



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DRAFT – PENDING NYSED APPROVAL

DBN: (i.e. 01M001):	15K024
School Name:	PS 24
Principal:	ROSE SILVA DUBITSKY

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: PS 24 School Number (DBN): 15K024
School Level: Elementary Grades Served: Pre K-5th grades
School Address: 427 – 38 Street Brooklyn, New York 11232
Phone Number: 718-832-9366 Fax: 718-832-9360
School Contact Person: Rose Silva Dubitsky Email Address: rdubits@schools.nyc.gov
Principal: Rose Silva Dubitsky
UFT Chapter Leader: Erika Dagress
Parents' Association President: Barbara Rivera
School Leadership Team
Chairperson: Julia Masi
Student Representative(s): _____

District Information

District: 15 Superintendent: Anita Skop
Superintendent's Office Address: 131 Livingston Street
Superintendent's Email Address: askop@schools.nyc.gov
Phone Number: 718-935-4317 Fax 718-935-4356

Cluster and Network Information

Cluster Number: 1 Cluster Leader: _____
Network Number: CFN 102 Network Leader: Alison Sheehan

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
- The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Rose Silva Dubitsky	*Principal or Designee	
Erika Dagress	*UFT Chapter Leader or Designee	
Barbara Rivera	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Mio Perez	CBO Representative, if applicable	
Julia Masi	Member/ SLT chair	
Marisol Parra	Member/ teacher	
Sherley Guerrero	Member/ teacher	
Jackie Diaz	Member/ parent	
Gina Morales	Member/ parent	
Laura Tenezaca	Member/ parent	
Alicia Torres	Member/ parent	
	Member/	

**Signature of constituent only indicates consultation in the development of the SCEP, not approval.

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

The School Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and SCEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
•	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
•	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
•	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
•	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
•	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
•	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
- **Step 3:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: SCEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

PS 24's focus this year is to improve academic performance by strengthening teacher practice through collaborative structures and through partnerships with professional development organizations that support delivery of effective teaching practices. We believe that student success is directly related to the quality of teacher practice. To this end, we have embedded into the organizational structure the systems to build capacity. The school has three administrators who (1) supervise and guide 4 coaches who (2) plan curriculum and develop lesson plans with grade team leaders who (3) then turnkey the work to their grade teams. This structure allows for clear distillation of ideas and processes which maintain a continuous flow of professional development stemming from the principal and flowing down to the classroom teachers. The administrators analyze data stemming from students' work and discuss with teachers steps for using data to inform instruction. To support this cycle of development, analysis and implementation, the school is supported by staff developers from Expeditionary Learning, Network 102, and Generation Ready who work with the coaches on implementing school wide professional development.

The impact of this work on student performance is further supported by the ongoing Social Emotional professional development provided by Morningside Center for Teaching Social Responsibility. We believe that students are more successful if their academic performance is in balance with their social emotional state. It is a school goal to ensure that these two dispositions are supporting the students equally.

Administrators continue to support teacher development through the ongoing Danielson observation system. Administrators provide timely feedback and follow up and connect the feedback to the larger professional development goals.

We believe that every lesson is a language lesson and therefore, the expectation is that every lesson plan includes clear targets for vocabulary development and academic language. Our belief in the importance of language development is reflected in the inquiry work currently being explored by the Language Inquiry team which is discussing and researching the topic of language development through the lens of mathematics and the language embedded to support student thinking and student behaviors.

We have implemented several new initiatives this year. Because consistency is so important, every morning begins with the routine of the math problem of the day and number of the day. This is followed by a daily dose of guided reading. These two daily academic routines provide a powerful foundation for developing mathematical thinking and moving along the reading skill spectrum by getting support in small reading instruction.

Staying on course with the initiatives and structures mentioned above has brought challenges. We are implementing a new math curriculum this year and as such, students, teachers and the math coach are all experiencing and learning the curriculum. Our math coach is part of the math collective work with the network and brings her rich experience and guidance to her work with teachers. As the sole math coach in the building, she has developed a structured cycle of coaching selecting teachers based on discussions and

guidance from the administrators who inform their decisions based on their observations.

A second challenge this year is developing a strong foundation for ten brand new teachers. Currently, they are each being mentored by one of our four Instructional Coaches.

Our work with Expeditionary Learning is supporting the goals expressed in our mission statement which is: PS 24 educates children to become global thinkers who are active responsible citizens in their local community. As PS 24 they learn to be life-long readers and writers, to be technologically savvy, to be bi-literate, to appreciate the Arts, to be healthy in mind and body and to think like scientists and mathematicians.

Our social studies based integrated units expose students to a rich curriculum that introduces students to US and world cultures through historical fiction and non-fiction texts, the arts, and through trips and interviews. The writing projects that stem from these thematic studies are authentic (persuasive essays, travel logs, informational books to share with classmates) and allow students to find their own way to express their learning experiences. The increasing role of technology to inform and facilitate implementation of the curriculum, enhances the potential for learning about a topic and engages students' ability to interact with technology as we aim to prepare our students to become college and career ready.

15K024 School Information Sheet

School Configuration (2014-15)

Grade Configuration	PK,0K .01,02, 03,04, 05	Total Enrollment	714	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	89.6%	% Attendance Rate			95.1%
% Free Lunch	90.1%	% Reduced Lunch			5.9%
% Limited English Proficient	45.1%	% Students with Disabilities			15.9%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.1%	% Black or African American			0.6%
% Hispanic or Latino	91.0%	% Asian or Native Hawaiian/Pacific Islander			3.4%
% White	4.4%	% Multi-Racial			0.3%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	1.14	# of Assistant Principals (2014-15)			2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			6.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)			7.5
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	11.3%	Mathematics Performance at levels 3 & 4			20.5%
Science Performance at levels 3 & 4 (4th Grade)	55.2%	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			NO
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			YES
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	D
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	E
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	E
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

For the past several years, our students have been performing way below grade level in Mathematics. Last year, only 21% of our students met standards in Math as compared to the city average of 39%. We recognized that the TERC and Metamorphosis curricula that we had been using for over a decade, was not having the effect that we hoped for. Therefore, PS 24 made a deliberate decision at the end of last year to change the math curriculum and we adopted the Engage New York math curriculum that is common core aligned. We feel that this initiative specifically meets the needs of our students as the math program is incredibly rigorous and requires students to grapple with real life problems. Because the program is inquiry based, and because it relies on authentic problem solving and presentation of learning, it allows our students to develop mathematical thinking skills, an ability to question the reasonableness of an answer and to see how mathematics is relevant to their daily lives. In addition, because the structure of the program requires students to talk about their learning and to use academic language, we have embedded language objectives in every unit.

The reason that we rated ourselves developing for 3.2 is because the program is new for our teachers, and requires a different approach to teaching mathematics. Most of our Monday and Tuesday planning time is spent on grade teams decomposing the curriculum and determining how best to teach it. Because of this intensive collaboration between coaches, staff developers and teachers we are effective in 3.3 and 3.4.

Data from performance tasks, classroom work, and unit assessments determine how students are grouped for Tier 1 and Tier two interventions. Our data team and cabinet meet monthly to pour over assessments and to measure how interventions are impacting student progress.

One area that has been a real struggle for us is the translation of the Engage Math curriculum for our dual language classes. The program has not yet been translated by the state, and so we are spending incredible amounts of money and time to find and pay translators to perform this task.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 100% of students will have received instruction in all modules of the common core aligned Engage NY math curriculum, a new curriculum being implemented in Spanish and/or English, resulting in a 5% increase in students performing at grade level as measured by the NYS Math test.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
We have rolled out in every class a new CCLS-aligned curriculum. PD activities include work around big ideas in mathematics, topic level planning and differentiation. We have identified math leaders on every grade to work more closely with the math coach and turnkey to grade teams. Math coach works closely with the Network math instructional coach.	Students in grades K-5	September 2014-June 2015	Network math coach; Administration; school math coach, grade leaders, classroom teachers
All students are provided opportunities to engage with grade level content through thoughtful content and assessment using the Engage NY modules. Students develop language through discussions with partners which challenges their thinking. The lessons provide multiple points of access through the use of ICT teaching strategies, and differentiated problem sets.	Students in grades K-5	September 2014-June 2015	school math coach; grade math leaders; classroom teachers
Parent workshops for all parents have explained the change in curriculum. The workshop series for individual grades focus on grade specific content. We are also making public the CCLS roadmaps for parents in Spanish and English.	Parents of students in grades K-5	September 2014-June 2015	Math coach; parent coordinator
Math coach has one on one meetings with grade team leaders to plan lesson structures and PD sessions. Math grade leaders turnkey work around lesson planning to grade teams during Monday PD sessions.	Classroom teachers	September 2014-June 2015	Math coach; grade leaders

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Per diem and per session allocations to hire substitute teachers to release grade team leaders from instruction duties in order for them to review curriculum modules and flesh out PD sessions for grade teams. PD and per diem for substitute teachers to allow classroom teachers to with their meet with grade team leaders to flesh out lesson plans.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

At the beginning of the second semester, February 2015, the math coach, the principal and the two assistant principals will conduct a math walkthrough visiting all classrooms to assess the level of engagement and student discourse and watch for evidence of student grappling with big mathematical ideas.

Part 6b. Complete in **February 2015.**

• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	W
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	W
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	E
5.5	The school leader and student support staff work together to develop teachers’ ability to use data to respond to students’ social and emotional developmental health needs, so students can become academically and socially successful.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

92% of our students come from families that live below the poverty line. 46% of our students are ELLs and 16% have IEPs. The academic/social and emotional pressures on our children are enormous. At PS 24, we believe that students are more successful if their academic performance is in balance with their social and emotional state. And so we have put into place, and continue to put into place, supports that address the myriad of social/emotional needs that our students have. Social Emotional Learning supports the academic work from different angles. We have an SEL Committee that conducts monthly walkthroughs and provides feedback and next steps to teachers. We have partnered with several organizations – Morningside Center, Lutheran Hospital, CFN 102 staff developers – to provide mental health services, group work around assertiveness, conflict resolution and individual counseling, which in some cases includes counseling with other family members. We have a Respect For All cluster who supports and deepens the work around SEL. In every classroom, students participate in weekly classroom meetings aimed at building and solidifying classroom community and resolving conflict. We have a successful mediation program which supports students’ developing ability to independently solve conflicts and to develop assertiveness and resilience. Finally, our after-school program PAZ, run by Morningside Center for Teaching Social Responsibility, is the only after-school program in the city that transfers the daily work of PS 24’s SEL program to the after-school setting.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

The social emotional learning (SEL) work implemented by the consultant from Morningside Center for Teaching Social Responsibility will be overseen this year by the SEL committee resulting in an increase of 5% in the category of Safety and Respect of the 2015 School Learning Environment Survey.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
SEL period every Monday morning The target will be two-fold: to support students' social emotional development around assertiveness and conflict resolution and to strengthen teachers' capacity around implementation of the 4Rs curriculum and community building meetings. SEL work around mediation: At the beginning of the second semester, the principal will review with the mediation coach the data around mediation to analyze progress in student development around assertiveness, resiliency and respect for others.	Students and classroom teachers Students who have engaged in mediation sessions	September 2014 through June 2015 September 2014 through June 2015	Staff developers from Morningside Center and PS 24 Guidance Counselor; PS 24 Mediation Coach Principal and mediation coach
Language inquiry work centered around student behaviors: The vertical team continues work with the math coach and the ESL coach from the CFN to explore and research issues around Habits of Mind and Mathematics.	Long term ELLs	September 2014 through June 2015	Network Math and ESL coaches; Language Inquiry Team
Lutheran Mental Health Services A team of social workers and our guidance counselor will continue to administer mental health services and strategy sessions for students at risk, students recommended by teachers and students whose parents request counseling services. Another team from Lutheran will continue their trauma therapy study for families and students who have been identified as having experienced trauma.	Students at risk and recommended students	September 2014 through June 2015	Sandra DiPillo, Sara Anderson, social workers; Gloria Jaramillo, Guidance Counselor and team headed by Anabelle Lampon-Velez, clinical intern.
Heart math and mindfulness training: School guidance counselor and a guidance counselor from Morningside work with individual students to improve focus, manage emotions and develop self-awareness using an online	Students recommended by teachers	September 2014 through June 2015	Morningside staff and PS 24 Guidance Counselor

interactive heartbeat monitoring program.			
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Per diem pay for subs when teachers on the inquiry team are released from their classroom duties; per session work for guidance counselors to work after school; staff development allocation for Morningside consultant.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title I 1003(a)	X	Title IIA	X	Title III	X	P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

At the beginning of the second semester, February 2015, we will focus our SEL walkthrough on observing the progress that students are making in identifying, sharing and resolving conflict as part of their classroom communities. The evidence will be the level of student discourse present in the discussion and the students’ use of academic language around SEL practices.

