



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):	15K024
School Name:	P.S. 024
Principal:	ROSE DUBITSKY

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: PS 24 School Number (DBN): 15K24
Grades Served: Pre-K - 5
School Address: 427 38th Street; Brooklyn, NY 11232
Phone Number: (718) 832-9366 Fax: (718) 8329360
School Contact Person: Rose Silva Dubitsky Email Address: rdubits@schools.nyc.gov
Principal: Rose Silva Dubitsky
UFT Chapter Leader: Erika Daggess
Parents' Association President: Barbara Rivera
SLT Chairperson: Julia Masi
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): NA

District Information

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

Borough Field Support Center (BFSC)

BFSC: Brooklyn North Director: Bernadette Fitzgerald
Director's Office Address: 131 Livingston Street
Director's Email Address: BFitzge2@schools.nyc.gov
Phone Number: _____ Fax: _____

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

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

The School Comprehensive Educational Plan (SCEP) 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 SCEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City’s Public Schools and All of Our Students*.

The Framework for Great Schools and SCEP Development



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

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 Framework for Great Schools 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 (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

The Six Elements of the Framework for Great Schools

Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

Accountability Tools and the Framework for Great Schools

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

NYSED's Six DTSDE Tenets

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

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

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

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 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), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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 3:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.
- **Step 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: SCEP Overview

Develop a narrative summary that includes:

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. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

PS 24, located in Sunset Park, Brooklyn is a dual language school that serves over 700 students. Depending on parent preference, students are taught in English and Spanish or in monolingual classes. As stated in our mission statement, PS 24 educates children to become global thinkers who are active responsible citizens in their local community. At PS 24, students learn to be life-long readers and writers to be technologically savvy, to be bi-literate, to appreciate the Arts, to be healthy in mind and body, and to think like scientists and mathematicians.

Students at PS 24 are taught acceptance and respect for others, self-expression, and empathy, as well as academics. School leaders believe in the importance of community, family ties and in teaching the "whole child," and PS 24 is an embodiment of those beliefs. The "whole child" approach is nurtured through a combination of academics where children learn important concepts and skills through a rigorous common core aligned math and literacy program as well as how to be college and career ready through an emphasis on student agency and student discourse. In order to prepare our teachers and our students to implement this comprehensive plan, we partner with Teacher's College Inclusive Classroom Project, Generation Ready, Brooklyn Arts Exchange, S'Cool Sounds, Morningside Center for Teaching Social Responsibility and Lutheran Medical Center. Each of our partners contributes in its own way to the development of the "whole child" in our students.

The school makes an effort to act as a gathering place for families. There are Spanish Literacy classes for parents, so they can earn their GED in Spanish, and free English as a Second Language classes. Parents can also become Certified Learning Leaders, trained by the [Learning Leaders Organization](#), and help out in the classroom. The PTA organizes special school occasions like Family Game Night and Movie Night, where parents and kids play board games in the cafeteria or watch a movie in the auditorium and enjoy spending time together as a family. PS 24 also has a medical clinic, an on-site dental clinic, two full-time social workers, and outpatient mental health services. The school has an open door policy with parents, recruits them to be helpers in the classrooms and to support PTA events. The school coaches lead workshops for the parents to provide them with strategies so they can lend support to their children more directly as their children's first teachers at home. We believe that the student/teacher/parent relationship should be seamless and based on trust, respect and an understanding based on common goals.

This past year, PS 24's goal was to improve student performance by strengthening teacher practice. To ensure this, we undertook four major initiatives. (1) We fully adopted the EngageNY math curriculum and supported teacher practice through collaborative planning with the school's Math Coach. (2) Teachers worked with an Expeditionary Learning staff developer and in-house coaches to design three fully integrated units around Social Studies and Science themes; (3) The school's 4 coaches (Dual Language, ESL, ELA and Math) were also trained by Expeditionary Learning staff on effective coaching practices. (4) A fourth initiative for the school was to create consistency around morning routines. In every classroom, teachers were expected to start their day with Math fluency work and Guided Reading.

