmingly indicates (100%) that parents have chosen Freestanding ESL. Reasons for this trend may include parents' wishes for their child to remain in their neighborhood school. Program choices at our school are aligned with parent requests. This trend is used by the school as an indicator of parents' preferences for ESL rather than for Dual language or for Bilingual programming. Our school uses this trend by not pursuing DL or TBE programs which would be unsupported by parents.

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])?
 1. There is a freestanding ESL pull-out program at our school for all ESL students in all grades (K-5). Pull-out ESL is heterogeneous and meets for 180 minutes a week for advanced students and for 360 minutes per week for beginners and intermediate level students.
 - a. The ESL teacher uses a Pull-Out organization model for all ESL students at all grades and for both general education and special education students.
 - b. The ESL teacher uses a heterogeneous program model to teach ESL students in all grades at our school for the mandated number of instructional minutes in both general and special education.
2. 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)?
 2. The ESL teacher provides the mandated number of instruction minutes for all ELLs in our school. Students are given the mandated number of instructional minutes through the heterogeneous pull-out ESL organization model.
 - a. ESL instructional minutes are delivered by the ESL teacher according to the mandates. These minutes are provided through content-based instruction for all ELLs. Pull-out groups range in proficiency level and include from four to twelve students per group. The ESL teacher provides ESL instructional minutes in English to general education and special education ELLs.
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.
 3. Content areas are delivered in English through the mandated instructional minutes in ESL by the ESL teacher regardless of proficiency level, grade, or general or special education. Instructional approaches and methods used to make content comprehensible include the SIOP model, content-based language teaching, use of graphic organizers to build schema, activation of prior knowledge through rich discussion and accountable listening. Leveled texts are provided after reading, writing, and math baseline assessments are performed. ESL instruction is aligned with Common Core Learning Standards in ELA and in Mathematics for all ELLs. Input is made comprehensible through the use of scaffolding, graphic organizers, visuals and manipulatives, and through connections made to content-area learning in the regular classroom. Consultation and informal discussion with the general education and special education classroom teachers ensures that standards for content-based ESL instruction are kept high.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Students found eligible for ESL services and who speak Spanish are administered the Spanish LAB upon registration in order to evaluate their Spanish language literacy. Throughout the year state practice exams, periodic assessments, and Acuity tests are administered in the students' native languages where applicable, either in written translation or through oral interpretation. Math curriculum assessments are available in Spanish and are used to evaluate students' performance throughout the year if the ELL is a Spanish speaker. Translation of CCLS performance tasks and of classroom-based assessments is provided through direct translation in the students' native languages. State exams are administered in the students' native languages where applicable.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ELLs are appropriately evaluated in all four modalities through initial administration of the LAB-R or Spanish LAB upon registration, through the use of ESL Periodic Assessments in October and March, through additional ESL===NYSESLAT practice tests administered in December and in February. ELLs are also appropriately evaluated in all four modalities through

informal observation and in-class observation, through anecdotal reports from general education and special education classroom teachers, and through CCLS performance tasks designed to measure ELLs' reading and writing, listening, and speaking skills in the content areas. ELLs' progress in listening, speaking, reading, and writing is discussed with parents at Parent-Teacher Conferences in November and in March through the use of progress report cards kept by the ESL teacher.

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. The ESL teacher will deliver instruction for SIFE students after interviewing and consulting with family members through the use of a translator, and with the regular classroom teacher. The instructional plan for SIFE students would include literacy assessments such as Fountas and Pinnell reading assessment system, developmental spelling assessments, and baseline writing and math assessments. After SIFE students' needs were determined, the ESL teacher would implement leveled texts and literacy activities alongside work with reading strategies and possible phonics-based programs such as Wilson and Fundamentals.