Part 6b. Complete in **February 2015.**

- | | | | | |
|--|--|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	D
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	E
4.4	Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	E
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

For the past several years, our students have been performing way below grade level in ELA. Last year, only 11% of our students met standards in ELA as compared to the city average of 30%. We recognized that the Teachers College Reading and Writing curricula that we had been using for over a decade, was not having the effect that we hoped for. In our 2014 QR, it was noted that in the teaching of ELA, teachers were not providing enough scaffolded entry points for struggling students nor did projects require higher level thinking.

PS 24 made a deliberate decision last year around curriculum. We decided to develop a content based Social Studies curriculum that incorporates Reading, Writing, Social Studies and Science. We feel that this initiative specifically meets the needs of our students as it provides in-depth exploration of topics. Primary and secondary sources are used in our approach, and because the units are project based, our students have multiple ways to learn and to share their learning. Embedded in each unit are language objectives, academic vocabulary, and strategies/activities for students to problem solve with partners which requires a great deal of conversation. Consequently, the integrated nature of our work allows for constant reinforcement of academic vocabulary and concepts, opportunities for students to engage with material in different ways, and for students to approach the topic in authentic ways.

The reason that we rated ourselves developing for 4.2 is because the curriculum is new and developing. Much of our Monday and Tuesday planning time is spent on fleshing out the units and developing lesson plans. We have established a curriculum design structure where grade level leaders work with the literacy coach to develop the units, and then these grade leaders turnkey this information to their peers, who then meet during Monday PD sessions to develop lesson plans.

Data from Running Records, performance tasks, and unit assessments determine how students are grouped for Tier 1

and Tier two interventions. Our data team and cabinet meet monthly to pour over assessments and to measure how interventions are impacting student progress.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 100% of teachers will have worked collaboratively to develop a year-long integrated common core aligned reading and writing curriculum based on Social Studies and Science themes resulting in a fully developed curriculum that specifically targets the language needs of ELL students. The result of this work will be a 25% increase in the number of students moving up one level on the NYSESLAT.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
School Designer from Expeditionary Learning designs and implements PD for all classroom teachers around the workshop 2.0 and Close Reading of Text lesson structures.	All classroom teachers	Bi-monthly from October 2014 through May 2015	School Designer from Expeditionary Learning, Literacy Coach, and Administrative Team
Lesson study whole school PD on creation of lesson with clear language objectives to support long term ELLs.	All classroom teachers	Bi-monthly from October 2014 through May 2015	ESL, Literacy, and Dual Language Coaches
Grade team leaders work with literacy coach to develop framework for literacy units based on Common Core aligned Social Studies Scope and Sequence.	Grade team leaders	Bi-monthly for each grade	Literacy Coach, Grade Team Leaders
Targeted PD for teachers who need added support in implementing lesson plans based on integrated units. Targeted students receive additional AIS services to support the language goals and reading levels to support work of integrated units.	Targeted classroom and cluster teachers ELL students	Bi-monthly for targeted teachers Jan- April	Generation Ready staff developer, Administration 3 AIS teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Funds allocated for school designer from Expeditionary Learning and for staff developer from Generation Ready. Per diem and per session allocations for substitute teachers who fill in for teachers who are released from their classroom duties during the day and who work after school with coaches. The hiring of 3 F Status intervention teachers for 10 days each.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

Data team evaluates January 2015 benchmark Running Records.
 Tier 1 and Tier 2 interventions are revised and modified.
 Grade leaders are notified of areas of need and work with grade teams on modifying lesson plans.

Part 6b. Complete in **February 2015.**

• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

	Tenet 2 Statement of Practice (SOP) Addressed	HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	D
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	E
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	E
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

On the 2014-15 QR, we received a Developing in the area of teacher pedagogy that is based on a coherent set of beliefs about how students learn best. In response to that, we have come up with a series of initiatives that have made clear our beliefs about how student learn best:

- Struggling students need more targeted interventions such as Guided Reading
- An integrated curriculum that is authentic and project based allows for greater student engagement, concentrated language development, and differentiation based on student learning styles
- A rigorous inquiry based math curriculum engages students in grappling with mathematical ideas and develops problem solving skills which they must then articulate to their peer group in a clear and coherent way

Simultaneously, we have developed a series of supports for teachers that allow them to develop the pedagogical skills needed to implement instruction based on these beliefs. We believe that student success is directly related to the quality of teacher practice. Therefore, our inhouse coaches in literacy, math, ESL and dual language implement cycles of targeted coaching for teachers who need to improve basic teaching practices, based on feedback from administrators’ observations.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

PS 24 administrators will continue to conduct regular observations of teachers and provide timely feedback to improve teacher practice using the Danielson Framework. Professional learning opportunities and assignment of coaching cycles in ELA, Math and ESL will be based on these observations resulting in all teachers using the inquiry (grappling) model of instruction and small group instruction (GR) on a weekly basis.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Administrators continue to observe teachers using the Danielson Framework to guide their observations of teacher practice.	Classroom teachers and cluster teachers	September 2014 through June 2015	Administrators
Administrators use evidence gathered from their observations to target weekly PD in order to strengthen basic teacher practices for all new teachers as well as teachers who were rated Developing in their Advance rating last year.	Classroom teachers and cluster teachers	September 2014 through June 2015	Administration, Expeditionary Learning coach, PS 24 coaches and network coach
Target professional development and develop cycles of instructional support for teachers to work with Staff developers and in-house coaches	Targeted teachers	September 2014 through June 2015	Administrators, Generation Ready coach, PS 24 coaches
The inquiry model of instruction (grappling) is used across all subject areas and across the grades. Teachers embed inquiry into lesson plans using DOK model and Bloom’s Taxonomy to improve their practice around questioning and discussion techniques in order to increase student engagement and raise the level of student discourse.	All teachers	September 2014 through June 2015	PS 24 coaches, Expeditionary Learning coach, Grade Leaders

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Per diem and per session allocations for substitute teachers in order for classroom teachers to be relieved during the school day to attend PD sessions. Funds allocated to Generation Ready consultant and Expeditionary Learning school designer to implement PD around improving pedagogy on basic teacher practice and deepen classroom instruction using EL practices.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA	X	Title III	X	P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

Midyear evaluation of Advance data conducted by Administrative team to determine which teachers have made progress on Danielson Framework and Expeditionary Learning practices.

Part 6b. Complete in **February 2015**.

- | | | | | | |
|--|--|-----|--|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | | No |
| • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | | |

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students' strength and needs are identified and used to augment learning.	E
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, the SLT will have created and conducted a Parent's Needs survey to determine next steps for a 2015-16 Parent Education program. The focus of the survey and program will be on what skills parents, new to the country, need in order to navigate the educational, financial and social systems in NYC.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
<ul style="list-style-type: none"> Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, 			

English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). <ul style="list-style-type: none"> Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			
SLT develops a plan to do a needs assessment around supporting parents, especially those new to the country, intended to help them navigate the social, educational and financial systems of NYC.	Parents	October 2014 through June 2015	SLT, parent coordinator, community coordinator, principal
ESL, dual language and math coaches implement workshops to support parents in understanding the new math curriculum and with strategies to support their children's reading habits at home.	Parents	October 2014 through June 2015	Math, dual language and ESL coaches
The parent coordinator and the SEL staff developer in consultation with the SLT, design and run workshops for parents on Social Emotional topics to increase positive communication between parent and child and help students to develop habits of mind which will support their college and career readiness.	Parents	October 2014 through June 2015	SEL staff developer, parent coordinator and principal

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Funds allocated to the SLT; per session for the math, literacy and dual language coaches to conduct parent workshops; funds allocated to the SEL consultant to run SEL workshops.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title I 1003(a)	X	Title IIA	X	Title III	X	P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

The February 2015 parent PTA will include a Q&A to get parent feedback on the effectiveness of the workshops.

Part 6b. Complete in February 2015.

- | | | | | |
|--|--|-----|--|----|
| <ul style="list-style-type: none"> Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| <ul style="list-style-type: none"> If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |
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Section 6: Academic Intervention Services (AIS)
(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Primary Literacy assessment data in English and/or Spanish and/or E/S independent reading level data that indicates a student is performing at least two levels below grade level. Wade assessment data indicating a need for Wilson Language Instruction	English/Spanish Guided reading E/S Shared reading E/S Interactive writing E/S word work Wilson Language Instruction	Small group	during the school day
Mathematics	End of module assessments that indicate a student has not mastered the concept and is in need of further support.	Repeated review of Engage NY lesson	Individual and small group	During morning routine and regular math period 5 days a week.
Science	Differentiated materials	NYS science curriculum	Small group work with support teacher	Twice a week for 50-minute periods
Social Studies	Differentiated materials	English/Spanish Guided reading E/S Shared reading E/S Interactive writing E/S word work	Small group work with other adult or support teacher	Embedded in integrated literacy unit 5 days a week.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Referral to school psychologist, guidance counselor, Lutheran mental health social worker by parent and/or classroom teacher. Referral by parent to Lutheran Medical	At-risk counseling sessions Lunch clubs Dental and/or Health-related care	Individual and small group Individual	One 50-minute period a week for one-to-one services during the school day

	and/or Dental clinic.			
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15K024 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	714	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	89.6%	% Attendance Rate		95.1%	
% Free Lunch	90.1%	% Reduced Lunch		5.9%	
% Limited English Proficient	45.1%	% Students with Disabilities		15.9%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.1%	% Black or African American		0.6%	
% Hispanic or Latino	91.0%	% Asian or Native Hawaiian/Pacific Islander		3.4%	
% White	4.4%	% Multi-Racial		0.3%	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	1.14	# of Assistant Principals (2014-15)		2	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		6.3%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		7.5	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	11.3%	Mathematics Performance at levels 3 & 4		20.5%	
Science Performance at levels 3 & 4 (4th Grade)	55.2%	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District		X	
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	NO	Limited English Proficient		NO	
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		YES	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		YES	
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				

15K024 School Information Sheet Key

School Configuration (2014-15)

Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	714	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	89.6%	% Attendance Rate			95.1%
% Free Lunch	90.1%	% Reduced Lunch			5.9%
% Limited English Proficient	45.1%	% Students with Disabilities			15.9%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.1%	% Black or African American			0.6%
% Hispanic or Latino	91.0%	% Asian or Native Hawaiian/Pacific Islander			3.4%
% White	4.4%	% Multi-Racial			0.3%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	1.14	# of Assistant Principals (2014-15)			2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			6.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)			7.5
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	11.3%	Mathematics Performance at levels 3 & 4			20.5%
Science Performance at levels 3 & 4 (4th Grade)	55.2%	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			NO
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			YES
Economically Disadvantaged	YES				

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

15K024 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	714	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	89.6%	% Attendance Rate		95.1%	
% Free Lunch	90.1%	% Reduced Lunch		5.9%	
% Limited English Proficient	45.1%	% Students with Disabilities		15.9%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.1%	% Black or African American		0.6%	
% Hispanic or Latino	91.0%	% Asian or Native Hawaiian/Pacific Islander		3.4%	
% White	4.4%	% Multi-Racial		0.3%	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	1.14	# of Assistant Principals (2014-15)		2	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		6.3%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		7.5	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	11.3%	Mathematics Performance at levels 3 & 4		20.5%	
Science Performance at levels 3 & 4 (4th Grade)	55.2%	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District		X	
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	NO	Limited English Proficient		NO	
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		YES	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		YES	
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				

15K024 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	714	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	89.6%	% Attendance Rate		95.1%
% Free Lunch	90.1%	% Reduced Lunch		5.9%
% Limited English Proficient	45.1%	% Students with Disabilities		15.9%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.1%	% Black or African American		0.6%
% Hispanic or Latino	91.0%	% Asian or Native Hawaiian/Pacific Islander		3.4%
% White	4.4%	% Multi-Racial		0.3%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	1.14	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		6.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		7.5
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	11.3%	Mathematics Performance at levels 3 & 4		20.5%
Science Performance at levels 3 & 4 (4th Grade)	55.2%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		NO
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		YES
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

