

**2014-15**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

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

**10x024**

**School Name:**

**SPUYTEN DUYVIL**

**Principal:**

**DR. DONNA CONNELLY**

## Comprehensive Educational Plan Outline

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**Section 1: School Information Page**

**School Information**

School Level: elementary School Number (DBN): 10X024  
School Type: Community school Grades Served: K-5  
School Address: 660 West 236<sup>th</sup> Street, Bronx, NY 10463  
Phone Number: 718-796-8845 Fax: 718-796-7243  
School Contact Person: Andrea Feldman Email Address: AFeldma3@schools.nyc.gov  
Principal: Donna Connelly  
UFT Chapter Leader: Jayne Wissner  
Parents' Association President: Farrah Rubin  
SLT Chairperson: Robin Blair and Barbara Rossi  
Student Representative(s): n/a

**District Information**

District: 10 Superintendent: Melodie Mashel  
Superintendent's Office Address: One Fordham Plaza  
Superintendent's Email Address: MMashel@schools.nyc.gov  
Phone Number: 718-741-5852 Fax: 718-741-7098

**Cluster and Network Information**

Cluster Number: 06 Cluster Leader: Ms. Maldonado  
Network Number: 534 Network Leader: Ben Waxman

## 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 Comprehensive Educational Plan (CEP) 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:

1. 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\*.
2. 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.\*\*
3. 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)
Donna Connelly	*Principal or Designee	
Jayne Wissner	*UFT Chapter Leader or Designee	
Farrah Rubin	*PA/PTA President or Designated Co-President	
Irene Lipson	DC 37 Representative, if applicable	
n/a	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Robin Blair	Member/ co-chair parent	
Debbie Boucher	Member/ parent	
Jennifer Firestone	Member/ parent	
Robert Heisler	Member/ parent	
Heather Montilla	Member/ parent	
Nina Amster	Member/teacher	
Barbara Rossi	Member/ co-chair teacher	
Liza Cohen	Member/teacher	
Emily Meisner	Member/ parent alternate	
Elizabeth Benders	Member/parent alternate	
	Member/	

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

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

The 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 CEP 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 Comprehensive Educational Plan (CEP) 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.

<b>The Six Elements of the Capacity Framework</b>	
•	<b>Rigorous Instruction:</b> 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.
•	<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
•	<b>Collaborative Teachers:</b> 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.
•	<b>Effective School Leadership:</b> 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.
•	<b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
•	<b>Trust:</b> 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.

## The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### 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 CEP 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:** 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 3:** 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 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 5:** 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: CEP Overview

Develop a narrative summary that includes:

1. 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.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

P. S. 24, The Spuyten Duyvil Elementary School, is located in the Riverdale neighborhood of the northwest Bronx. P. S. 24, a District 10 school, houses 974 students in kindergarten through grade 5 in two buildings. The school population comprises 7% Black, 41% Hispanic, 41% White, 8% Asian and 2% other students. The student body includes 3% English language learners and 17% special education students. Boys account for 49% of the students enrolled and girls account for 51%. The average attendance rate for the school year 2013 - 2014 was 94%.

P. S. 24 recognizes that children are our future, and we must prepare them to assume their roles as contributing members of society. Each child has individual needs, abilities, and aspirations. Our vision is one of a school that provides all children with the opportunity to achieve their personal best in all areas of development in cooperation with peers, staff, parents, and the larger community. Our mission is to engender excellence in academic endeavors and a respect for the similarities and differences that define our diverse population.

P. S. 24 has several partnerships and initiatives in place that enrich our school community. Several artist-in-residence programs, such as Little Orchestra Society, New York Philharmonic Young Composers, and collaboration with the New York Historical Society and the Museum of the City of New York and Wave Hill have contributed to staff development and to an enriched curriculum. School-wide SEL initiatives that include "Resolving Conflict Creatively" program and Responsive Classroom practices. A school-wide focus on word study and academic vocabulary has also led to ongoing staff inquiry and to increased rigor in ELA curricula across all grades.

P. S. 24's strengths include our strong community involvement and active parent participation in the learning process. Our Parents Association helps fund classroom libraries, teaching assistants, technology, and other school-wide initiatives. Active parent involvement has helped maintain high academic achievement at our school and has helped maintain a stable student population. Another strength that our school possesses is our continued high achievement in core subject areas. A well-educated faculty and ongoing professional development, as well as teacher inquiry projects have helped build leadership capacity among all staff. Other strengths are our attention to the social/emotional well-being of all children, as demonstrated by the use of reflective student portfolios, the emphasis on the differentiated classroom, and the ICT classroom model.

P. S. 24 faces challenges as well. Maintaining high academic achievement and student progress in a diverse student population is a challenge that has led to increased teacher inquiry and targeted professional development focused on academic rigor and student engagement. Additionally, communication among our large school community and between two school buildings poses another challenge to this school's learning environment.

Areas of growth last year include our maintenance of the ICT model as an effective support for all students and as a source of collaboration among staff. Our ICT model has improved academic rigor and engagement for students with IEPs in kindergarten through fifth grade. Our school has identified growth in the area of building leadership capacity. Several teacher-led inquiry and learning teams have developed in technology, professional development, and in word study. Finally, another area of growth includes the increased use of RCCP and Responsive Classroom practices that encourage discussion and engagement, leading in turn to increased academic rigor.