b. ELLs who have been in the country for three years or less (newcomers) receive much more scaffolding for reading and writing across content areas, receive more instruction in vocabulary and grammar, and receive help with listening comprehension in order to develop cognitive academic language proficiency. The ESL teacher provides this differentiation. Assessments for this group includes Fountas and Pinnell reading assessments, developmental spelling inventories, and computer-based language learning software such as RAZ Kids and Imagine Learning. Work with Wilson reading programs or with Fundamentals is also included within differentiation for this group. This subgroup of ELLs also receives additional support when needed in communicating homework assignments and classroom expectations. Instruction is differentiated also for this group through the use of ESL materials, leveled texts, and other instructional aids that may be provided to the classroom teacher by the ESL teacher.

c. ELLs receiving 4 to 6 years of ESL instruction receive differentiated instruction by the ESL teacher. This instruction includes assessments such as the Fountas and Pinnell reading assessments, developmental spelling inventories from Words Their Way, and performance tasks used for portfolio assessment within CCLS. Students within this subgroup use leveled nonfiction and fictional texts that provide rich academic vocabulary and work with reading strategies, particularly in informational texts. Instruction for this subgroup is further differentiated by the ESL teacher in work with writing, where students receive more assistance and graphic organizers in order to complete more complex writing assignments.

d. Long-Term ELLs receive differentiated instruction from the ESL teacher in the use of reading strategies, building schema using graphic organizers for reading and writing, and using problem-solving strategies and higher-order thinking across content areas. Fountas and Pinnell reading assessments are used to analyze students' needs, and leveled texts, rich vocabulary, and complex informational texts are provided to ensure student gains in ELA and Math.

e. Former ELLs are unsupported for up to two years through optional test accommodations similar to those offered ELLs, through transitional ESL services offered at the discretion of the principal or upon request by the parents, and are supported through consultation with the former ELLs' teachers on a monthly basis from September through June as a way of determining needs for this subgroup.

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?

7. ELLs identified as having special needs receive differentiated instruction as per their IEP. In ESL the ESL teacher provides graphic organizers for use in reading comprehension and in planning for writing. The ESL teacher may also include work with Wilson and Fundamentals in order to boost academic reading and writing skills. Students with special needs are given differentiated instruction in problem solving across content areas, and use of reading strategies across content areas in order to assist these students in meeting grade-level expectation in ELA and Math. ELLs who are also SWDs also use reciprocal teaching techniques in ESL in order to accelerate English language acquisition. Materials used for ELLs-SWDs include both leveled fiction and non-fiction texts, common-core aligned content-area texts for close reading, math manipulative, graphic organizers for writing, and realia and visual images to support science and social studies content area learning, and English language development.

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?

ELLs who are also SWDs are placed in ICT classrooms, primarily, in order to accelerate their academic learning and their English language acquisition. ELL/SWDs are involved in enrichment clubs during lunchtime in order to create engagement and foster

connections to classroom learning. Flexible grouping is used in ICT classrooms and in noon-ICT classrooms in which ELL/SWDs are placed in order to provide small-group instruction in ELA and in Math either through guided reading, literacy or math centers, or through direct instruction. ELL/SWDs are involved in project-based learning in their instructional program across multiple content areas and receive instruction that uses multisensory techniques in instruction. Criteria used to place ELLs-SWDs in ICT classes includes progress reports in order to determine whether this subgroup has met IEP goals, ELA and Math portfolio analysis by the Child Study / RtI team, state and local assessment data, and qualitative report from teachers delivered to the Child Study Team/RtI team. These criteria are evaluated by the Child Study/RtI team under the supervision of the principal.