15K024 School Information Sheet Key

School Configuration (2014-15)

Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	714	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	89.6%	% Attendance Rate			95.1%
% Free Lunch	90.1%	% Reduced Lunch			5.9%
% Limited English Proficient	45.1%	% Students with Disabilities			15.9%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.1%	% Black or African American			0.6%
% Hispanic or Latino	91.0%	% Asian or Native Hawaiian/Pacific Islander			3.4%
% White	4.4%	% Multi-Racial			0.3%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	1.14	# of Assistant Principals (2014-15)			2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			6.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)			7.5
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	11.3%	Mathematics Performance at levels 3 & 4			20.5%
Science Performance at levels 3 & 4 (4th Grade)	55.2%	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			NO
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			YES
Economically Disadvantaged	YES				

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

15K024 School Information Sheet Key

School Configuration (2014-15)

Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	714	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	89.6%	% Attendance Rate			95.1%
% Free Lunch	90.1%	% Reduced Lunch			5.9%
% Limited English Proficient	45.1%	% Students with Disabilities			15.9%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.1%	% Black or African American			0.6%
% Hispanic or Latino	91.0%	% Asian or Native Hawaiian/Pacific Islander			3.4%
% White	4.4%	% Multi-Racial			0.3%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	1.14	# of Assistant Principals (2014-15)			2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			6.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)			7.5
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	11.3%	Mathematics Performance at levels 3 & 4			20.5%
Science Performance at levels 3 & 4 (4th Grade)	55.2%	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			NO
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			YES
Economically Disadvantaged	YES				

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

15K024 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	714	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	89.6%	% Attendance Rate		95.1%	
% Free Lunch	90.1%	% Reduced Lunch		5.9%	
% Limited English Proficient	45.1%	% Students with Disabilities		15.9%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.1%	% Black or African American		0.6%	
% Hispanic or Latino	91.0%	% Asian or Native Hawaiian/Pacific Islander		3.4%	
% White	4.4%	% Multi-Racial		0.3%	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	1.14	# of Assistant Principals (2014-15)		2	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		6.3%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		7.5	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	11.3%	Mathematics Performance at levels 3 & 4		20.5%	
Science Performance at levels 3 & 4 (4th Grade)	55.2%	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District		X	
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	NO	Limited English Proficient		NO	
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		YES	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		YES	
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				

Section 7: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
- For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.			
X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

Part 2: All Title I Schools

2a. 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.
<p>PS 24 casts a wide net in recruiting new teachers. We review the new teacher finder list and open market options and recruit through our connections with teaching universities including Bank Street and Teachers College. In addition, we invite selected substitute teachers and student teachers to interview. This year we have ten new teachers on staff and already we see evidence of their intelligence, commitment and aligned vision. Once a teacher is hired, they are assigned a mentor and participate in a wide array of professional development in literacy, math, and social emotional learning. They also receive individual PD from the literacy and math coaches to help them develop a strong pedagogy. For teachers with proven record of effectiveness and who develop an interest and demonstrate the capacity for leadership we provide them with PD opportunities to develop leadership skills. The two current assistant principals were both classroom teachers at PS 24 and continue to attend administrative study groups to further enhance their skills and broaden their perspective. Our ESL coordinator has attended numerous PD opportunities with the Office of ELLs increasing her capacity to support the rest of the ESL team and gaining experience in ELL research and analysis of data which she shares with the data team. Our math coach belongs to the math collective out of CFN 102, supportive her inquiry skills and broadening perspective around the teaching of mathematics.</p>

2b. 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).
<p>All professional development at PS 24 has as its center focus the development of teachers to improve their practice as aligned to the Danielson Framework and the development of curriculum as aligned to the CCLS. Those two frameworks provide the basis and focus for all PD conversations. All TC ICP, EL PD, Generation Ready and staff meeting discussions are aimed at improving teacher practice. All Monday PD sessions, Tuesday professional work and weekly common preps are aimed at designing coherent curriculum that engages and prepares students to meet the CCLS. All AIS teachers aim to provide the support needed to ensure that all students have access to and engage with the lesson that their teachers present.</p>

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

Parent orientation around school readiness for families of incoming students. Materials were distributed to support parent/child engagement and develop socialization skills. Pre-K teacher and paraprofessional attend regularly scheduled workshops to support their practice around early childhood education.

4b. 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.

When administrators meet with teachers to review assessment data, teachers and administrators jointly decide on differentiated strategies to support students' needs based on the data.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$621,362	X	13,16,19,22
Title I School Improvement 1003(a)	Federal	n/a	n/a	n/a
Title I Priority and Focus School Improvement Funds	Federal	\$157,295	X	13,16,19,22
Title II, Part A	Federal	\$275,508	X	13,22
Title III, Part A	Federal	\$36,952	X	14
Title III, Immigrant	Federal	\$16,770	X	13,19,22

Tax Levy (FSF)	Local	\$3,565,182	X	
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¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 9: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

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 the school. **PS 24** 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 the school and the families. The 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 the school community. **PS 24** 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC) Template

PS 24, 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 with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by promptly 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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 15	Borough Brooklyn	School Number 24
School Name PS 24, Dual Language School for ...		

B. Language Allocation Policy Team Composition [i](#) 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 Rose Dubitsky, I.A.	Assistant Principal Martin Alvarado
Coach Maggie White, Literacy	Coach Mayra Deliz, Math
ESL Teacher Brooke Childs	Guidance Counselor Gloria Jaramillo
Teacher/Subject Area Nydia Mendez, Bilingual 1nd	Parent Laura Tenesaca, Barbara Rive
Teacher/Subject Area Linette Arroyo, Bilingual 2nd	Parent Coordinator Mariel Cepeda
Related Service Provider type here	Other Dual Lang. Australia Fernandez
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <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	22	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	2	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	4

D. Student Demographics

Total number of students in school (Excluding Pre-K)	706	Total number of ELLs	311	ELLs as share of total student population (%)	44.05%
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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 type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish/English

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>	3	3	3	3	3	3								18
Freestanding ESL														
SELECT ONE	2	2	2	2	2	2								12
SELECT ONE														0
Total	5	5	5	5	5	5	0	0	0	0	0	0	0	30

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	311	Newcomers (ELLs receiving service 0-3 years)	201	ELL Students with Disabilities	53
SIFE	2	ELLs receiving service 4-6 years	109	Long-Term (completed 6+ years)	1

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	146	1	14	77	0	9	0	0	0	223
ESL	55	1	13	32	0	16	1	0	1	88

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	Total
Total	201	2	27	109	0	25	1	0	1	311
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP										
Spanish	53	8	39	14	38	22	34	21	29	24	27	26							220	115
Arabic	1																		1	0
SELECT ONE		14		14		7		7		9		4							0	55
TOTAL	54	22	39	28	38	29	34	28	29	33	27	30	0	0	0	0	0	0	221	170

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP								
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 240

Number of third language speakers: 1

Ethnic breakdown of EPs (Number):

African-American: 2

Asian: 1

Hispanic/Latino: 184

Native American:

White (Non-Hispanic/Latino): 4

Other: 1

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	17	13	7	4	11	13								65
Chinese	1	0	2		2	1								6
Russian														0
Bengali														0
Urdu														0
Arabic	6	2	5	2	2	2								19
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	24	15	14	6	15	16	0	90						

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	47	5	6	5	7	7								77
Intermediate(I)	0	14	20	8	20	18								80
Advanced (A)	29	35	25	30	17	18								154
Total	76	54	51	43	44	43	0	311						

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	72	33	10	0	115
4	64	42	7	0	113
5	76	48	3	0	127
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	49		44		16		8		117
4	49		43		16		4		112
5	91		25		13		0		129
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	9		29		53		20		111
8									0

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

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 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)	3	4	28	10	2	10	11	44
Chinese Reading Test								

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.
 - At PS 24 we use various assessments to determine students' academic needs in both English and Spanish. Incoming students are given a simple language assessment test (created here at PS 24) to determine language proficiency in both English and Spanish. For students in grades K-2 we use Concepts of Print and Teacher's College Running Records assessments to determine reading skills and

reading levels in English. In Spanish for grades k-2 we use the Concepts of Print Spanish translation for Spanish dominant speakers in the dual language program and an assessment that correlates with our Spanish word study program called Estrellita (phonemic awareness, fluency). We assess students' reading levels in Spanish using Fountas and Pinnell levels A-N and EDL(Sp. version of DRA) levels O-T in all grades as soon as they start reading. In addition, we use rubrics (Spanish during Spanish days in dual classes and English on English days. We use all English in Monolingual classes) to determine students' writing needs. The students themselves use this tool to assess their own work. What we see on a regular basis is that students who have a strong base in their native language tend to be more successful academically in English than students who struggle in their native language. Our Dual Language and native support to all the students in the school gives them the opportunity to progress in their native language while developing the English language. They can transfer native language skills to English.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
 2. LAB-R results demonstrated that, 62% of incoming ELLs in kindergarten are at a beginning English proficiency level and 38% are at an advanced proficiency level. On the NYSESLAT, 35% of first graders are at beginning and intermediate proficiency levels and 65% are at an advanced English proficiency level. In second grade, 51% are at beginning and intermediate English proficiency levels and 49% are at an advanced proficiency level. In third grade, 31% of the ELLs are at beginning and intermediate English proficiency levels and 70% are at the advanced English proficiency level. In fourth grade, 61% of the ELLs are at beginning and intermediate English proficiency levels and 39% of the ELLs are at advanced English proficiency level. In the fifth grade, 58% of ELLs are at beginning and intermediate English proficiency levels and 42% of ELLs are at the advanced English proficiency level. We see the largest numbers of beginner ELLs in kindergarten, at 62%, but then in first through fifth grade our beginner percentages decrease to between 9 and 16%. Intermediate proficiency levels in first through fifth grade remain below 50%, while advanced proficiency levels in first through fifth range from 39% to 70%. Overall, we can see that students move toward advanced or proficient as they get older, however we still have work to do as a school in terms of decreasing our numbers of intermediate ELLs in the upper grades.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
 3. According to the NYSESLAT modalities, reading and writing are the areas where our ELLs in the dual language program as well as in the monolingual setting with ESL push-in showed weakness. Their strength was in the listening and speaking portion of the test. Instruction will focus on differentiation within the Reading and Writing workshop to meet the needs of the students. Students that are on the beginner proficiency level will not only receive heavy scaffolds in order to access grade level content, but will also focus on building basic language in English through themes such as family, school and food as part of the weekly mandated 360 minutes of ESL. Students in beginner and intermediate levels will also develop language through shared reading and writing activities, as well as through targeted small group guided reading and writing strategy groups. Students in beginner and intermediate levels will build tier 1 and tier 2 vocabulary through a combination of direct vocabulary instruction combined with learning words in context and developing strategies for understanding unfamiliar words. Several beginner and intermediate students are currently getting some instruction through Lexia Reading Core 5 as part of a district pilot program for ELLs. Students on the advanced proficiency level in the NYSESLAT will work on developing their English literacy through the use of scaffolds, differentiated instruction and some small group work as part of their 180 mandated minutes. They will look for words that are cognates with their native language and they will work on building vocabulary by using methods such as the Kate Kinsella vocabulary method designed for ELLs. ESL specialists, Brooke Childs and Julia Masi will work with ELLs in monolingual and CTT classes as well as with the self-contained and special ed. students. Although the majority of ELL instruction at PS 24 is push-in through an integrated coteaching model, our upper grade newcomer beginners will receive some pull-out instruction in order to build foundational skills, language and concepts. The ESL teachers will work in sessions and during the morning alongside the classroom teachers, as well as during the extended day. Dual Language teachers and their Intervention support teachers will work with their students on English days (every other day) and during early morning intervention alongside their out-of-classroom colleague. Materials to support newcomers with ESL at the beginner level will also include the "SUBE" ESL program, the photolibrary and thematic units to build foundation vocabulary in English. All the teachers will work with students in small groups and individually in conferences to train them on using effective strategies to improve their reading and writing skills. All struggling students (ELLs, special and general education) will be invited to the after-school program to work in small groups (groups of 5 or less) to develop their reading and writing skills and to improve their reading levels according to Fountas and Pinnell levels and NYSESLAT proficiency levels. ESL teachers will combine the Cognitive Academic Language Learning Approach (CALLA) with the mandated regional Balanced Literacy model. Such methodologies include scaffolding and the use of realia, songs, art and role-play to aid in comprehension. All teachers use instructional material that incorporates colorful graphics, text, vocabulary definitions, graphic organizers, and big-books. This includes the program *On Our Way to English*, which is used to support teacher-designed curriculum. Vocabulary study will be a pivotal piece and ELL students will be paired with non-ELLs. Our Dual Language Coordinator, Australia Fernandez and ESL Coordinator Brooke Childs spend time along with our school leaders and Professional Development team looking at student data and thinking about trends and needs. As soon as AMAQ guidance is released by the OELL, we will apply this information as we look at data and trends in our school.