## 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.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (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.

According to ELA 2014 test scores, students achieving proficiency, as measured by the number of students achieving levels 3 and 4, was 50.6 %, an increase of 1.6% from 2013 ELA proficiency levels of 49%, as measured by students achieving at levels 3 and 4. While ELA scores demonstrate an increase in proficiency from 2013 to 2014, this increase could be improved by increasing academic rigor in all grades, by monitoring reading level progress for all students, and by encouraging effective practice among all teachers through the teacher evaluation system.

### 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 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, ELA proficiency, will increase by 3% measured by the percentage of students scoring at levels 3 and 4 on ELA state exams compared with 2014 proficiency levels.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• 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).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>			
Implementation and differentiation of Words Their Way program grades K-5 to expand vocabulary, comprehension, written expression and state test scores.	SWD K-5	Sept. 2014- June 2015	Special Ed. And General Ed. Teachers K-5
On-going professional development to improve learning outcomes using Words Their Way.	SWD K-5	Sept. 2014- June 2015	Special Ed. And General Ed. Teachers K-5
Looking at student work using Protocols and collaborative planning.	SWD K-5	Sept. 2014- June 2015	Spl. Ed. And Gen. Ed. Teachers K-5
Invite parents to use Tuesday afternoons 2:20-3:00 to partner with students and teachers to learn strategies to improve reading and writing	Lowest Third	Sept. 2014- June 2015	Spl. Ed and Gen Ed. Teachers K-5

### Part 4 – Resources Needed

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

WTW program, Professional Development Representative, on-line professional development, common collaborative planning time, inter-visitation (Daily 5) Schedule parent workshops on Tuesday afternoons.

**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		Title I Basic		Title IIA		Title III	X	Grants
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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.

Progress monitoring will be conducted in November 2014 and in January 2015 through the use of students’ F&P reading levels in all grades and through the use of IReady data in ELA for all grades. Progress will be measured by the increase of at least one level in reading levels for all students. WTW data and IReady data benchmarks will include percentage growth in all ELA strands for all students.

Administration will analyze mid-year *Advance* teacher effectiveness data in January 2015 in order to show an increase of “effective” or “highly effective” ratings for all teachers’ observations.

**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.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (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.

ICT progress data from 2014, OORS, Environmental Survey, QR, RTI data

Observational data on student engagement as measured by use of RCCP classroom practices – increased discussion, active listening shows increased levels of academic rigor as measured by teachers’ effectiveness ratings, ELA proficiency levels grew only slightly, indicating that more attention to this area may yield a higher increase.

### 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 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015 ELA progress for students with disabilities, will increase by 3%, as measured by the percentage of students with disabilities making raw score gains on the ELA test, compared to 2014 raw scores of students with disabilities.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• 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).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>			
Successfully expanding the ICT classroom model in grades K-5 through flexible programming and additional ICT classrooms.	SWDs K-5	September 2014 start; June 2015 end	SPED and Gen .Ed. teachers kindergarten to 5.
RTI monitoring through Child Study Team meetings and through the introduction of reflective student portfolios.	High-needs students K-5	September 2014-June 2015	RTI team members Classroom teachers Assistant Principals
Increasing levels of student engagement through teachers’ use of Responsive Classroom, RCCP practices, talking protocols such as micro-lab, cooperative learning techniques, and through increased use of academic discussion techniques on all grades following teacher-led PD sessions.	All students in K-5	September 2014 start; Monthly PD through June 2015	All staff Assistant Principals PD team members

Saturday Academy for high-needs students;	High-needs SWDs and ELLs, grades 2-5	October 2014 – April 2015	Saturday Academy teachers; Assistant Principals
F			

**Part 4 – Resources Needed**

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

Budgetary resources include funding for ICT classroom positions; funding for portfolio creation, and funding for per session hours for teacher training and support.

Human resources include RTI team membership, ICT classroom staff including paraprofessionals;

Organizational resources include planning for professional development, preparation time for portfolio creation and for RTI team meetings and for staff professional development related to above-stated goal.

**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	<b>Tax Levy</b>		<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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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.

Progress reporting on IEP goals at the same time as report cards in Nov. and March and June with expected outcome, data growth of 3%

Monitor Fountas and Pinnell reading levels in Nov., March, and June with an increase in one level.

**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 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.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (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.

Growth in leadership capacity during the last year demonstrated an increased interest in teacher-led professional development, an increase in participation in advanced certification and/or degree programs, and a growth in professional learning communities in this school. These factors in combination with high levels of “Effective” and “Highly Effective” teaching practice through the Teacher Evaluation System indicate a need to continue to build leadership capacity in this school.