Courses Taught in Languages Other than English

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

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

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

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

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

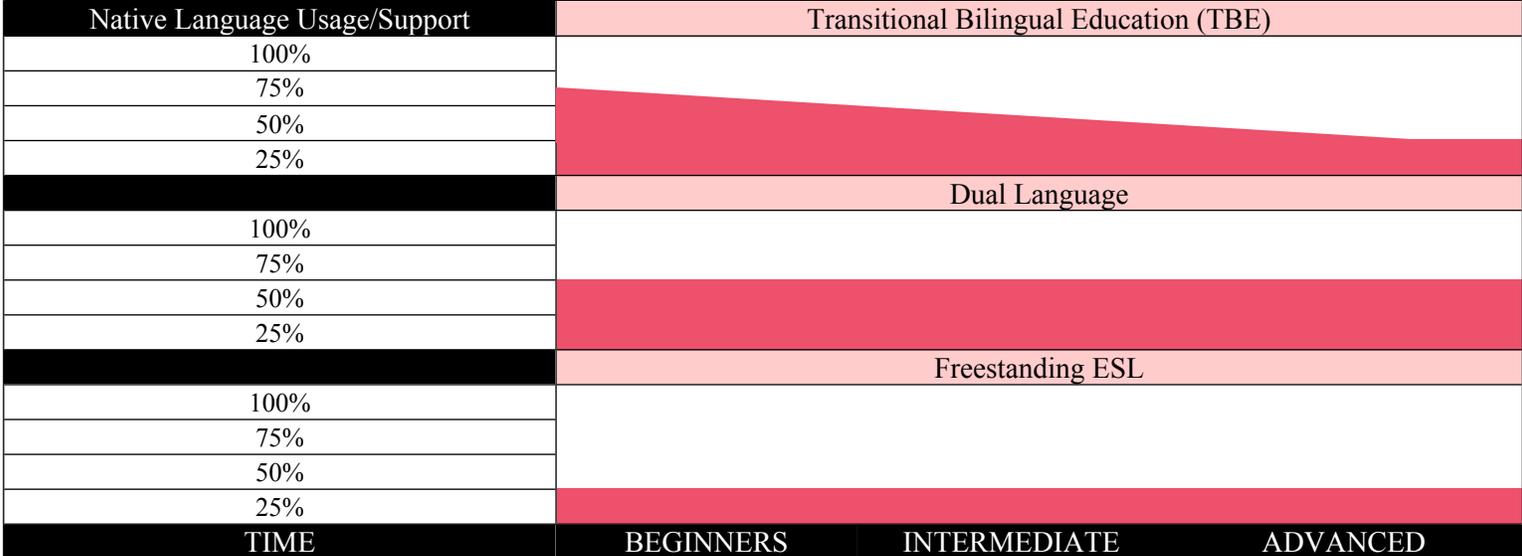
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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.

For ELLs in ELA, Math, Social Studies, and Science, targeted interventions are offered for all students, but are focused mainly on students performing in the lowest third, which includes ELLs with disabilities and ELLs at beginning and intermediate levels of proficiency. These interventions include AIS instruction in reading and math, at-risk services where applicable, additional literacy support and math support with volunteer tutors from the community, Wilson reading programs where applicable, additional small-group literacy and math instruction from the classroom teacher or from the ESL teacher, and frequent support for home-school connections in order to foster student gains at home. Other targeted interventions include multisensory instructional techniques in literacy, math, and in other content areas. Students receiving targeted intervention have their progress measured at regular intervals, and their classwork and assessments are analyzed by groups of teachers in grade-level meetings and in collaborative planning sessions with the ESL teacher and/or with related service providers. The ELLs' native languages are used when applicable and if necessary for interventions in ELA, Math, Science, and Social Studies.

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

ESL programming is enabling ELLs to make AMAO gains from year to year as measured by the NYSESLAT. ELLs are also able to attain Proficient levels on the NYSESLAT in most grades. ELLs who are SWDs are also making proficiency level gains each year. Our program in ESL is assisting ELLs in developing second language skills in content areas such as math, science, and social studies. Further study would be needed in order to determine the effectiveness of the ESL program in making ELA gains when ELA exams are aligned to CCLS. The ESL program also helps ELLs make progress and to maintain achievement in ELA, Math, Social Studies, and Science, as indicated on State and Local assessments and by progress monitoring data that show progress of ELLs from year to year, such as IReady data and F&P reading assessment data.

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

New programs for the following year include more science integration into the ESL classroom through the use of science laboratory experiences, science writing, and more science-based units of study in all grades for ESL students. Science content will be delivered as part of the ELA curriculum by the classroom teacher and the ESL teacher and the science teacher in our school for all grades.