4. 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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
 - As outlined in question 2, students in kindergarten tend to be concentrated in the beginner NYSESLAT proficiency level, but students in grades 1 through 5 are concentrated in the intermediate and advanced English proficiency levels. ELLs scored comparably with EP students on the NYS ELA exam, at with around 65% scoring at a level 1 and 15% scoring at a level 2. ELLs who took the ELE in their native language performed better than they did on the ELA exam, with 84% scoring in the 3rd and 4th Quartile on the ELE. Students who received native language supports for the NYS Math and Science scored similarly to students who did not receive these supports. Although some students who reached advanced proficiency on NYSESLAT did better on the NYS ELA exam than students in the beginner and intermediate levels, there was not a clear trend of advanced students scoring higher on the ELA. When analyzing Fountas and Pinnell reading levels and comparing the English levels to Spanish levels, students who have been at our school since Kindergarten and are reading on level or advanced levels in Spanish are also doing the same for English. The higher their native language skill is in their native language, the more likely it is they transfer that to English and vice versa.
 - Our Professional Development team, which includes our Dual Language Coordinator (Australia Fernandez), Literacy Coach (Maggie White), Math Coach (Mayra Deliz), Principal (Rose Dubitsky) and Assistant Principals (Erica Padin, Martin Alvarado), ESL Specialist (Brooke Childs) collects data such as NYSESLAT, ELA, Fountas and Pinnell/EDL in Spanish, Math, etc. They look at trends and needs and they create a plan for academic support. Our Professional Development team, as named above, looks at the ELL Periodic Assessment, as well as periodic assessments in reading, math, writing on demand, phonemic awareness in Spanish and English to determine students' academic and language needs. Periodic assessments are administered about four times a year at PS 24. This information is used to form differentiated groups, for academic intervention during the day and extended day and for individualized student plans in both the native language and in English. Our school Leadership along with our Professional Development team named in 4a gathers student data and shares this data with teachers. Together, in grade meetings with classroom teachers, they set goals for students and for differentiation groups for extended day and Saturday Scholars.
 - From the periodic assessments we are able to see, in the Dual program, how language learners are faring in both their native and second language in those subjects and in addition we are able create differentiated groups based on that information. In this year's first ELL periodic assessment we will be able to see how students scored in each modality in order to create action plans that will help students reach their targets for the NYSESLAT and ELA exams.
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](#).)
- Our school works with ELLs at a tier 1 level through providing scaffolded and differentiated instruction that prevents students from falling behind their peers. For those ELLs who need more support, as assessed through the Periodic Assessments as well as the NYSESLAT and NYS exams, we provide tier 2 support in the form of small group intervention both in and out of the classroom. Some of our ELLs who also have IEPs, also receive Wilson intervention with our IEP and special education specialists.
6. How do you make sure that a child's second language development is considered in instructional decisions?
- We make sure that a child's second language development is considered in our instructional decisions by planning language targets into our units and our lesson plans as well as by providing culturally relevant instruction. We select tier 2 and tier 3 vocabulary from key unit texts and are sure to teach that vocabulary through both explicit and contextualized instruction. We also ensure that a child's second language development is considered by making time for teachers to have shared planning time with ESL specialists. When making curricular and instructional decisions, teachers always review data first, taking into account the needs of their ELLs both in terms of language and literacy.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
 - We have a school made evaluation tool that assesses students' language in Spanish and English. It assesses for social as well as academic oral language. This assessment is given to all students in the dual language program. In addition, all students in the Dual language program are assessed using the Evaluacion de Desarrollo de Lenguaje assessment (EDL/DRA translation and Fountas and Pinnell Spanish Assessment) as well as TC reading assessments. Dual language students take the ELE exam and 38 out of 45 students scored in the 3rd and 4th quartiles. English Proficient children at PS 24 come in as bilingual or native English speakers. Most of our students enter the school as bilingual and Spanish dominant students. We have a small percentage of Native English speakers that enter our school speaking little to no Spanish. They score differently depending on grade level and time in a dual language program. Some children start in our Spanish Pre-k program while others start in the first grade.

b. By second grade EP, non-Spanish speakers are able to have conversations with their Spanish speaking peers on a regular basis. By the 4th grade our Native English speakers (who come from all English speaking homes) are reading fluently in Spanish and writing essays and full paragraphs in Spanish while on grade level or higher in English. Our English speakers scoring higher in the ELE exam are our balanced bilingual students who tend to do better academically in both languages. Our students are progressing well as readers and our target for improving Spanish reading will be our native English speakers and new comer students.

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

We evaluate the success our programs for ELLs by closely monitoring the progress of our ELLs, both in the free-standing ESL classes and in the dual language classes. One of the main ways we evaluate the success of our programs for ELLs is by reviewing our NYSESLAT data. The majority of students in our classes are making progress from Beginner to Advanced proficiencies in NYSESLAT, and for those students who are not making steady progress we are closely monitoring them through our RTI model. We will use our Saturday Scholars Program and our Guided Reading after School Academy to support our students and specifically our ELLs in moving towards a level three and a level four on the ELA. More than half of our student population are English Language Learners, which means that we must consider ELLs in our of our curricular and instructional decisions. Although we have work to do in order to help our students reach proficiency in literacy and math, our students are progressing and many are bilingual and bi-literate. In the past, we have seen that our dual language students tend to be slightly more proficient on the NYS ELA exams than their monolingual peers, however this past year that trend was not necessarily true. A goal for the school will be to continue to look at commonalities and differences between the progress of ELLs in our dual language and our free-standing ESL programs.

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](#).)
 - 1a. The Home Identification Language Survey (HLIS) is administered by a trained pedagogue, Dual Language Coordinator, Australia Fernandez, who holds a bilingual license. The Dual Language Coordinator and a team of bilingual teachers will conduct the informal oral interview in English and Spanish with each incoming student and will seek translation support from other staff for Arabic and Chinese students. The ESL teacher, Brooke Childs, will review the HLIS to determine if the student is a potential ELL. On the HLIS, there are eight questions. If one of the questions from one to four is marked as "other than English is spoken at home," and two questions are marked as other than English is spoken, from questions five to eight, the child is a potential ELL. Once the ESL teacher collects the HILS from parents and determines that a language other than English is spoken at the child's home, the ESL teachers administer the Language Allocation Battery (LAB-R) test to that child within ten days of enrollment. Students that score below proficiency will be eligible for state- mandated services and to take the New York State English as a Second Language Achievement Test (NYSESLAT). After the English LAB-R is administered by our two ESL teachers Brooke Childs and Julia Masi, entitled Spanish speaking students also take the Spanish LAB-R which is administered by Brooke Childs, Mayra Deliz, Maggie White and Australia Fernandez, all Spanish-speaking bilingual teachers. Dual Language teachers and ESL teachers will prepare students for the NYSESLAT exams and will differentiate instruction based on profeciency levels. Students at the beginner and intermediate proficiency levels on the NYSESLAT receive 360 minutes of ESL per week and students scoring advanced receive 180 minutes of ESL per week with preparation for the ELA. Students are placed where their parents select on the Parent Survey and Program Selection Form within ten days of school enrollment. Entitled students based on the ATS report, the RLER (List of Eligibility Report), take the NYSESLAT exam annually and newly enrolled students are identified based on the LAB-R handscores. The speaking portion of the NYSESLAT is administered during the time period allotted by the Department of Education (DOE). ESL teachers and bilingual teachers are trained in the process of administering the speaking portion of the exam by watching a video provided by the DOE with instructions on administering the speaking portion of the NYSESLAT. The reading and writing portion is administered by dual language classroom teachers for their students and ESL specialists administer it to English Language Learner (ELL) students in the monolingual setting. The listening portion comes with a CD that the dual language teacher or the ESL specialists use during the listening portion of the exam.

All our teachers administering the NYSESLAT use the Empire State NYSESLAT preparation testing material to prepare ELLs to take

the four components of 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. The Dual Language Coordinator, Australia Fernandez, who holds a Bilingual License and the ESL teacher, Brooke Childs, who holds a Bilingual license and Julia Masi, who holds an ESL license, conduct parent orientations continuously throughout the year as new students are enrolled. In addition, they schedule four main parent-orientations annually, two in the fall, during the first two weeks of school, and two in the spring (end of March). In the parent orientation meeting, the Dual Coordinator and the ESL specialist show the EPIC video. They follow up with questions and clarify the three program choices (Dual Language, Transitional Bilingual (TBE) and monolingual with ESL support) that our school offers as needed. They also explain that in the case where a parent does not get the program of their choice, they have the option of applying to a school that offers their choice in their native language, if it exists. We will assist them in finding this information and figure out what options are available for them and their child(ren). For parents of other languages, such as Chinese and Arabic, the video is shown in their language as well. While our Dual Language Coordinator and ESL specialist are Spanish speaking, a translator is provided to support the pedagogues during the parent orientation process for parents of Arabic and Chinese students.
The process goes as follows: First, we send home a parent orientation invite with the Parent Selection Program Form attached. The parent coordinator and ESL teachers also post flyers announcing the time and place of the Parent-Orientaion throughout the school. We also post an invitation for parents to come using the school calendar. Then, parents of ELLs are invited to an orientation within ten days of enrollment. Parents watch the video describing the three program options. They fill out a Parent Survey Program Selection Form, and identify their program of choice for their child(ren). Finally, ELLs are placed in parent's program of choice. At P.S. 24, we have a strong dual language program with instruction 50% of the time in English and 50% of the time in Spanish, monolingual classrooms with ESL push-in support, and if we have over 15 families interested, we will have a transitional bilingual education program.

Children are placed in a parent's program of choice based on their selection. Parents are told during orientation that their child(ren) will be placed in the parent's program of choice and that they will be called if space or choice is not available. To form a TBE classroom, we need a minimum of 15 children within two grades. Parents are told that they will get a phone call to discuss other options, if that were the case. If their choice is not available, parents are informed by a phone call or in-person interview and they are given the option of choosing a monolingual setting with ESL push-in and pull out support, or they are given names of schools that offer their program of choice.
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 P.S. 24, The ESL teacher, Brooke Childs, distributes entitlement letters and collects any Parent Survey and Program Selection Forms that weren't returned during the parent orientation meeting. The ESL team uses the LAB-R handscore sheet and RLER from ATS to identify ELLs. The ESL teachers go to each classroom to collect the entitlement letters, Parent Survey, and Program Selection Form to check off names of students on the RLER. We call and re-issue a second letter to parents whom have not returned all forms. After we collect entitlement letters, Parent Survey, and Program Selection Forms, we file them in a secured file cabinet in the ESL office/classroom, room 411 as well put copies of entitlement letters in students' cumulative folders. Original parent surveys and program selection forms are filed in the students' cumulative folders. We also ask parents to bring in the Parent Survey and Program Selection forms during the Parent Orientation. If parents are unable to attend the first Parent Orientation meeting, the ESL coordinator will reschedule another meeting on a day that the parent can attend. We highly encourage parents to come to the school where after watching the video and asking questions, they can fill out the survey. For parents that can't make it or need additional support, we make phone calls, or try to find parents at dismissal. Parents can also fill it out at home and send it in with their child. If we are not able to reach the parent or retrieve the survey, we place the child in a transitional bilingual classroom (if we have the numbers, if not a dual language classroom) if the student is a Spanish speaker. If the child is a speaker of other languages, the child is placed in a monolingual classroom with ESL support. Often this group of students is less than 15 in total.
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. At P.S. 24, when a new student is enrolled and is identified as an ELL, the parent will watch a video in their native language explaining program options for ELLs. This may be done with one parent or a group of parents, depending on the number of new students at the time. A bilingual staff composed of the Dual Language Coordinator, Australia Fernandez, ESL specialist, Brooke Childs, and two bilingual paraprofessionals will be available to translate. They speak the languages of the families in our communities: Spanish, Arabic, Chinese and English, and will translate for parents as needed. The video will be shown in Spanish to