### 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 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015 100% of staff will have participated in a teacher-led professional development inquiry group or learning committee in order to increase “effective” or “highly effective” classroom practice observation ratings with the goal of increasing student ELA performance as measured by percentage of students scoring at levels 3 and 4.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• 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).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>			
Creation and implementation of teacher-led professional development teams such as Technology, Word Study, PD, student-led discussion, and other teacher-led workshops and study groups.	All faculty K-5	September 2014 – June 2015 weekly	Principal; Assistant Principals; K-5 faculty teams; K-5 grade leaders
Teacher participation in advanced degree and advanced certification programs.	Faculty K-5	September 2014-June 2015, ongoing	Interested faculty; Assistant Principals; Principal
Grade leader meetings monthly	Grade leaders K-5	September 2014 – June 2015, monthly	Principal, Assistant Principals, grade leaders

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**Part 4 – Resources Needed**

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

Budgetary resources include per diem monies to fund common grade leader planning time and/or common planning time after school with per session monies.

Organizational resources include common preparation time for teacher-led meetings and collaboration; Other resources include planning time and per session monies for technology support through technology team members’ participation grades K-5.

**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		Title I Basic		Title IIA		Title III	X	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.

Creation, revision, and monitoring of PD plan developed by PD team members, September 2014 - June 2015, monitored monthly.

Grade leader feedback at monthly grade leader meetings September 2014 – June 2015.

**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 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.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (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.

Results from P. S. 24’s Learning Environment Survey for the past five years have shown little or no growth in areas of communication and trust, based on responses from the staff. In 2013-2014, Systems for Improvement continued to be a weak area for levels of staff satisfaction. Improving school climate would demonstrate strong school leadership, particularly in weaker areas of communication and trust. In turn, clarity and communication of goals and vision on the part of school leadership would boost morale and teacher effectiveness in the classroom, benefitting all students.

### 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 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, results for areas of school culture and systems for improvement on the Learning Environment Survey will increase by 10%, as measured by staff responses to the LES in these areas.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• 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).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>			
Administration will communicate school vision and goals at professional development sessions at various points throughout the year, with the assistance of the PD team.	Staff	September – June 2015	Principal and Assistant Principal, PD team.
Administration will offer regular feedback to staff in addition to feedback from informal and formal observations, such as during classroom visits, during IPCs, and at summative conferences.	Staff	September - June 2015	Principal, Assistant Principal
Implementation and monitoring of teacher-led teams such as the PD team, the RTI team, the Safety Committee, the Tech Team, and other Professional Learning Communities and inquiry teams.	Staff	September – June 2015	Principal, Assistant Principal, classroom teachers.
Mid -year staff survey to measure perceptions about trust and communication	Staff	Jan/Feb 2015	Principal, assistant principal

**Part 4 – Resources Needed**

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

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**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		Title I Basic		Title IIA		Title III	X	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.

A needs assessment conducted in September, and a mid-year progress survey related to teacher satisfaction and school climate will be conducted in January and the outcome will reflect gains in the areas of trust and communication.

**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.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (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.

P. S. 24’s Learning Environment Survey results have shown continued weak performance in areas related to communication and trust in comparison to other survey items. Additionally, parents responded at a much lower rate than staff, suggesting less parent involvement in 2013-2014 compared to previous years. A focus on communication between the school and the community will help build home-school connections that foster academic growth and achievement.

### 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 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015 parent response on the Learning Environment Survey will increase 10%.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• 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).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>			
Continued use of Parents Association emails and website communication to inform parents of school-wide events and classroom initiatives.	Parents	September – June 2015	Parent Coordinator Principal, Assistant Principals, Classroom Teachers, Parents Association
Continued implementation of family-friendly Fridays, interactive writing workshops, parent support workshops, community service learning initiatives, and student-led conferences designed to bolster home-school connections.	Parents	September = June 2015	Principal, Assistant Principals, classroom teachers, Parent Coordinator
Continued reiteration and clarification of school goals, mission, and vision at parent and community events.	Parents	September – June 2015	Principal, Assistant Principal, Parent Coordinator,

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**Part 4 – Resources Needed**

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

Human resources include parent volunteers raised from Parents Association efforts at building home-school connections.

Other resources include per session monies to support teacher-led preparation for parent workshops or support groups after school.

**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		Title I Basic		Title IIA		Title III	X	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.

A mid-year informal survey of school culture and parent satisfaction will take place in January. Monthly Parents Association meetings will offer informal feedback on parent involvement and satisfaction rates among various grade levels. Informal feedback from community members throughout the school year will also help the school determine future work needed to accomplish this goal.

**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 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	F&P reading level progress monitoring data; IReady data; Teacher observational data;	Saturday Academy provides AIS instruction to high-needs students. SETSS provide at-risk instruction for six to eight weeks following an RTI team recommendation.	Small group and one-to-one tutoring in a small group setting	Saturdays 8:30-12:30
<b>Mathematics</b>	Envision Math benchmark test data; IReady data; Teacher observational report	Saturday Academy provides AIS instruction to high-needs students. SETSS provide at-risk services for six to eight weeks following an RTI team recommendation.	Small group and one-to-one tutoring in a small group setting	Saturdays 8:30-12:30
<b>Science</b>	Science performance task data for grade 4; Report card science grades; Teacher observational data	Vocabulary and writing of procedures in a science journal are focus of class work to assist all students. Science experiments and lab reports are routine features of all grade-level content study in all grades. The science teacher through additional class periods of science also provides Science interventions.	Small group One-to one	During science class Additional science periods of instruction
<b>Social Studies</b>	Report card social studies grades; Teacher observational data;	Classroom teachers serve grades 3-5 students in effective processing of	Small group One-to-one	During ELA instruction; Additional classroom time during the