Developing a new curriculum and implementing a second new curriculum presented several challenges this year. There was a lot for teachers to learn, time had to be allocated for teachers to co-plan with coaches, and resources had to be purchased and translated throughout the year. However, our need to adopt a fully Common Core aligned math curriculum was critical for our students since 79% of them did not perform at grade level on the 2013-14 State Tests. In addition, the need for an integrated ELA/Science/Social Studies curriculum was also deemed critical to support the linguistic needs of our children who benefit from repetition of language, concepts and strategies across the content areas. In 2014-15, 11% of students performed at grade level on the standardized tests.

As a result of this year's collaborative efforts, there has been a shift in the mindset and culture of the school. Because teachers have worked so closely together to learn and plan, our staff is more open and honest with each other. Teachers are developing confidence and comfort in sharing best practices. Teachers are visiting each other's classrooms, conducting lesson studies together, and video-taping their practice for others to learn from.

In the coming year, we plan to build upon the goals that we put forth in 2014-15. Teachers will continue to grow in their pedagogy as they revisit the Engage NY math units which they implemented for the first time last year. The majority of teachers will remain with the same grade next year, giving them the advantage of having had experience with the content and the planning. In addition the math grade leaders will serve as a voice for each grade providing support and communicating with the math coach to ensure that the lesson plans are ready to be implemented and materials are accessible. This will allow our teachers to develop their pedagogy, fully engage with this new material and to differentiate it to meet the needs of students.

Next year, our literacy plan will expand to include a word study initiative for targeted word study instruction with one of three Wilson Language Programs, Foundations in K-3 and Just Words or Wilson in grades 4-5, and Tier 1 Literacy instruction resulting from ongoing assessment. We expect that the combination of learning social studies and science concepts and reading and writing skills will raise the level of performance in students' literacy skills.

15K024 School Information Sheet

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

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:		
<ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	E
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	H
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	D
Part 1b. Needs/Areas for Improvement:		
<ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
At the beginning of the second semester in February 2016, the principal, two assistant principals and literacy and math coaches will review running records, informal assessments and reading levels to assess the consistency of ongoing assessment and teacher reflection on that data to monitor student progress		

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART– <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2016, all students will have received instruction in all modules of the common core aligned Engage NY math curriculum implementing strategies around language structures, student agency and student discourse, resulting in a 7.5% increase in students performing at grade level as measured by the NYS math test.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Monday PD for all classroom teachers will include work around big ideas in mathematics, topic level planning and differentiation. Math leaders on each grade will serve as voice for grade team, support planning and turnkey work with math instructional coach.</p>	<p>Classroom Teachers</p>	<p>September 2015-June 2016</p>	<p>Math coach; grade leaders; math instructional coach</p>
<p>A team of teachers (ESL and classroom) will participate in monthly Math Language Inquiry with a focus on</p>	<p>Students in K-5</p>	<p>September 2015-June 2016</p>	<p>Math instructional coach; school math coach, classroom teachers</p>

strategies to use with ELL students. Teachers will participate in Math lesson studies offered by the Brooklyn Support Center where teachers revise and refine lessons and visit each other's classes to evaluate impact on students.			
Students will have 15 minutes of math fluency instruction every day.	Students in K-5	September 2015-June 2016	Math instructional coach; school math coach, classroom teachers
Math coach and some grade leaders will present workshops to parents to focus on grade specific content. Parents will be encouraged to support the process of mathematical thinking and will gain a better understanding of the big ideas in math so they can support their children's mathematical development.	Parents of students in K-5	September 2015-June 2016	Math coach, grade leaders, parent coordinator

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Math instructional coach											
In house math coach											
Math grade leaders											
Per session funding to pay coaches to run parent workshops after school hours											
Per diem funding to release classroom teachers to run parent workshops during the school day											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
The past year was spent experiencing the ENGAGE NY math curriculum and ensuring that all students were exposed to all six modules. This meant a great deal of coaching, collaborating, lesson planning, experimenting with a new approach to teaching mathematics, thinking about math through the lens of big ideas, exposing students to

concept of grappling and developing student agency through language structures to develop language to encourage exchange of ideas among students.

Similarly with the literacy units, classroom teachers, grade leaders and coaches all embarked on a journey of discovery and development as they fleshed out the social studies/science based integrated units and ensured that they incorporated the balanced literacy component.