Spanish speaking parents, Arabic to Arabic speaking parents, and Chinese to Chinese speaking parents. After answering parents' questions, they will be given the Parent Survey and Program Selection Form in their native language. Also, after reviewing the Parent Survey and Program Selection Forms, the Dual Language Coordinator and the Assistant Principal, Erica Padin, will place the student in a dual language, transitional bilingual (TBE), or in a monolingual classroom with ESL push-in services. If the parent chooses a model of education offered in the EPIC for which we don't have the numbers, such as for TBE or Dual Language for Arabic or Chinese speakers, we will inform the parent of a school which offers it. During parent orientation and registration, we inform parents of ELLs of the three program options for students at P.S. 24 and possible options nearby that offer what they desire. We have a dual language program, monolingual with ESL push in support and TBE if we have the numbers. Parents get to decide which program they would like to have their child in and children are placed accordingly. This is done in the parents' native language. If we are not able to offer a transitional bilingual program, we explain to parents who select this program that they can request to have their child placed in a school that offers TBE. We do our best to place children in a school that offers their preferred program. Placement letters are sent home via backpack mail. All students at P.S. 24 have a plastic Communication Folder that goes home every night and the entitlement letters go in there as soon as decisions are made about placement. The Communication Folder goes in their backpack and home. A copy of the placement letter is placed in the ELL binder. It is kept in room 411 by our ESL specialist, Brooke Childs. Continued entitlement letters are sent home within the first few days of school to those students who did not pass the NYSESLAT and a copy is also kept in the ELL binder in room 411. We also send home transition, non-entitlement letters to students who reach Proficiency in the NYSESLAT exam and keep a copy of these letters in the ELL binder. All the letters are sent home in the parents' native language.

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.

5. At P.S. 24, every year we generate a placement log to keep track of parent program selections. After reviewing it, along with the Parent Survey and Program Selection forms for the past few years, the Dual Language Coordinator and ESL specialist found that the trend has been that about 75% of parents choose the Dual Language Program and 25% of parents choose monolingual classes with ESL services. The ESL teachers are responsible for distributing and collecting Parent Survey Program Selection Forms and they are checked off using the RLER (List of Eligibility Roster Report) from ATS to keep track of which parents submitted and which parents didn't submit the forms. We use this to follow up. These records are stored in a file cabinet located in the ESL office, along with the school generated placement log. We use the data gathered from the placement log to determine the number of dual language classes, TBE, or monolingual with ESL support. During the past two years, 70-75% of new Kindergarten and first grade parents of ELLs, according to placement log, requested dual language Spanish/English education, 98% of 3rd to 4th grade parents of Spanish speaking new comers requested dual language, 25% of new Kindergarten and first grade parents of ELLs (a mix of Spanish, Chinese, and Arabic) chose a monolingual setting with ESL support. This leads to us to plan for three Kindergarten dual language teachers for the following year and two monolingual teachers.

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. 

6. At P.S. 24, the program models offered are aligned with parents' request. Children are placed in either a monolingual, transitional bilingual (TBE) or dual language classroom, depending on the option their parents chose. If the parents check off and request a dual language program, the children are placed in the dual language program and the same for monolingual with ESL support. If parents prefer a program that we are not able to offer at this school based on the number of students, such as Arabic or Chinese bilingual component, they are advised that it may exist in another school. We inform them that their children could either participate in our monolingual program with ESL push-in support or we can help them find a school that offers that option.

Part V: ELL Programming

A. Programming and Scheduling Information

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

- a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
- b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

At P.S. 24, we have three organizational models for English Language Learners (ELLs). The Dual Language Program consists of two models: the roller coaster model and the side by side model. In the Dual Language Program, instruction is delivered 50% of the time in English and 50% in Spanish in both the roller coaster and side by side model. In this model, approximately half of the students are English proficient and the other half is Spanish dominant. The classrooms are heterogenous in proficiency levels in both English and Spanish. In the roller coaster model the day begins with one language and in the middle of the day they switch the other language. Switching languages every morning. The third model consists of ESL push-in for English Language Learners in the monolingual classes. ESL teachers work collaboratively with the classroom teacher to support ESL students. We have two Dual Language Classrooms with a concentrated number of SETTS students in the 3rd and 5th grade. They are composed of a full time Bilingual/Special Education teacher and two bilingual education teachers that go into the classrooms two periods a day (for each classroom). All the 3th, 4th and 5th grade dual language classes follow a rollercoaster model. In the side by side setting one teacher teaches the Spanish component and the other teaches the English component. All bilingual classes are heterogenously grouped.

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)?

At P.S. 24, we have a balanced literacy model. We use the workshop model for instruction in all classes and Teacher's College Reading and Writing workshop in all our classrooms. Instruction is delivered in English in the monolingual classrooms and in English and Spanish in the Dual Language classrooms. The dual language teachers and the monolingual teachers use the ESL program "On Our Way to English" for ESL specific lessons, in addition to balanced literacy. Classroom teachers use ESL strategies to deliver instruction in English such as using manipulatives, expressive language, and total body response when delivering vocabulary, instruction, and/or complex concepts to ELL students. Classroom instruction is also enhanced by color-coding, large pictures, implementing the arts, and constant verbal communication to ensure full understanding and grasp of the lesson. Instruction in all the content areas is often composed of a mini-lesson (link and modeling), active engagement, independent work, differentiated small groups, mid-workshop interruption and a share. All classrooms have rich libraries filled with English and Spanish (in Dual Language classrooms) books in all content areas and topics. Students are encouraged to incorporate turn and talk, cooperative learning, and partner work throughout the day.

At P.S. 24 we have created a calendar for the Dual Language Program that clarifies our LAP in terms of the language to be taught each day, or half day for roller coaster classes, for each class. This calendar is followed by all staff and teachers throughout the school, including cluster teachers, guidance counselors, AIS team, and SETTS providers. Mandated instructional minutes are met through providing explicit English as a Second Language instructional support through the content areas, Social Studies and Science, Reading and Writing. The English World dual language teachers (or dual teachers on English days) are

required to incorporate English as a second language instruction through the content areas in order to meet mandated language needs of students (360 minutes a week for Beginner and Intermediate students and 180 minutes a week for Advanced students). In a dual classroom's English Day (every other day), this amounts to four periods or more, every other day, of ESL. The school schedule consists of seven 45-minute periods a day. Dual Language teachers service all the English Language Learners in the class all day in all content areas in addition to more differentiation using Extended Day (after-school) for more support for beginners and struggling students. She differentiates instruction and has small ESL groups on each level, according to the NYSESLAT proficiencies. ELA instruction is also incorporated into the daily schedule through reading, writing, and mathematics time blocks. The time blocks for literacy and mathematics consist of 60 minute blocks. Native Language Arts (NLA) is done in Spanish on Spanish days (or half days depending on whether it's a roller coaster dual class or a side by side class). English and Spanish instruction, in Dual Language classrooms, are equally divided.

In the monolingual classes, the mandated instructional minutes are met by the ESL teacher. Each ESL teacher incorporates in their scheduled program the required minutes to service ESL students (360 minutes for Beginner and Intermediate students and 180 minutes for Advanced students). The school schedule consists of seven 45-minute periods a day. The ESL teachers incorporate the amount of minutes for each language proficiency group using the minutes needed to fulfill the mandated services. For example, a beginner student is serviced by an ESL teacher one hour and twelve minutes a day, totaling 360 minutes a week. Whereas, an advanced student would be serviced by the ESL teacher 36 minutes a day to total 180 minutes a day. The ESL teacher services small groups of students according to language proficiency levels.

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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. At P.S. 24, the content areas are taught in all the program models (Monolingual with ESL support, CTT, special education and dual language) using cooperative learning, partner work, differentiation, integration of units of study and modeling. In the dual language program, instruction is taught 50% of the time in English and 50% in Spanish (one day English, one day Spanish grades 1-2 or half day English half day Spanish for grades 3-5). Immersion is used for each language. The program model used for literacy includes the Teacher's College Reading and Writing Units and Expeditionary Learning (to align our Instruction to constructivist teaching and the Common Core Standards). The Literacy Coach, Maggie White and Expeditionary Learning consultants Rebecca Tatistcheff and Margaret Riordan prepare teachers with lessons and reading and writing units for teachers to apply in the classroom. Grade meetings and individual meetings are organized with teachers and coaches to plan, assess, and evaluate curriculums and activities for all children. Literacy units are taught using a variety of leveled children's books (in English and Spanish), photo libraries, turn and talk, partnerships, reader's theater, word study, and multi media arts to enhance the lessons for English language learners and Spanish Language Learners. Guided reading groups, strategy lesson groups, differentiated group instruction, and partnerships are used throughout all the content areas. ESL teachers support classroom teachers in all the content areas targeting the speaking, listening, reading and writing components of a lesson.

Mathematics instruction is delivered using a similar method in all the program models (Monolingual with ESL support and Dual Language). P.S. 24 incorporates the Investigations: TERC curriculum for mathematics for all grades. Student workbooks guided books and teacher manuals are published in both English and Spanish. All our math books and curriculum has been upgrade to include the new Common Core Standards. Students and teachers in dual language and bilingual classrooms receive corresponding books in both English and in Spanish. Students are expected to approach the mathematics content through investigations that help develop flexibility in problem solving, mathematical thinking, and language activities. Grade meetings and individual meetings are organized with teachers and the Math Coach, Mayra Deliz in collaboration with Toni Cameron from Metamorphosis to plan, assess, and evaluate units and lessons for all students as well as to include the new Common Core Standards in all the units to be taught as well as assessments. Lessons are enhanced by the use of manipulative materials, drawing, writing, talking, and technology. ELLs benefit from the variety of methods and approaches teachers use to accentuate lessons.

The Science curriculum corresponds to the New York City scope and sequence and NYS Science standards and Common Core Standards. At P.S. 24, we incorporate the Full Option Science System (FOSS) program in both English and Spanish. Teachers and students engage in enduring experiences that lead to deeper understanding of the natural world. All students observe, describe, sort, and organize objects, organisms, materials, and simple systems. Students are encouraged to use their senses to acquire data, and their emerging language and mathematics skills to process and communicate their observations. The program incorporates the ELL links to enhance each science lesson for the students and we use the Common Core Standards to plan each unit. Teachers have receive training, coaching, and materials from by the school's former Science coordinator. Partnerships, small group instruction, and project based learning is used to ensure student learning.

The Social Studies curriculum corresponds to the New York City scope and sequence and NYS Social Studies Common Core standards. All teachers attend professional development, throughout New York City, on the units taught for each grade. Instruction is delivered in both English and Spanish in the Dual Language classroom. The methods used to deliver the curriculum include, but are not limited to, project based learning, role playing, teacher and student modeling, integration of units of study combined with reading and writing and technology. Prior knowledge, compare and contrast, research procedures, note-taking, self-monitoring, questioning, problem solving, and procedural skills are some of the learning strategies for social studies. Teachers work together developing the curriculum and they work together by grade. All teachers, dual, monolingual, ESL specialists, and AIS staff members work together to develop/tailor the curriculum for each grade based on students' needs. Every unit on each grade is the same regarding of the program. ESL specialists support their mandated students on integrated units of study that include reading, writing, social studies and/or reading, writing and science. ESL and Dual language teachers support their ELLs using academic language and content language through reading and writing.