	F&P progress monitoring data	document-based questions. Students receive content-based instruction for project-based learning units centered on social studies curricular themes.		school day;
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	IEP mandates; Rtl team recommendations; Teacher observational data;	Counseling offered to students in Special Education who are mandated. In addition, the counselor sees general education students with attendance, behavioral, and/or academic needs. Issues addressed are bullying, bereavement, separation/divorce, self-esteem, organization, and social skills. The school psychologists lead the School-based Support Team to assess and evaluate students' needs for services, initiate and modify IEPs, refer to outside counseling and family support services. Consult with staff on behavioral issues. Active member of the Instructional Support Team. Provides grief counseling as needed. The social worker sees students to address social-emotional and/or academic needs. Works closely with guidance counselor to offer services	Small group One-to-one	During the school day; During recess and/or lunch periods; Before or after school as needed. During Saturday Academy as needed.

		during school day. Addresses issues such as frustration tolerance, peer interaction, and bereavement.		
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## 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.			
	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
		<b>X</b>	<b>Non-Title I</b>

**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.

n/a

**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).

n/a

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

n/a

**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).

n/a

**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.).

n/a

**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.

n/a

**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 codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) 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 consolidated<sup>2</sup>. **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	n/a	n/a	n/a
Title I School Improvement 1003(a)	Federal	n/a	n/a	n/a
Title I Priority and Focus School Improvement Funds	Federal	n/a	n/a	n/a
Title II, Part A	Federal	n/a	n/a	n/a
Title III, Part A	Federal	n/a	n/a	n/a
Title III, Immigrant	Federal	n/a	n/a	n/a
Tax Levy (FSF)	Local	n/a	n/a	n/a

**<sup>1</sup>Explanation/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.

<sup>2</sup>The **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 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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### Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **Spuyten Duyvil** 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. Spuyten Duyvil 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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

#### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

District <b>10</b>	Borough <b>Bronx</b>	School Number <b>24</b>
School Name <b>Spuyten Duyvil School</b>		

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

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>925</b>	Total number of ELLs	<b>25</b>	ELLs as share of total student population (%)	<b>2.70%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

## B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									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	0	0	0	0	0	0	0	0	0	0
ESL	19	0	3	6	0	5	0	0	0	25

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		
<b>Total</b>	19	0	3	6	0	5	0	0	0	25
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

**C. Home Language Breakdown and ELL Programs**

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

\*EP=English proficient student

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

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

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): <u>0</u>	Number of third language speakers: <u>0</u>	
Ethnic breakdown of EPs (Number):		
African-American: <u>0</u>	Asian: <u>0</u>	Hispanic/Latino: <u>0</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>0</u>	Other: <u>0</u>

**Freestanding English as a Second Language**

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

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

## 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)	3	0	0	0	0	0	0	0	0	0	0	0	0	3
Intermediate(I)	1	5	0	1	2	3	0	0	0	0	0	0	0	12
Advanced (A)	0	2	2	3	0	1	0	0	0	0	0	0	0	8
Total	4	7	2	4	2	4	0	0	0	0	0	0	0	23

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>	2	0	0	0	0	0	0	0	0	0	0	0	0

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1	0	2	0	2	1	0	0	
8	0	0	0	0	0	0	0	0	

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
Our school uses Fountas & Pinnell reading assessments and benchmark assessments to assess the early literacy of ELLs. Our school also uses the CCLS performance tasks in ELA to measure early literacy. The Spanish LAB is used to provide baseline Spanish language literacy skills upon determination of entitlement for ESL services. The data shows that as a group, ELLs in grades K-2 have a range of

early literacy skills and strengths that correspond with their first language literacy levels. For example, second graders scoring at level 3 or 4 on Fountas & Pinnell running records had achieved corespondingly high levels of literacy both on the CCCLS performance tasks and on the Spanish LAB assessment. Kindergarten, first, and second grade students achieving at levels 1 or 2 on the Fountas & Pinnell running records had similarly lower levels of Spanish language literacy according to the Spanish LAB and had lower levels of literacy according to the CCLS performance task in ELA administered in spring 2012.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

Data patterns across proficiency levels and grades for LAB-R and NYSESLAT show that as students advance from grade to grade, ELLs make proficiency level gains each year. The majority of Advanced level learners are concentrated in grades 3 through 5, whereas the majority of beginner and intermediate level learners are found in grades K-1. Data patterns also reveal that ELLs are able to attain Proficient standards of achievement on NYSESLAT in each grade, with no one grade predominating. Over 80 percent of ELLs at this school met the state standard for progress as measured by the NYSESLAT, and approximately 28 percent of ELLs met state standards for proficiency on the NYSESLAT in this past year. Girls and boys are evenly split across all proficiency levels, and home languages and economic backgrounds are also distributed evenly across proficiency levels. Students with disabilities are performing overall at lower levels of proficiency across all grades; however, SWD who are also ELLs are able to achieve advanced levels of proficiency on NYSESLAT and LAB-R.