As we look ahead to next year, we have made an effort to keep teachers in the same grade so they may have the advantage of using the experience gained this year and to build on that knowledge. This experience will serve as a foundation upon which to build structures into the teaching of the math and literacy that allow for an ongoing assessment system that ensures the monitoring of student learning, reflecting on their needs and using this data to differentiate and target instruction more closely.

Progress monitoring will occur through pre and post unit assessments, conferring with students, and student oral and written reflections on discourse. Accountable talk rubrics will also be used with children.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	H
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	H
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	H
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	H
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>92% of our students come from families that live below the poverty line . 46% of our students are ELLs and 16% have IEPs. The academic/social and emotional pressures on our children are enormous.</p> <p>At PS 24, we believe that students are more successful if their academic performance is in balance with their social and emotional state. And so we have put into place, and continue to put into place, supports that address the myriad of social/emotional needs that our students have. We have an SEL Committee that conducts monthly walkthroughs and provides feedback and next steps to teachers. We have partnered with several organizations – Morningside Center and Lutheran Hospital– to provide mental health services, group work around assertiveness, conflict resolution and individual counseling, which in some cases includes counseling with other family members. We have a Respect For All cluster teacher who supports the work around SEL. In every classroom, students participate in weekly classroom meetings aimed at building and solidifying classroom community and resolving conflict. We have a successful mediation program which supports students’ developing ability to independently solve conflicts and to develop assertiveness and resilience. Finally, our after-school program PAZ, run by Morningside Center for Teaching Social Responsibility, is the only after-school program in the city that transfers the day to day work of the SEL program to the after-school setting.</p> <p>The academic and emotional needs of our students and our families are an ongoing challenge and our competent team of mental health supporters provide consistent support that enables many of our students to develop strategies to cope with the stress that accompany many of their lives. This past year, we encountered an additional layer of need from a small group of students whose emotional dispositions required a higher level of monitoring and support. Using the SEL</p>		

strategies that the consultants from Morningside implemented, together with the social services from the Lutheran team, we formed a plan for each of the students that enabled them to manage their emotions more successfully and to finish out the school year in a more stable frame of mind.

The Social Emotional work will be a more comprehensive plan connecting the work from the Morningside coaches, the Lutheran mental health professionals and the Pupil Personnel Committee. FBA and BIP plans will be created for each student who needs individual monitoring and progress assessment reviews. The PPC committee will work with the families to create a plan to ensure that the student is receiving the support needed at school and at home. The bilingual guidance counselor will conduct counseling sessions for students at risk who are attending the summer program. She will also reach out to families to engage them in the plan to support their children.

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools –Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, there will be a decrease of 10% in OORs reports for identified students when compared to the final reports from June 2015.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Pupil Personnel Committee meets in September to identify the students to target for additional behavioral supports. Each student will be assigned a PPT point person.</p>	<p>Students</p>	<p>Sept-June</p>	<p>PPC Team</p>
<p>FBA's and BIP's will be created for each identified student and shared with parents and teachers</p>	<p>Students and Families</p>	<p>Oct. - June</p>	<p>PPC Team</p>
<p>Students will be provided additional supports such as Heart Math and Silent City</p>	<p>Students</p>	<p>Oct. - June</p>	<p>PPC Team</p>

Quarterly meetings with the PPC Team and families to assess student progress	Students Families	Sept-June	PPC Team
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Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Per session for teacher coverage to attend PPC meetings.											
Contract with Morningside Center for Heart Math and Silent City											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
In February 2016, the Pupil Personnel Committee, the Morningside coach and the social workers from Lutheran will meet for a mid-year review to assess the performance of the students needing a high level of monitoring and also to reflect on how effective the group’s work has been thus far at pooling efforts, information and resources to improve the social emotional well being of students.											
In February, the PPC will review the number of OORS reports to gauge the effectiveness of the student support work.											
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:		
<ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	D
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	D
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	D
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	D
Part 1b. Needs/Areas for Improvement:		
<ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>PS 24 is in a transitional phase in its attempt to systematize its practices and strategies around planning that addresses the needs of all students. We are aiming to norm our conversations around lesson planning, looking at student work, assessing student learning and other teacher practices. To that end, we continue to develop PD plans that address the specific pedagogical needs of the teachers based on best practices as modeled and coached by our consultants and our in house coaches. We are also aiming to norm our assessment practices so that teachers have common ground on which to base their conversations about students. We have a strong team in our administrators and coaches, all home grown. They know the culture of the school and of the parents and are best informed about what teachers need to do and students need to know in order to raise the level of performance.</p>		