Ongoing formative and diagnostic assessments in English and Spanish is done for differentiation. We use the Primary Assessment (K-1), Estrellita(in Dual and TBE), Words Their Way, Teacher's College Running Record, and EDL (DRA) in Spanish and the Fountas and Pinnell (Spanish) to assess for reading and word recognition in English and Spanish. To assess mathematic skills, we use DYOW (English and Spanish) and Rubrics (English and Spanish). For writing, we use Teacher's College and teacher-created rubrics (Spanish and English), Writing on Demand, and informal assessments (English and Spanish) in writing workshop to assess the students' writing. The science program (FOSS) is used for assessing science progress. We use FOSS, in addition to science rubrics designed by the science teachers. The FOSS is also used in both languages. This allows our teachers to differentiate instruction for all students on every subject. We enrich our science curriculum by incorporation the new Common Core Standards.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

4. Children that are found to be English Language Learners (ELLs) after taking the LAB-R in English are given the Spanish LAB-R. diagnostic evaluation in Spanish. Upon registration we administer a school created assessment to help us better understand both English oral language skills and Spanish for all ELLs entering the school. In Dual Language classes, as well students are assessed in math, reading, writing, science and social studies in both English and Spanish. In Kindergarten through first grade (and second grade if they are struggling), students are assessed for phonemic awareness and reading using the Estrellita assessment in Spanish. Grades K-1 students also take the Primary Assessment in their native language for reading readiness. We have created a lower grade Spelling Inventory in Spanish that is similar to the Words their Way Spelling Inventory. All students' reading levels are assessed with Fountas and Pinnell Reading assessment in Spanish and the Evaluacion De Lenguaje (4TH-5th grades) for students reading at higher levels. Students are assessed using the Primary Assessment, Estrellita Assessments, Fountas and Pinell/EDL. The scores are collected by the school four times during the year (quarterly) and analyzed by teachers on a regular basis. Once a month teachers give an On-Demand Writing Assessment to students and every other month (in Dual) the assessment is in Spanish. Teachers use a Spanish rubric to assess the writing in addition to the Writing Continuum. At P.S. 24, we have created rubrics for every unit of study in math and writing in both English and Spanish. Math assessments also include a Do Your Own type of assessment created in collaboration with our school's network (102), which is administered in both languages. Even though assessments are collected four times during the year, classroom and intervention teachers are assessing their students in their native language as well as English on a regular basis in dual language classrooms.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

5. All ELLs at PS 24 take a school made assessment to assess their speaking abilities in English and Spanish as well as their knowledge of several basic concepts. In addition they take the Lab-R when they first enter the school and the NYSESLAT in the spring. Ongoing assessments such as Writing on Demand (writing), Running Records (reading), whole class and group participation (speaking and listening) give teachers information about students performance in the four modalities on a regular basis.

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).

6. At P.S. 24, instruction for English Language Learners (ELLs) is differentiated by incorporating language objectives and functions of language, such as describing, explaining, identifying, sequencing, planning, comparing and predicting. Students are organized into small groups with the classroom teacher or ESL teacher facilitating student learning. Students are encouraged to use cognates from their native

language to make connections in English. Assessments routinely takes place when a unit begins to determine the particular needs of individual students. Lessons are modified to target the language needs of students. Students are evaluated during the unit and at the end to ensure mastery of skills and knowledge. The teacher plans lessons and organizes various groupings as students demonstrate learning needs. Within language proficiency groups, differentiated groups exist to build specific understandings and experiences. Student's prior knowledge, interests, beliefs, how the students learn best, and student attitudes are taken into account when organizing and changing differentiated instruction in the content areas. The learning environment and classroom resources support differentiated instruction throughout the day. Language abilities and acquisition are considered when lessons are differentiated and groups are formed. NYSESLAT proficiency levels are taken into consideration as a measure of their language skills. The four language modalities outlined in the NYSESLAT are a quantitative measure of student mastery of the New York State ESL standards. Differentiation for ELL students reflect student language and academic needs and support learning throughout all content areas.

6a. At P.S. 24, Students with Interrupted Formal Education (SIFE students) are often placed in the Transitional Bilingual Program (TBE) and the Dual Language Program based on parent options and language needs. The teachers in both programs provide small group instruction to support the students in both their native language and second language. Before an instructional plan is incorporated teachers assess students in order to provide the necessary support needed. The instructional plan for SIFE students often incorporates enriching a students' native language through literacy and oral language, while also providing exposure to all content areas. Teachers provide opportunities for students to work in partnerships and expose students to life experiences. In the TBE classroom, 40% of the week is taught in English with strong thematic plans designed to develop the oral language, as well as, literacy. Additional support in ESL is also provided to SIFE students in both the monolingual program and the Dual Language program. All SIFE students are encouraged to participate in all P.S. 24 instructional programs.

6b. At P.S. 24, newcomer students are often placed in Transitional Bilingual (TBE), Dual Language, or monolingual program based on parent preference and language needs. Newcomer students receive pull-out ESL instruction in small groups by the ESL teacher when placed in the monolingual program with native language support. They are also immersed in thematic units with strong ESL strategies with their English teachers on English days. In addition, newcomers are also placed in a classroom where the students can receive differentiated instruction and receive support in their native language. Cognates, word associations, and other language skills are taught to students. The Dual Language and TBE provides support to Spanish speakers whereas, support for Chinese and Arabic students are provided through ESL instruction and in their native language. We provide additional supports to these students via a club specific to their language needs, i.e. Arabic Club or the Chinese Club. These clubs are designed to support native language, encourage maintaining cultural identity, and build community amongst the families and students. Books and technology are used as tools for learning. Literature in the students' native language is placed in the classrooms to help support student's native language. Often teachers place students in after-school partnership programs to help foster peer socialization and support. Students are encouraged to participate in all P.S. 24 instructional programs.

6c. English Language Learners (ELLs) with 4-6 years of ESL services in the Dual Language program are supported by the classroom teacher throughout the day. The classroom teacher integrates modeling, critical thinking skills, graphic organizers, and thematic approaches to reinforce the skills and strategies students need to master. Visual and audio equipment, along with other supplemental materials, such as Reader's Theater, bilingual dictionaries/glossaries, and guided reading books are used to support lessons and student work. ELL who have 4-6 years of ESL services and are in monolingual classes are supported by an ESL teacher. Frequently, the ESL teacher pushes into the class and helps support students alongside the classroom teacher. Students participate in strategy groups and are encouraged to use background knowledge in all content areas.

6d. Currently, P.S. 24 does not host any English Language Learners (ELLs) who are Long-Term (completed 6 years), but we have devised a plan for ensuring quality instruction for these students. The plan would include inviting students to Early Morning Intervention, which consists of small group instruction by a classroom teacher (or ESL teacher) and to the after school Guided Reading Institute we have created here at P.S. 24. Students use a variety of materials and resources to enhance student learning. Small groups would consist of no more than five students. Individual instruction would be considered for students who have not passed the NYSESLAT and continue to receive ESL services after 6 years. The ESL teacher would service these students for the mandated ESL time required by New York State as well as additional periods per week to improve language and academic development.

6e. At PS 24 we think of all our Former ELLs as students still in need of language support. They will continue to get extended time in all of the state and city exams such as Math, ELA and Science during the first two years after scoring proficient in the NYSESLAT. Academic work in reading and writing will include rigorous support with vocabulary, language functions such as transitional phrases and words, syntax, reading comprehension and writing. Accountable talk and all ELLs strategies will continue but at a higher level.

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. The instructional strategies that we use to support ELLs and SWDs in order to promote English as a Second Language includes

differentiation in all subject areas, strong read alouds, and structured talk/academic discourse to give students the opportunity to speak, synthesize, use metacognitive skills, and effectively execute the English language orally and in writing. We ensure that during turn and talk sessions all students have the opportunity to speak. We believe that every lesson is a language lesson and all teachers in the school participate on professional development strategies geared towards ELLs. Teachers also use dramatizing scenes and vocabulary, picture support, prompts, cognates, etc., to support ELLs and SWDs in every lesson. Total Physical Response, as well as, immersing students in the Language Experience is normally used to develop language with our students. In addition, we have implemented life long learning habits that all teachers practice with children on a regular basis called The Habits of Mind. These habits encourage the students to think and be active and support each other. Examples are managing impulsivity, listening with care, etc. We integrate units of study so that students are working extensively on a theme. Through this, students get to hear vocabulary, ideas, and language on a topic consistently. During June planning, we use the SLAM ESL sheet to plan for non-fiction units and the academic needs of our ELLs and Students with Disabilities (SWDs) selecting specific activities, vocabulary, language structures, and projects our ELLs and SWDs will need. The following materials are used to support ELLs (bilingual, dual, and monolingual setting): web-based programs (Starfall, Raz-Kids, Power Media Plus, Book Flicks, Fast Forward), sequence flash cards, SRA photo library, Benchmark guided reading books, and Rigby: On Our Way to English, an ESL program called "SUBE" is used for beginner and new comer ESL students in TBE, Dual Language, and monolingual push-in setting, FastForWord and AWARD which is used with all ELLs at P.S. 24. Teachers also use Reader's Theater, Time for Kids, and the Wilson Program (all ELLs).

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?

7. At P.S. 24, we use curricular, instructional, and scheduling flexibility to meet the diverse needs of our ELLs and SWDs within the least restrictive environment by ensuring that there is proper communication amongst all the teachers providing services. Once a month, classroom (Dual and Monolingual), special education, ESL, and speech teachers, occupational and intervention providers meet to communicate around services provided for students. This aids in avoiding scheduling conflicts and ensuring that students are getting the appropriate services and instruction at the appropriate time. It is also done for collaboration on units of study and themes. During these meetings, key decisions are made such as, push-in or pull out support. Differentiation for learning and grouping children based on need and reading/language modalities is established in these meetings, as well. It is important to be flexible in order to ensure that we are thinking about the whole child and that services meet the needs of the child. These meetings also ensure that all parties involved have the opportunity to communicate with each other so that the student has access to a full curriculum and instruction in all subject areas, as well as, his/her individualized plan. For students that have Individualized Education Plans (IEPs), all information is shared in these meetings as well as to aid with each service providers contribution. Communication around scheduling is crucial in order to create programs that allow flow and grant access to all services students need. Decisions are also made on whether the students should be grouped homogenously (e.g. guided reading and NYSESLAT modalities).

Courses Taught in Languages Other than English

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

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

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

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

Science:				