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](#))

Patterns across modalities will affect instructional decisions on many levels. The relatively high achievement levels in listening and speaking modalities across grades will lead to a continued emphasis on academic language and accountable talk in all general, special, and ESL classrooms. Additionally, teachers can use listening/speaking modality data to maintain high levels of cooperative learning and collaborative activities at all grade levels. The patterns in reading/writing modalities will have an affect on the interventions made in classrooms for Tier I and Tier II RTI cases, in small-group instruction, and in differentiated instruction for ELLs in the general education and special education classrooms. A focus on early literacy will continue to impact ELLs in grades K through 2 so that these students can continue to make proficiency level gains on the NYSESLAT each year. Students who are newcomer ELLs will also be targeted for more intensive work with reading and writing strategies in order support academic language gains in reading and writing modalities. The lower range of achievement for ELLs who are also SWDs will affect ESL instruction and instruction for ELLs in general education and special education settings. For these students, a continued emphasis on reading and writing strategies will help to bolster these modality gains in the future.

The data also reveals that the majority of students met their AMAQ goals when gains on the NYSESLAT for 2013 were compared to gains on the NYSESLAT for 2012. However, for kindergarten students and for one newcomer in fourth grade, AMAQs were not met when NYSESLAT gains were measured against LAB-R scores. This pattern suggests that perhaps LAB-R scores and NYSESLAT scores are not necessarily aligned. Nevertheless, the patterns in the data suggest that aside from kindergarten, the majority of students have potential to make AMAQ gains from year to year. Students who did not make AMAQ gains in proficiency will be targeted for further instruction in ESL, general education, and special education settings.

4. For each program, answer the following:

- a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

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

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

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

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

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
- For RtI decisions in grades K-5, our school uses NYSESLAT data to make more informed decisions about the nature of student progress, students' strengths, and students' weaknesses in RtI settings. NYSESLAT data from year to year, AMAO data, modality analyses, and item analyses are all used by the ESL teacher under the guidance of the principal in order to assist in decision-making and targeted instruction in RtI settings. Using NYSESLAT data has afforded PS 24 a more streamlined approach to tracking student progress and creating more tailored interventions for students who need assistance and support in reading and writing. Using NYSESLAT has led to several RtI instructional decisions by the Child Study Team in collaboration with the ESL teacher in order to offer one-on-one tutoring, in-class support, create targeted goals for classroom teachers, and as a way to monitor progress and effectiveness. Other assessments and data used to guide instruction for ELLs within the RtI framework are IReady score reports by Strand for ELA and Math and F&P progress monitoring data. These assessments and data are used under the supervision of the principal.
6. How do you make sure that a child's second language development is considered in instructional decisions?
- Looking at student work and using NYSESLAT data has allowed the ESL teacher in collaboration with classroom teachers and under the guidance of the principal to more accurately describe an ELL's second language development for the purposes of instructional decision-making. NYSESLAT data is analyzed and reported to classroom teachers in the beginning of the school year. A description of the ELL's second language acquisition is also given to classroom teachers. Teachers of ELLs are informed about what students at various proficiency levels are capable of doing, and strategies to promote further second language development are discussed monthly by the ESL teacher and the classroom teachers. Additional collaboration between ESL and classroom teachers happens at grade level meetings, at curriculum planning meetings, and at parent-teacher conferences. Additionally, information about the child's educational background is used by teachers to make instructional decisions. Interviews with parents are used to make instructional decisions that incorporate information about the child's second language development. These parent interviews are conducted by teachers or by the ESL teacher under the supervision of the principal.
7. For dual language programs, answer the following:
- 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?
- n/a
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
- The success of our programs for ELLs is evaluated by using state exam data, local measures that include F&P reading level benchmark data and ENvision math benchmark data, developmental spelling inventories, informal observation and other in-class assessments of progress that include a close look at student work within literacy and math portfolios. The success of programs for ELLs is also evaluated through surveys of parents and teachers regarding the helpfulness of programs for ELLs. Finally, inventories of teachers and of parents on future ELL programming is used in order to gather feedback for instructional planning.

## Part IV: ELL Identification Process

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

- Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
  - At PS 24 possible English language learners (ELLs) are identified at registration by the certified ESL teacher under the supervision of the principal. Parents are provided with the Home Language Identification Survey (HLIS) either in the first language or with translation into the parents' first language. Possible ELLs are identified upon initial registration both in September and throughout the school year. At registration a brief oral interview is conducted when parents check off one box on the front of the HLIS. The oral interview is conducted by the ESL teacher under the supervision of the principal. Possible ELLs whose parents have checked the appropriate criteria for LAB-R (Language Assessment Battery-Revised) are then screened at the time of registration or within ten days of initial enrollment. Students receiving scores below the mandated cut-score for ESL eligibility are then grouped for ESL services. Parents are shown the DVD and are given the Parent Survey and Program Selection form. Parents are given an