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

There are no programs or services for ELLs that 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.

All ELLs are offered the same levels of access to all school programs, which are offered by choice to all applicable grades or age levels, such as Spanish Club, Running Club, Theater Club, and Student Government.. After-school supplemental services are offered through Title 3 for all eligible ELLs and to former ELLs as necessary. The after-school ESL program is aligned to CCLS and to ELA and Math school instruction. There are no other extra-curricular or curricular activities offered through the school at this time.

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

Instructional materials used to support ELLs include authentic literature and informational text for ELA instruction and for social studies and science instruction. Leveled readers are used for small-group guided reading instruction for all ELLs in all classrooms and in ESL. Manipulatives and other sensory materials and realia are used to support ELA, Math, and other content area instruction. Leveled science and social studies readers support content area instruction for all ELLs in all classrooms. I-Ready and Learning A to Z are used to support ELA and Math instruction for ELLs and are accessed in school and at home. Other media technology supports include Imagine Learning, Discovery Education, WorldBook Online, and BrainPop as supplemental supports in ELA, Math, and in other content areas. Envision Math is used for math instruction and offers Spanish language supporting materials for those students in need. Other instructional materials include Readers' Theatre kits and science lab instructional materials for use in ESL and in general and special education classrooms. Science materials include levelled science readers, authentic science non-fiction texts for use as curricular instruction, science manipulatives such as rocks/minerals kits, plat kits, manifilers and other measurement tools. Social studies materials include levelled readers, authentic social studies CCLS-aligned non-fiction texts, photographs and other realia, as well as library media resources for research, such as WorldBook Online and BrainPop.

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

Native language support is offered in ESL through the use of bilingual dictionaries for all applicable home languages, through the use of bilingual literature and bilingual content in printed material. Native language support is offered where applicable through oral interpretation by parent volunteers or staff members or the ESL teacher, where appropriate. Written translation is offered where necessary through the use of Google translation, bilingual dictionaries, or through bilingual glossaries for science and math content, for example, for all ELLs in ESL and in the general or special education classroom as needed.

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

Required services and resources support and correspond to ELLs grades, ages, and levels of development through their alignment with Common Core Learning standards, levels of proficiency, and developmental appropriateness.

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.

Newly enrolled ELL students are offered a school tour before the start of the year or prior to registration, as needed. Newly enrolled ELLs also meet with the ESL teacher under the supervision of the principal in order to explain programs and services and to address questions and concerns. Newly enrolled ELLs are also paired with a buddy from the community who may offer assistance in getting adjusted to school routines, classroom expectations, and in making friends. Newly enrolled ELLs are offered support materials to take home in order to practice English language skills at home with parents. Newly enrolled ELLs are also given community information on neighborhood resources such as the NY public library, the Riverdale Y and other community-based supports and organizations. Information for newly enrolled ELLs is provided in the native language when applicable and with the assistance of written translation or oral interpretation where necessary.

18. What language electives are offered to ELLs?

All students, including ELLs in our school are offered Spanish language as a special class for half a year in grades K-5 for one fifty-minute period per week. All students, including ELLs are offered the enrichment club choice of Spanish club that meets during recess periods one time per week for half the school year.

19. For schools with dual language programs:

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

Paste response to questions here:

C. Professional Development and Support for School Staff

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

1. Staff development in 2013-2014 at our school includes mentoring, one-on-one support from Network Specialists and city-wide training in content-area teaching and ESL strategies. Staff development for this year will also include a focus on the Danielson Framework and SIOP lesson planning as a way to increase effective teaching for all ELLs. Other professional development for teachers of ELLs and for Assistant Principals will include work with implementing the CCLS instructional shifts and performance tasks into the classroom. Staff development with the Testing coordinator and with the Assistant Principals in 2013-2014 will include data analysis in order to determine specific academic needs for ELLs in literacy and in math in order to target and improve specific skills. ESL training at Network Professional Development opportunities, NYSTESOL, and NYSABE-sponsored events will facilitate this staff development. Additional staff development will include alumni networking with members of the Teachers College TESOL department in order to enhance instructional strategies and understand language-learning theory.