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

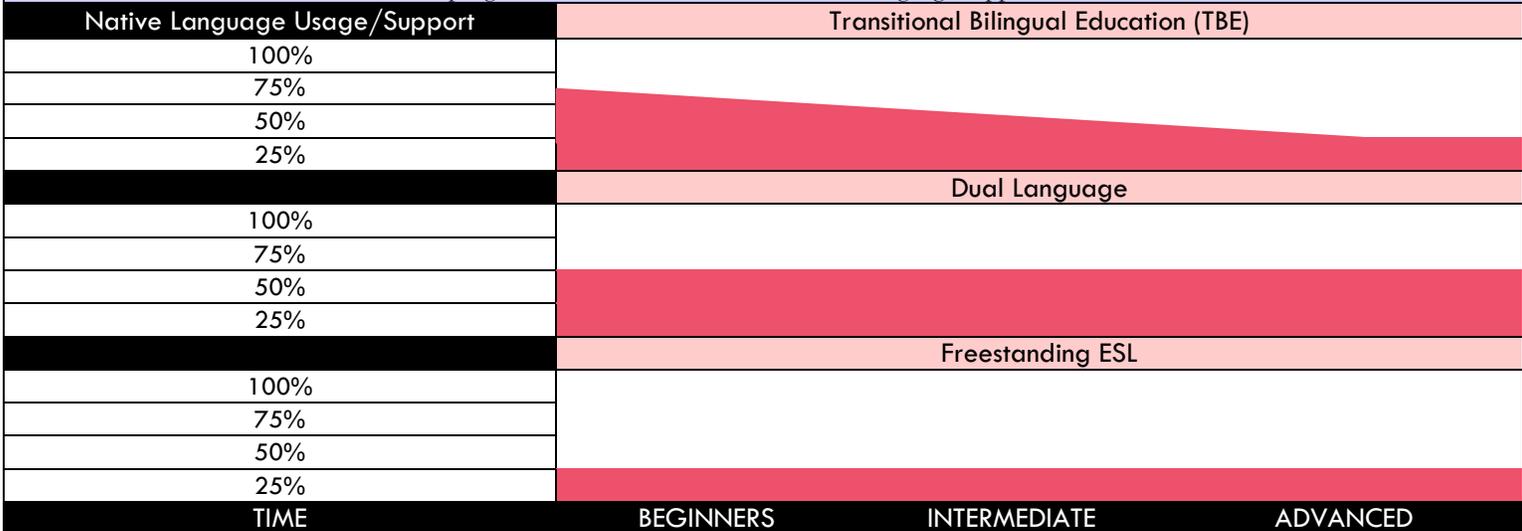
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes 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
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.
- Paste response to question he At P.S. 24, we provide intervention for ELLs in ELA, math, science and social studies and other content areas during our Extended Day After School Intervention period, Monday-Thursday. Classroom, AIS, and ESL teachers work with students in small, differentiated groups in both languages (English and Spanish) when necessary. Teacher partnerships are formed to address the individual needs of targeted students. Both academic and language needs are addressed and supported through a variety of lessons and activities. AIS teachers provide English and Spanish intervention for students who need additional support in ELA, mathematics, and all other content areas. Some of the strategies students work on are decoding, comprehension, critical thinking, and expressive language. The intervention provided to students helps foster language acquisition and development. Students work on grammar/writing, organization, and word attack skills. Kindergarten, first grade, and second grade struggling, Spanish-dominant students use Estrellita to develop literacy skills during early morning intervention time. Wilson and FastForWord is used with students in Intermediate and Advanced modalities in early morning program. Guided and shared reading is used by teachers in either Spanish or English, depending on program child is in to improve reading skills. Students work in differentiated, homogenous, small groups during early morning and interventions during the day. We also used the Marilyn Burns "Do the Math" program in English for daytime intervention last year with ELLs, as well as, a Spanish math program for Spanish-dominant speakers in the Dual program and we will continue to use it this year. re:
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Paste response to questio At P.S. 24, students who are reaching proficiency on the NYSESLAT, both Dual Language teachers and ESL teachers, provide the mandated 360 instructional minutes for Beginner and Intermediate students, and 180 instructional minutes for Advanced. ESL teachers prepare students for the NYSESLAT using sample tests, teacher generated examples, and incorporating NYSESLAT specific strategies within each lesson. Students are supported throughout the day with a variety of activities and lessons enhancing the use of written and oral language. Students receive opportunities to work with other English proficient students and are exposed to vocabulary rich content. Students are transitioned from one differentiated group to another. For example, once a student masters a language skill, a teacher may move the child to the next level group to scaffold the child's knowledge and mastery. Once students reach proficiency on NYSESLAT, students receive support for the New York State English Language Arts Exam, and other standardized tests during Early Morning Intervention and our Saturday Scholars program. Students are encouraged to participate in all the academic intervention programs provided by the school. On standardized tests, ELLs that reach proficiency receive two years of testing accomodation services, which may include time and a half or a separate location. Dominant language support would include the use of a glossary/dictionary with translations on ELA or a translated version of test in student's native language on math and science exams.n here:
11. What new programs or improvements will be considered for the upcoming school year?
- At P.S. 24, new programs or improvements for the upcoming school year would be created based on the current assessment of how the initiatives we already have in place are progressing. This year, we have programs in place and plans for other upcoming programs, such as the Guided Reading After School Academy. We found the Guided Reading After School Academy to be very helpful to struggling, long-term ELLs, intermediate students, ELLs in dual language, and for monolingual students scoring a level 1 on the ELA. _____% of our ELLs are performing at a level 1 on the ELA. There will also be Spanish math and reading groups after school to support our newcomers reading at level J and who performed at a level 1 or 2 on the math exam. In addition to that, we have a TBE Spanish/English newcomer class due to the large number of newcomers coming to our school with very poor academic preparation in their dominant language and content area throughout the year
12. What programs/services for ELLs will be discontinued and why?
- At P.S. 24, currently, none of the programs or services are to be discontinued. We will continue with a push in, intergrated co-teaching model of programing with occasional pull out for newcomer students in the upper grades.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- English Language Learners (ELLs) are offered equal access to all school programs by invitation, recommendations, and purposeful request. Since P.S. 24, has a high population of ELL students, it is evident that ELLs are welcomed, encouraged, and involved in all school programs. Afterschool and supplemental programs that take place include the Supplemental Educational Services (SES) program offered to all students in our school. This program offers reading and mathematics skills for all students tailored to the students' grade and proficiency levels. P.S. 24 also has an afterschool program called PAZ. Our sponsor for PAZ is the Morningside Center. It offers homework assistance, conflict resolution strategies, and recreation. Students are also involved in the arts, including but not limited to, dance and theater. PAZ is offered to all children at P.S. 24 including SWDs, ELLs, and Non-ELLs. On Saturdays,

we have a Saturday Scholars Academy program to provide test preparation support for the ELA, math, and NYSESLAT exams. In addition, we have a weekend sports and library program that all students are invited to. These services are offered to all our students, including ELLs and SWDs. ELLs, SWDs, and Non-ELLs are equally invited and represented in all these programs, and are also invited to our extended program in the mornings and afterschool academy as mentioned in question 10. ELLs, SWDs, and Non-ELLs are invited based on individual student's needs. Extended day programs and Saturday Scholar's are funded with Title I, Title III and Fair Students Funding (FSF) monies.

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

At P.S. 24, the following web-based programs are used to support English Language Learners (dual, and monolingual settings): Starfall, Raz-Kids, Power Media Plus, Book Flicks. Other resources that are utilized are sequence flash cards, SRA photo library, Benchmark guided reading books, and Rigby: On Our Way to English, and an ESL program called "SUBE" is used for beginner and new comer ESL students in dual and monolingual push-in setting. Teachers also use Reader's Theater, Time for Kids, and the Wilson Program. To support students in their native language of Spanish, we use Jump Start, People: Aprende a leer con People, Ortografia con People, Geografia con People, Animales con People, Ven a Jugar con People, Despierta Tu Mente con People, and Ciclo Dos-Lenguaje y Lectura. For Arabic students that participate in the Arabic Club, we use Arabic with Sinbad, Euro Talk-Learn Arabic, and Learn Arabic Interactive Multi-media Arabic lessons. For students involved with the Chinese Club, we use Chinese Paradise 1 and 2, Chinese Characters for Children, and We are Good Kids. In the content area of science, we use the FOSS kits for science that come with all materials in both languages, English and Spanish. For Social Studies, we use Geografia Con People CD program in Spanish, document cameras, as well as, projectors to display primary sources (pictures, letters, and other sources of information) from the public library, magazines, other resources onto a big screen and used for discussion and thematic projects. This is done in both English and Spanish based on program the children are in

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

Native language support is delivered in the Dual Language program in a 50/50 language model. Students receive instruction in both English and Spanish in all content areas. In the roller coaster and side by side Dual Language model, students have the opportunity to receive native language support and to be immersed in either an English day or Spanish day (half day English and half day Spanish for roller coaster dual classes). A student's native language is embraced and nurtured through ongoing classroom activities, providing classrooms with native language literature, and celebrating schoolwide diversity. In addition, ELLs (dual, students in a monolingual setting) are taught to look for cognates when looking at English or Spanish text. Native language materials such as books, glossaries, maps, videos, CDs etc., will be in the classroom and the school library for extra support

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

Required service support and resources are both grade and age appropriate for our ELLs. All students are assessed on a daily basis and are presented with the necessary materials, instruction, and environment to receive a high quality education. Their birth certificate is used to confirm age. Both formal and informal assessments take place throughout the year in order for classroom teachers, AIS, SETTS and ESL teachers to support all English Language Learners. For example Spanish speaking ELLs in the Dual Language and K and 1 classes receive Native Language Reading Support through our RTI program. We use Estrellita (a Spanish word study and phonemic awareness program) and a bilingual teacher pulls out a group of children that have not yet learned initial sounds or to progress based on grade level required scores. She uses Estrellita (a prek- 1 program) with students grades k-1 to move them to their appropriate reading level based on the Fountas and Pinnell and Estrellita Assessment. In addition, students in grade two and new comers that are struggling in Spanish will be assessed using the Estrellita K-1 assessment and will be placed on Estrellita based on their score on the test. English ELLs that are intermediate speakers will also receive ESL/Reading support with the web based program FASTFORWARD and the AWARD program. There is an assessment built into each program and the students will be placed accordingly based on how they do. The student may be a third grader but he might still be performing on a first grade level. The program will provide the reading support the student needs on his academic level. Differentiation is crucial in our school where we have many students within a grade on different reading levels in both English and Spanish and different modalities in English as a second language. AIS, ESL and SETTS groups are organized based on students' levels within a grade and pull out or push in support is structured so that learning strategies and activities are similar for all children within a group. Flexible grouping is important because some children are ready faster the others and therefore may be ready for more advanced learning activities before peers from their group. That is why programs such as ESTRELLITA, FASTFORWARD and AWARD are excellent sources of support to students.

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.

Students who are newly enrolled to PS 24 are often invited to orientations and open houses. Students and parents are welcomed to come and observe classrooms and other school activities. These events assist students in getting acquainted with the school community. Students and parents are encouraged to ask the Dual Language Coordinator and other assisting teachers questions about school programs, activities, and expectations. We send letters and put out flyers informing families of these events.

18. What language electives are offered to ELLs?

One of the language electives offered to English Language Learners is the Dual Language Program (roller coaster and/or side by side). There are also afterschool programs in second language learning.

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)?

A. In Kindergarten, English proficient and Spanish proficient children spend 70% of the day in Spanish and 30% of the day in English. First to fifth grade children spend 50% of the time learning in English and 50% of the time in Spanish. The children in the dual language program are already mixed heterogenously so that 40-50% of them are English Proficient speakers and the other half are Spanish proficient speakers.

B. Children are grouped heterogenously in each class and they spend everyday together throughout the year. In Kindergarten, Science and Social Studies are taught in English. Literacy and math is taught in Spanish.

C. As explained above, Kindergarten children learn literacy and math in Spanish, Social Studies and Science in English. 70% of the time includes literacy and Math and 30% of the time includes Science and Social Studies. In grades one through 2 children are in a side by side setting with a team of teachers or one teacher teaching one day in Spanish and the next day in English. In a side by side team one teacher is the English teacher and the other is the Spanish teacher. Children learn all the subjects in both languages. One day in Spanish and the next day in English. In grade three to four children follow a roller coaster model where instruction is half the day in one language and half the day in the other language. Teachers start the day with the language they left off the previous day and then switch in the middle of the day to the other language. All subjects are also taught 50% of the time in Spanish and 50% of the time in English. In the roller coaster model, teachers are bilingual and they teach both languages.

D. Both side by side and self contained as explained in Question 3.

E. In Kindergarten, emergent literacy is taught in Spanish first. In the later grades, it is taught in both languages.

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.

. At PS 24 we have ELLs in every classroom. All our teachers (dual language, monolingual, special education and Academic Intervention Services providers, Subject Specialists), paraprofessionals, guidance counselors, school psychologist and assistant principals participate in professional development that is relevant to ELLs. For example, all ICT teachers and assistant principals participate in Teacher's College Reading and Writing workshops for ELLs with our ICT consultant from TC. Our coaches are expected to be knowledgeable of ELLs and provide professional development accordingly. Our literacy coach is bilingual and all PD that is conducted by her is also done with ELLs in mind including Reading and Writing Workshop, word study, Social Studies, etc. On November 5, PS 24 teachers participated in professional development that is specifically focused on providing Common Core Standards and Learning Targets for ELLs former ELLs at the school with Expeditionary Learning. In our June plans all the teachers at the school used the integrated units of study (reading, writing, science and social studies) created with the SLAM sheets thinking about different ELL modalities (and former ELLs) and their language needs. In addition, our math coach is bilingual and she provides PD support with ELLs, Spanish speakers, ESL students, Spanish Language Learners. Instruction is differentiated throughout the school in all aspects of curriculum. Our classroom teachers and ELL paraprofessionals participate in Social Emotional Professional development given by our Social Emotional Coach Emma Gonzalez. Lower grade paraprofessionals have also participated in Estrellita training (Spanish phonics and word study program k-1) and balanced literacy PD. Our Parent Coordinator has attended a Cookshop workshop she will be working with parents teaching them how to cook and will be cooking healthy meals with them. This past summer a large number of Dual, Special Education and monolingual teachers participated in the summer Common Core Professional Development workshops and they returned to develop our June Plans and ensure it reflect the common core. We continue to send teachers to Teacher's College, the DOE's Common Core PD with a focus on ELLs. Instruction is differentiated throughout the school for all personnel members. Our school secretary attends a professional secretary workshop twice a year, one in the fall in one in the spring.

2. Last year a Teacher's College Consultant came to our school to train our teachers on planning with the Common Core in Mind and this year we continue the work with Toni Cameron from Metamorphosis using the common core in math instruction. Many of our teachers have gone to DOE workshops during the summer and throughout the school year to learn about the Common Core Standards.