explanation of the ESL program. The ESL teacher, with the assistance of the Parent Coordinator and under the supervision of the principal implements this process. ELLs are annually evaluated using the NYSESLAT in the spring. This exam is administered by the ESL teacher under the supervision of the principal. Letters are sent to parents informing them in their native language and in English of their student's progress on the NYSESLAT.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
  2. Parents of ELLs receive information about the ESL program choices upon registration. At registration, parents view the DVD, read the program brochure, take the parent survey, and make a program selection. This information is conveyed in the parents' native language through the use of paper translations or through a translator. The ESL teacher and the Parent Coordinator assist parents in understanding program choices. The principal supervises the ESL teacher and the Parent Coordinator in this process. This orientation is held at registration and at various points throughout the school year when new ELLs are admitted and screened, and this process is also completed within ten school days of initial enrollment, if it has not already taken place at registration.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
  3. At our school entitlement letters, Parent Surveys and Program Selection Forms are given to parents upon registration by the ESL teacher under the principal's supervision. These forms are given to parents in their first language or through the use of a translator. Parents complete all necessary paperwork with the ESL teacher and with oral interpretation, if necessary. Forms are stored at the school under Principal Supervision. Entitlement letter records are kept and maintained in the students' cumulative folders and in the ESL files by the ESL teacher under supervision of the principal. Continued entitlement letters are distributed at the same time as entitlement letters and non-entitlement/transition letters. These letters are copied and kept on file in the students' cumulative records and in the ESL files by the ESL teacher under supervision of the principal.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
  4. The procedures used for program placement at our school are determined through the initial identification process at registration. Parents are met with upon registration and are given program selection forms and parents surveys, along with explanations in their first language or through the use of a translator. The ESL teacher and the Parent Coordinator, under the principal's supervision, ensure that program placement runs smoothly. Numbers of parents interested or requesting bilingual programs are recorded.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The Speaking subtest of the NYSESLAT is administered by a certified teacher who is not the ESL provider for this school. The Speaking subtest is administered one-on-one within the testing window and is supervised by the Principal and the Testing Coordinator. The Speaking subtest is simultaneously scored by the non-ESL certified teacher who administers the subtest. The Listening, Reading, and Writing subtests are administered under Principals' and Testing Coordinator's supervision by the ESL teacher and the Testing Coordinator. Students with IEP or 504 testing accommodations are administered the subtests with the applicable accommodations. The Listening, Reading, and Writing subtests are administered in that order in small groups within the testing window. After all subtests have been completed, mandated sWriting scoring procedures are followed. The Writing subtest is scored and packaged by the Testing Coordinator and a third-party classroom teacher. All testing mandates are followed when administering, scoring, or packaging the NYSESLAT subtests.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
  5. The trend of parent choice in the past five years overwhelmingly indicates (100%) that parents have chosen Freestanding ESL. Reasons for this trend may include parents' wishes for their child to remain in their neighborhood school. Program choices at our school are aligned with parent requests. This trend is used by the school as an indicator of parents' preferences for ESL rather than for Dual language or for Bilingual programming. Our school uses this trend by not pursuing DL or TBE programs which would be unsupported by parents.

## 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])?
  1. There is a freestanding ESL pull-out program at our school for all ESL students in all grades (K-5). Pull-out ESL is heterogeneous and meets for 180 minutes a week for advanced students and for 360 minutes per week for beginners and intermediate level students.
    - a. The ESL teacher uses a Pull-Out organization model for all ESL students at all grades and for both general education and special education students.
    - b. The ESL teacher uses a heterogeneous program model to teach ESL students in all grades at our school for the mandated number of instructional minutes in both general and special education.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
    2. The ESL teacher provides the mandated number of instruction minutes for all ELLs in our school. Students are given the mandated number of instructional minutes through the heterogeneous pull-out ESL organization model.
      - a. ESL instructional minutes are delivered by the ESL teacher according to the mandates. These minutes are provided through content-based instruction for all ELLs. Pull-out groups range in proficiency level and include from four to twelve students per group. The ESL teacher provides ESL instructional minutes in English to general education and special education ELLs.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
  3. Content areas are delivered in English through the mandated instructional minutes in ESL by the ESL teacher regardless of proficiency level, grade, or general or special education. Instructional approaches and methods used to make content

comprehensible include the SIOP model, content-based language teaching, use of graphic organizers to build schema, activation of prior knowledge through rich discussion and accountable listening. Leveled texts are provided after reading, writing, and math baseline assessments are performed. ESL instruction is aligned with Common Core Learning Standards in ELA and in Mathematics for all ELLs. Input is made comprehensible through the use of scaffolding, graphic organizers, visuals and manipulatives, and through connections made to content-area learning in the regular classroom. Consultation and informal discussion with the general education and special education classroom teachers ensures that standards for content-based ESL instruction are kept high.