2. Professional development offered to staff who work with ELLs, including the ESL teacher, as ELLs engage in CCLS includes work with the Danielson Framework in order to analyze the various components in order to create individual professional development plans that meet the needs of all students. Other professional development includes work aligning existing ELA and Math curriculum to CCLS standards for grades K-5. Teachers receive planning time before the start of the year, weekly on Thursdays, and weekly during grade meetings, as well. Teachers also receive curriculum per session hours in order to further align existing curriculum to CCLS. During this planning time, teachers examine student work, student data, Danielson framework data from observations, and other forms of data and assessment in order to determine ways in which CCLS-aligned curriculum can best meet the needs of ELLs.

3. Support for staff as ELLs transition from elementary to middle school includes educating staff in ESL programming and instruction at the middle school level, training in assessing student needs as these ELLs transition into middle school, and support with planning for middle school. This support also includes time spent implementing running records, building portfolios, and other means of getting students ready for the demands of middle school. Support for all staff who work with ELLs as they transition from elementary to middle school includes work with CCLS-aligned curriculum in order to increase rigor and maintain high expectations in fourth and fifth grades particularly, in preparation for the academic demands of middle school. This work with implementing CCLS-aligned curriculum includes time spent with teachers working on differentiating CCLS curriculum to meet the language development needs of ELLs in ELA, Math, Social Studies, and Science. Staff development for the guidance counselor in meeting the needs of ELLs as they transition from elementary to middle school includes one-on-one meetings to review and discuss individual ELLs needs, as well as staff development with the guidance counselor and the Child Study Team (RtI team) in order to monitor and review ELLs who are RtI intervention cases.

4. As per Jose P., all teachers of ELLs receive a minimum of 7.5 hours of training in ESL theories and practices. This ESL training includes reviewing current thinking about second language acquisition at the elementary school level, examining student work for evidence of language development, analyzing data from ELLs in Math and ELA, as well as other content areas, and training in developing best practices for teachers of ELLs in the general and special education classrooms. Additional training will include an introduction of SIOP lesson planning as a way of building higher-order thinking skills and language and content objectives. Finally, other training will include work with the Danielson Framework as a way of improving instruction and differentiating instruction for ELLs.

As per Jose P., special education teachers receive 7.5 hours of professional development by the ESL teacher regarding RtI for ELLs, connections and services for ELLs with language-related disabilities, second language development and acquisition, best practices for ELLs, vocabulary acquisition for ELLs who are SWDs, and other considerations of providing targeted interventions for ELLs who are also SWDs. Special education teachers receive these hours at the start of the school year, at professional days, at the end of the year, and at regular meetings throughout the school year by the ESL teacher under the supervision of the principal. Records are maintained by the ESL teacher under supervision of the principal by keeping copies of meeting agendas and attendance for each PD. Records are

maintained by the school administration's filing of agendas, attendance, and meeting minutes for all professional development, as well as copies of agendas and attendance kept on file with the ESL teacher.

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?

1. Parents of ELLs are involved in all aspects of school life at PS 24, and there is an active Parents Association. Parents are provided with informational workshops and events on all programs, including ESL programming and policies for ELLs. Parents of ELLs are invited to all curriculum and related workshops conducted at our school. Letters and surveys are sent home to inform parents of new initiatives and programs. Parents of ELLs receive additional support through workshops provided them throughout the school year on working with ELLs in content areas, in supporting CCLS instructional shifts, and in transitioning to middle school. These particular parent workshops are designed to foster home-school connections and guide parents in best helping their children achieve second language proficiency in English.

2. The school partners with a few community-based organizations to provide after-school programming for all students. These agencies include the Riverdale Y and the Tennis Club of Riverdale. These organizations provide information to parents as necessary. The school also partners with cultural institutions throughout New York City, such as the MOMA, the Metropolitan Museum of Art, New York Philharmonic, and Little Orchestra, for example. These programs are open to all students in specific grades and offer in-class and out-of-classroom learning experiences.