3. At PS 24 all teachers, throughout the school, are educated on working with ELLs. We have veteran teachers that have taken the required 12 hours of ESL training and newer teachers receive Professional Development on ESL and native language support from our Dual Language Coordinator Australia Fernandez. Lisa Weis our literacy coach is also bilingual as well as Mayra Deliz, math coach and all professional development is done with an ESL and ELL lens. We ensure that all teachers at PS 24 are knowledgeable of the fact that a great majority of our students are either ELLs or former ELLs. Our curriculum throughout the school includes strategies that meet the needs of ELLs in all subject areas. PS 24 coaches work with all teachers (Dual, general ed., special ed.) on a regular basis providing out of classroom and in classroom support. They meet with teachers twice a week during grade meetings. School secretary receives professional development once a year outside of the school. In school, all personnel are trained on working with our community parents and teachers on an individual basis and as needed. Teachers at PS 24 went to the Dr. Kate Kinsella workshop for ELLs and attended Estrellita trainings and received certificates of completion. We are part of the Estrellita RTI program with the DOE and we attended the ELL Estrellita training outside of the school in October and received certificates for this. In addition, an Estrellita coach will come to PS 24 to provide ongoing training and support. Last year our Dual and Special Education and ESL teachers (in addition to general education teachers) went to a DOE daylong PD for ELLs and literacy and received certificates. In addition, a group of 5 bilingual teachers receives training on interviewing new students in both languages for the in-take process. We keep an electronic google.com calendar of professional development and all PD activity is maintained in this calendar. Teachers are given certificates of completion for each workshop.

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?

*Translation is provided to all parents as needed. Our school principal, assistant principals, Parent Coordinator, Dual Language Coordinator, literacy and math coach, Office Staff and almost all out of classroom and classroom teachers are bilingual as well as our school psychologist, guidance counselors, paraprofessionals and aids. When speaking with parents we usually speak to them in their native language. In addition, we have a chinese teacher, a chinese paraprofessional and an arabic paraprofessional that assist whenever translation is necessary for chinese and arabic parents. During Parent Teacher Conferences all teachers are provided with a translator as needed.

1. We offer a variety of programs and services to parents of ELLs, special ed. and general ed. at PS 24. There are ESL classes for parents during the week. We often provide classes on nutrition, how to relieve stress, yoga and other kinds of exercises, etc. We conduct a meeting with parents on how to support their children at home with our Estrellita/Spanish phonemic awareness program and another on how to support their children for the ELA. There is also an Even Start program that provides ESL and parent training classes everyday. We have family math nights where parents come and learn about our math program and play math games with our math coach and staff. The last Friday of each month all parents are invited to the school for Parent Reading Day. They get to go into their childrens' classrooms to read with their children. Afterwards they gather for workshops designed for them on reading, social emotional learning and other topics as they come up. In addition, we have parents who are Learning Leaders and who receive specific training for that purpose. They work in classrooms supporting instruction and supporting children. This is offered to all parents in the school (of ELLs, general ed. and special ed.). Our Parent Coordinator Tamara Estrella is teaching parents how to cook healthy meals at home. This program is being used in the classroom by several dual language and monolingual teachers(with push-in ESL support). They are teaching the children how to prepare healthy meals and the importance of a healthy diet.

2. PS 24 has a partnership with Lutheran Medical Center, Center for Family Life and Even Start. These organizations provide Health guidelines, family mental health services and English as a Second language as well as parental guidance (to parents of ELLs, special ed. and general ed).

3. We provide orientations to all families coming to PS 24 and in addition our principal organizes parent breakfasts with families of ELLs and general ed., two grades at a time, where she gets to gather with them and listen to their concerns. We also have parents that participate in our School Leadership Team meetings and get to voice their interests to the school's leadership. In addition, we conduct parent surveys to assess their needs. For example, we send science, writing and math curriculum statements home (in English and Spanish). We have conducted a survey during Parent Teacher Conferences in the past see if parents understood the curriculum statements and if they thought the curriculum statements were a useful tool to send home and share with them. The response has been that it is very useful to parents and we continue to send curriculum statements to parents every other month. Our Parent Coordinator, Tamara Estrella, is bilingual, Spanish/English. She conducts and coordinates parent meetings and informal conversations throughout the day. She always ensures that all parents have translations as needed. Each month during Parent Reading Day she invites parents to visit classrooms and facilitates the process. At the end of the Parent Reading Day she brings parents to a gathering and into a discussion or workshop around curriculum. These discussions are about reading goals, math goals, writing initiatives, explaining the new standards, etc. Our parent coordinator is our direct liaison with parents.

4. Our parental involvement is based on parent input and support and student needs. They help teachers in the classroom supporting with small groups, reading with kids, making copies and assisting children and teachers in the classroom. It helps create consistency of information and it facilitates communication. Parents are better able to support their children at home if they understand the curriculum and feel part of the community. Workshops and classes for parents (ESL, healthy cooking, family math, reading day, yoga) at the school support parents so that they in turn can support their children. Part of the work we do is to welcome families and to help them see how their input and support in the school and at home facilitates their children's academic progress. Our school staff is about 92% bilingual, English/Spanish and for the most part everyone can communicate with parents. Our parent community is about 94% Spanish speaking. Translation is always provided as needed and for that purpose we have, in addition to our Spanish speaking staff, a Chinese and Arabic paraprofessional to assist when necessary. In case any of these staff members are not available we would use the DOE translation service via the phone.

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:

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Rose Dubtisky	Principal		
Erica Padin	Assistant Principal		
Mariel Cepeda	Parent Coordinator		
Brooke Childs	ESL Teacher		
Laura Tenesaca	Parent		
Nydia Mendez/ 1 st dual	Teacher/Subject Area		
Linette Arroyo/2 nd dual	Teacher/Subject Area		
Mayra Deliz	Coach		
Maggie White	Coach		
Gloria Jaramillo	Guidance Counselor		
	Network Leader		
	Other _____		
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 24K15 School Name: The Dual Language School

Cluster: 1 Network: 102

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.

P.S. 24 uses the Home Language Identification Survey (HLIS) to assess the need for translation and interpretation for our families. At initial personal encounters with families, school personnel is made available to provide interpretation in several different languages. Parents also indicate their preferred speaking and written language on the Blue Cards given to them to complete in the beginning of the school year. We then input this data into Automate The Schools (ATS). Staff members have access to the Achievement Reporting and Innovation System (ARIS), where individual student information is housed and transferred from ATS.

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.

There is a great percentage of our families whose primary language is Spanish. Therefore, all written and oral communication for these parents is provided in Spanish. There is a smaller percentage of our population that requires communication in Chinese and Arabic. Interpretation for these languages can also be provided by P.S. 24 staff. The school community is made aware of language needs via ARIS, ATS, and student Blue Cards housed within the main office. After looking at our needs assessment, we have discovered that about 70% of our parents need spoken and written translation in Spanish, about 2% in Arabic, about 1% in Chinese, and less than 1% in Bengali, Cham, and Russian. The remaining 26% of our parents do not require translation services because their primary language is English.

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.

All documents are sent to parents in both English and Spanish to serve the language needs of our families. Written translations are done inhouse by school staff, such as, the Parent and Community Coordinators, classroom teachers, administrators, and other support staff. Chinese and Arabic can be provided by designated staff members and the DOE Translation and Interpretation unit, as needed. Some P.S. 24 staff members are provided with translation periods within their schedule in order to translate documents that parents receive.

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.

At P.S. 24, the majority of our school staff is bilingual. Oral interpretation can be provided for parents on the spot at all parent meetings, conferences, and daily interactions by the Parent and Community Coordinators, staff members, administrators, and parent volunteers. On a daily basis, our school staff can provide interpretation in Spanish, Chinese, and Arabic. School staff is informed as to who is available to provide these services. In the event of an absence, we will make use of the DOE Translation and Interpretation Hotline.

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>.

At P.S. 24, we will notify parents of the requirements for translation and interpretation services by providing each parent with a translated copy of the Parents Bill of Rights. We currently service parents in English, Spanish, Chinese, and Arabic. All signs, notifications, forms are provided in English and Spanish at all times. Our Chinese and Arabic parents are informed of staff members that are available for translation and interpretation services. Our Parent Handbook, given out at the beginning of the school year, is provided to parents in a language that they understand. Our handbook includes, but not limited to, school routines and procedures, scheduling information, and school procedural and safety plans.



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: <u>P.S. 24</u>	DBN: <u>15K024</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>80</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 6
of certified ESL/Bilingual teachers: 6
of content area teachers: _____

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: A total of 8 certified bilingual or ESL teachers will provide supplemental academic enrichment to 100 targeted ELLs in grades 3, 4 and 5. We will target our upper grade ELLs who tested at beginner, intermediate and advanced levels on the 2014 NYSESLAT, with the goal of developing students' language and literacy so that they can become proficient in English as measured by the NYSESLAT. We will serve 30 students from 3rd grade who have been ELLs since they entered the school system in Kindergarten, 30 students from 4th grade who have been ELLs since they entered the school system in Kindergarten and 20 students from 5th grade who meet that same criteria. We will also serve 20 students in grades 3 through 5 who test as beginners, some of whom are newcomers. Students will be taught in groups of 15, for 2 hours after school, from 2:30-4:30 on Wednesdays and Thursdays from January 21, 2015 through April 30, 2015, for a total of 30 two hour sessions. Students will receive targeted reading and oral and written language instruction in English using the program Leveled Literacy Kits from Fountas and Pinnell as well as the program Discussions for Learning, which are both instructional programs that students do not receive during the regular school day. We will purchase materials for these programs, as well as some NYSESLAT preparation books from Anastasio in order to prepare students for the exam. Our rationale for providing supplemental academic enrichment to these students is that students who are ELLs would benefit from small group instruction that targets both their language and literacy needs with a clear and consistent instructional program.

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: At PS 24 it is important for us to provide professional development on instruction for ELLs because our school has a high percentage of English Language Learners. We believe it is important for all of our teachers to be able to provide rigorous and effective instruction for ELLs. All teachers of ELLs (40 classroom teachers, 3 ESL teachers and 3 AIS teachers) will participate in staff development on site led by a team of staff developers including our school's ESL coach Brooke Childs, Dual Language Coach Linette Arroyo, Literacy Coach Maggie White, a consultant from Expeditional Learning Schools, Shyla Kinhal and a consultant from Generation Ready, Jane Yuille. The PD sessions will

Part C: Professional Development

occur on Mondays during the 80 minute time (2:30-3:50) allotted for staff development on the following dates: 12/8/14, 12/22/14, 1/5/14, 1/26/15, 2/2/15, 2/23/15, 3/2/15, 3/23/15, and 4/13/15. This professional development will focus on accountable talk for ELLs, developing performance based tasks that are aligned to the Common Core State Standards, and planning and implementing language targets and scaffolds as part of our thematic literacy unit planning which is being led by the Expeditionary Learning consultant. The six teachers who will teach in the after school ELL enrichment program, will receive additional professional development to be trained in the Leveled Literacy Kits, Discussions for Learning as well as NYSESLAT preparation. On 1/7/15 and 1/8/15 from 2:30-4:30 Brooke Childs and Linette Arroyo will train teachers in the use of the LLI kits. On 1/14/15 and 1/15/15 from 2:30-4:30 Brooke Childs and Linette Arroyo will train teachers on Discussions for Learning as well as how to integrate the NYSESLAT preparation materials.

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: Parent Workshops will be held throughout the year to inform and engage parents on the process in which students are determined to be English Language Learners, as well as to inform parents on ways they can support their ELL children. On 12/15/14 from 8:30 to 9:50, Brooke Childs will lead a workshop with parents in which they will be informed of the Common Core language proficiency continuum as well as the proficiency levels as determined by the NYSESLAT. At this workshop, parents will learn what skills children need in order to move to a higher proficiency level or to test out of ELL status. On 1/26/15 from 5:00- 6:00 the Dual Language coach Linette Arroyo will provide a workshop to parents that explains how Native Language instruction impacts second language instruction. On 2/6/15 from 8:30-9:50, Rachel Benoff the math coach will provide a workshop with parents on the language demands in the Engage NY mathematics modules so that parents can support their children to achieve in math. All workshops will be offered in both Spanish and English as the presentors are bilingual, with Chinese and Arabic translators present. Parents will be notified of all of these activities through bookbag fliers, posted fliers, and in some cases individual phone calls.

Part E: Budget

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

Allocation Amount: \$0

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 	_____	_____

Part E: Budget

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

Allocation Amount: \$0

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