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

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

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

ELLs are appropriately evaluated in all four modalities through initial administration of the LAB-R or Spanish LAB upon registration, through the use of ESL Periodic Assessments in October and March, through additional ESL===NYSESLAT practice tests administered in December and in February. ELLs are also appropriately evaluated in all four modalities through informal observation and in-class observation, through anecdotal reports from general education and special education classroom teachers, and through CCLS performance tasks designed to measure ELLs' reading and writing, listening, and speaking skills in the content areas. ELLs' progress in listening, speaking, reading, and writing is discussed with parents at Parent-Teacher Conferences in November and in March through the use of progress report cards kept by the ESL teacher.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers).
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

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

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

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

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

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content

areas and accelerate English language development?

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

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

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

**Courses Taught in Languages Other than English ⓘ**

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

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week

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

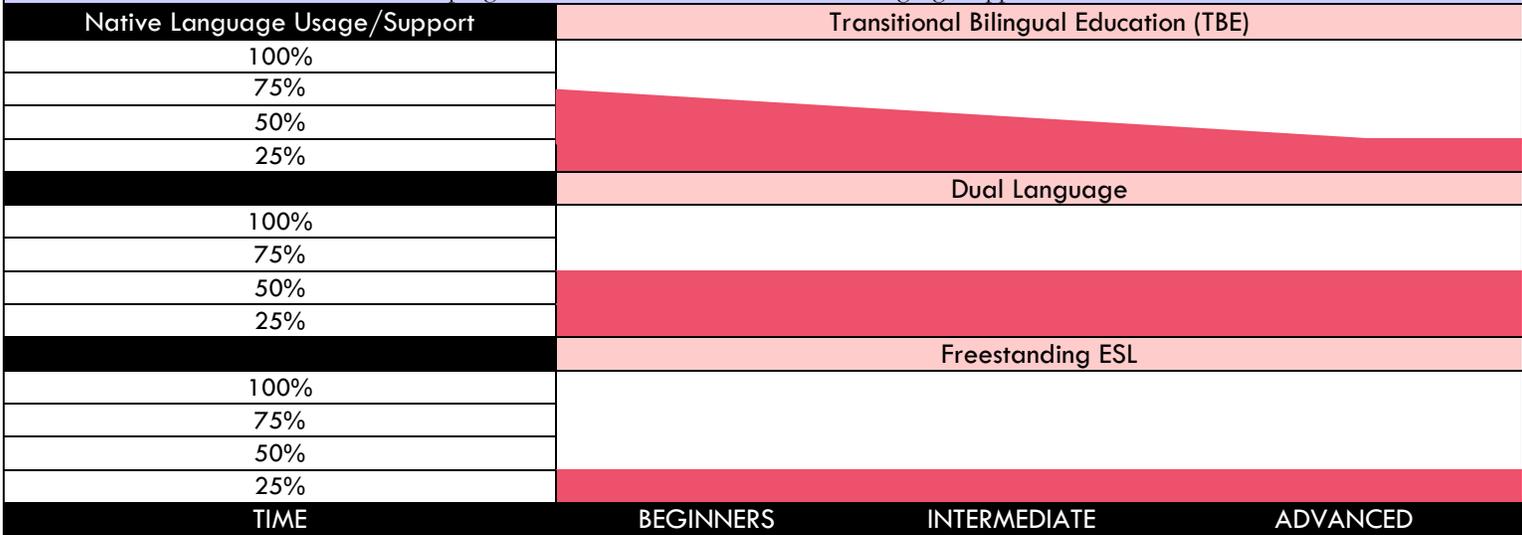
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