3. Parents' needs are evaluated through informal conversation with the Parent Coordinator or other school staff who work with parents, through Title III program satisfaction surveys completed in connection with the Title III After-School and Family Education program, and through surveys sent home through the Parents Association, and through feedback and evaluations provided at Parent Workshops and events sponsored by the Parents Association or by the school. Parents' needs are also surveyed through the classroom teacher or through school-based programming, in addition to informal conversation that may occur between teachers and parents.

4. Parental involvement activities provide enrichment for parents who seek enrichment for their children. Parental activities also provide support for parents looking to bolster their children's academic performance and achievement. Parental activities also provide a forum for discussion among other parents at the school in addition to offering a way to build home-school connections, such as through seasonal auctions, carnivals, learning opportunities, or other parents association or school events.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: Spuyten Duyvil School

School DBN: 10X024

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Donna Connelly	Principal		12/6/13
Manuele Verdi	Assistant Principal		12/6/13
Florence Byrne	Parent Coordinator		12/6/13
Sarah Seliger	ESL Teacher		12/6/13
Farah Rubin	Parent		12/6/13
n/a	Teacher/Subject Area		
n/a	Teacher/Subject Area		
n/a	Coach		
n/a	Coach		
Marlene Kron	Guidance Counselor		12/6/13
Ben Wachsmann	Network Leader		12/6/13
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **10X024** School Name: **024**

Cluster: **01** Network: **534**

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.

Data and methodologies used to assess the written translation and oral interpretation needs of parents is determined by analysis of the Home Language Identification Survey, parents' reports of preferred languages for written and oral communication, and from informal reporting from classroom teachers, school administration, the Parent Coordinator, the Language Access Coordinator, and the ESL Teacher.

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.

Major findings of our school's written translation and oral interpretation needs suggest that these needs are relatively minimal. The small size of the ELL community alongside the level of education of the parents in the community suggests that primarily, translation and interpretation needs are met through the school's efforts. On the occasions when translation and interpretation are necessary, the school has been able to meet these requests. These findings are reported to the school community through regular state and local communications and school-wide documentation

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.

School staff and parent volunteers will provide the school with written translation services. The school will also use the Translation Services department upon request and when necessary. Procedures to ensure timely provision of translated documents have usually been efficient at PS 24 and will include follow-up measures taken by the school administration, the ESL teacher, the Language Access Coordinator, and the Parent Coordinator.

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.

Oral interpretation services will be provided by the school staff and by parent volunteers as needed and upon request. All services will be provided in a timely fashion and will be done in-house

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>.

Parents will be notified in writing through administrative communications sent home with students and emailed through the Parents Association. Parents will also be notified within the school building upon entering, and will be directed to the main office for further information, as needed. Parents will be notified orally by classroom teachers of translation and interpretation services as applicable.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information

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

Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):	
<input type="checkbox"/> Before school	<input checked="" type="checkbox"/> After school
<input type="checkbox"/> Saturday academy	<input type="checkbox"/> Other:
Total # of ELLs to be served: <u>28</u>	
Grades to be served by this program (check all that apply):	
<input type="checkbox"/> K	<input checked="" type="checkbox"/> 1
<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3
<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5
<input type="checkbox"/> 6	<input type="checkbox"/> 7
<input type="checkbox"/> 8	<input type="checkbox"/> 9
<input type="checkbox"/> 10	<input type="checkbox"/> 11
<input type="checkbox"/> 12	
Total # of teachers in this program: <u>3</u>	
# of certified ESL/Bilingual teachers: <u>1</u>	
# of content area teachers: <u>2</u>	

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

Part C: Professional Development

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

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

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

Part C: Professional Development

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

Part D: Parental Engagement Activities

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

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

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

Part E: Budget

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

Allocation Amount: \$11200

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

Part E: Budget

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

Allocation Amount: \$11200

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