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

**Native Language Usage and Supports**

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



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

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- For ELLs in ELA, Math, Social Studies, and Science, targeted interventions are offered for all students, but are focused mainly on students performing in the lowest third, which includes ELLs with disabilities and ELLs at beginning and intermediate levels of proficiency. These interventions include AIS instruction in reading and math, at-risk services where applicable, additional literacy support and math support with volunteer tutors from the community, Wilson reading programs where applicable, additional small-group literacy and math instruction from the classroom teacher or from the ESL teacher, and frequent support for home-school connections in order to foster student gains at home. Other targeted interventions include emultisensory instructional techniques in literacy, math, and in other content areas. Students receiving targeted intervention have their progress measured at regular intervals, and their classwork and assessments are analyzed by groups of teachers in grade-level meetings and in collaborative planning sessions with the ESL teacher and/or with related service providers. The ELLs' native languages are used when applicable and if necessary for interventions in ELA, Math, Science, and Social Studies.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- ESL programming is enabling ELLs to make AMAO gains from year to year as measured by the NYSESLAT. ELLs are also able to attain Proficient levels on the NYSESLAT in most grades. ELLs who are SWDs are also making proficiency level gains each year. Our program in ESL is assisting ELLs in developing second language skills in content areas such as math, science, and social studies. Further study would be needed in order to determine the effectiveness of the ESL program in making ELA gains when ELA exams are aligned to CCLS. The ESL program also helps ELLs make progress and to maintain achievement in ELA, Math, Social Studies, and Science, as indicated on State and Local assessments and by progress monitoring data that show progress of ELLs from year to year, such as IReady data and F&P reading assessment data.
11. What new programs or improvements will be considered for the upcoming school year?
- New programs for the following year include more science integration into the ESL classroom through the use of science laboratory experiences, science writing, and more science-based units of study in all grades for ESL students. Science content will be delivered as part of the ELA curriculum by the classroom teacher and the ESL teacher and the science teacher in our school for all grades.
12. What programs/services for ELLs will be discontinued and why?
- There are no programs or services for ELLs that will be discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All ELLs are offered the same levels of access to all school programs, which are offered by choice to all applicable grades or age levels, such as Spanish Club, Running Club, Theater Club, and Student Government.. After-school supplemental services are offered through Title 3 for all eligible ELLs and to former ELLs as necessary. The after-school ESL program is aligned to CCLS and to ELA and Math school instruction. There are no other extra-curricular or curricular activities offered through the school at this time.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Instructional materials used to support ELLs include authentic literature and informational text for ELA instruction and for social studies and science instruction. Leveled readers are used for small-group guided reading instruction for all ELLs in all classrooms and in ESL. Manipulatives and other sensory materials and realia are used to support ELA, Math, and other content area instruction. Leveled science and social studies readers support content area instruction for all ELLs in all classrooms. I-Ready and Learning A to Z are used to support ELA and Math instruction for ELLs and are accessed in school and at home. Other media technology supports include Imagine Learning, Discovery Education, WorldBook Online, and BrainPop as supplemental supports in ELA, Math, and in other content areas. Envision Math is used for math instruction and offers Spanish language supporting materials for those students in need. Other instructional materials include Readers' Theatre kits and science lab instructional materials for use in ESL and in general and special education classrooms. Science materials include levelled science readers, authentic science non-fiction texts for use as curricular instruction, science manipulatives such as rocks/minerals kits, plat kits, manifiers and other measurement tools. Social studies materials include levelled readers, authentic social studies CCLS-aligned non-fiction texts, photographs and other realia, as well as library media resources for research, such as WorldBook Online and BrainPop.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native language support is offered in ESL through the use of bilingual dictionaries for all applicable home languages, through the use of bilingual literature and bilingual content in printed material. Native language support is offered where applicable through oral interpretation by parent volunteers or staff members or the ESL teacher, where appropriate. Written translation is offered where necessary through the use of Google translation, bilingual dictionaries, or through bilingual glossaries for science and math

content, for example, for all ELLs in ESL and in the general or special education classroom as needed.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?  
Required services and resources support and correspond to ELLs grades, ages, and levels of development through their alignment with Common Core Learning standards, levels of proficiency, and developmental appropriateness.

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

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

18. What language electives are offered to ELLs?

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

19. For schools with dual language programs:

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

Paste response to questions here:

## C. Professional Development and Support for School Staff

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

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

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

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

4. As per Jose P., all teachers of ELLs receive a minimum of 7.5 hours of training in ESL theories and practices. This ESL training includes reviewing current thinking about second language acquisition at the elementary school level, examining student work for evidence of language development, analyzing data from ELLs in Math and ELA, as well as other content areas, and training in developing best practices for teachers of ELLs in the general and special education classrooms. Additional training will include an introduction of SIOP lesson planning as a way of building higher-order thinking skills and language and content objectives. Finally, other training will include work with the Danielson Framework as a way of improving instruction and differentiating instruction for ELs. As per Jose P., special education teachers receive 7.5 hours of professional development by the ESL teacher regarding Rtl for ELLs, connections and services for ELLs with language-related disabilities, second language development and acquisition, best practices for ELLs, vocabulary acquisition for ELLs who are SWDs, and other considerations of providing targeted interventions for ELLs who are also SWDs. Special education teachers receive these hours at the start of the school year, at professional days, at the end of the year, and at regular meetings throughout the school year by the ESL teacher under the supervision of the principal. Records are maintained by the ESL teacher under supervision of the principal by keeping copies of meeting agendas and attendance for each PD. Records are maintained by the school administration's filing of agendas, attendance, and meeting minutes for all professional development, as well as copies of agendas and attendance kept on file with the ESL teacher.

## D. Parental Involvement

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

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

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

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

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

## E. Additional Information

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

Paste response to question here:

## Part VI: LAP Assurances

**School Name: Spuyten Duyvil School**

**School DBN: 10X024**

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

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

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

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

DBN: 10X024 School Name: 024

Cluster: 01 Network: 534

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

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

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

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

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

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

## Part B: Strategies and Activities

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

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

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

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

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

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

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

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

#### Part A: School Information

Name of School: PS 24 The Spuyten Duyvil School

DBN: 10X024

This school is (check one):  conceptually consolidated (skip part E below)

NOT conceptually consolidated (must complete part E below)

#### Part B: Direct Instruction Supplemental Program Information

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

Before school       After school       Saturday academy       Other: \_\_\_\_\_

Total # of ELLs to be served: 28

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

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

Total # of teachers in this program: 3

# of certified ESL/Bilingual teachers: 1

# of content area teachers: 2

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

### Part C: Professional Development

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

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

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

**Part C: Professional Development**

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

**Part D: Parental Engagement Activities**

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

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

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

**Part E: Budget**

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

Allocation Amount: \$11200

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

**Part E: Budget**

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

Allocation Amount: \$11200

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