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, <u>M</u> measurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2016, 10 % of students reading at level 1 (September) will move to level 2 and 10 % of students reading at level 2 (September) will move to level 3.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Wilson Language word study instruction using Foundations, Just Words and Wilson Reading System. Wilson coach will oversee implementation with support from administrators.</p>	<p>Fundations K-3 students; Just Words or WRS – all in grades 4-5</p>	<p>September 2015- June 2016</p>	<p>Classroom teachers; AIS providers; SETTS providers</p>
<p>All teachers will receive training on conducting Running Records so that systems and evaluations are normed.</p>	<p>All teachers</p>	<p>September</p>	<p>Coaches, Admin</p>
<p>Targeted Tier 1 reading intervention based on ongoing assessments</p>		<p>September 2015- June 2016</p>	<p>Classroom teachers with support from the Literacy coach, the Dual Language coach and the administrators</p>

Implementation of two thematic units in each class based on Science and Social Studies themes.	All students	September 2015- June 2016	Classroom teachers; literacy coach; Dual Language coach; administrators
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Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
ESL, Foundations, and ELA in-house coaches											
Generation Ready coach											
Per Session											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
At the beginning of the second semester in February 2016, the principal, two assistant principals and literacy and math coaches will review running records, informal assessments and reading levels to assess the consistency of ongoing assessment and teacher reflection on that data to monitor student progress.											
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	D
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	P
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	P
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>On the 2014-15 Quality Review, PS 24 received a Developing in the area of developing teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and the Danielson Framework and that is aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products.</p> <p>We are currently working on several initiatives to address the issues of rigor, student grouping, and engagement. We adopted the EngageNY math curriculum which is common core aligned and rigorous. Teachers have created integrated units that result in authentic final products. Teachers are required to group their students for guided reading instruction. However, because these are new initiatives, we need to improve on year one and flesh out our pedagogical practices.</p> <p>The principal and two APs will continue to offer learning opportunities and ways for teachers to improve their practice through a systemized structure of rotating Monday PD cycles around math, Wilson word study, RTI and literacy support around lesson planning based on the literacy units. These cycles of PD will parallel the classroom instruction around math, reading, writing, social studies and science. Professional development will also be offered by the in house coaches targeting specific teacher needs as well as PD for grade teams delivered by the Generation Ready coach around differentiation and balanced literacy practices .</p>		

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART– Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, all teachers will participate in at least one cycle of professional development with the math coach, the literacy coach and the Generation Ready coach, resulting in a 30% increase in teachers’ rating as Effective or Highly Effective in components 3c and 3d of the Danielson Framework.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Administrators will share evidence gathered from their observations with coaches so that they can implement coaching cycles to target teacher needs and provide instructional support.</p>	<p>Teachers</p>	<p>Sept - June</p>	<p>Administrators, Coaches</p>

Classroom teachers participate in 6-8 week cycles with literacy, math or dual language targeting individual needs through one on one coaching, modeling and debriefing.	Teachers	Sept-June	In house coaches and classroom teachers
Grade teams participate in cycles of PD with Generation Ready coach on differentiation and balanced literacy practices .	Grade Teams	Sept-June	Generation Ready coach and classroom teachers
Administrators provide specific feedback to classroom teachers within 24 hours of an informal observation.	Teachers	Sept. - June	Administrators

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
In-house coaches											
Per-session for teachers											
Contract with Generation Ready											
Common Planning Time arranged for grade teams											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
At the beginning of the second semester in February 2016, the principal, two assistant principals and literacy and math coaches will review running records, informal assessments and reading levels to assess the consistency of ongoing assessment and teacher reflection on that data to monitor student progress
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	P
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	P
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	H
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p>PS 24 has always served as a hub for the Sunset Park community. Families participate in the many programs that we offer including ESL, and food distribution and medical services. Teachers hold curricular conferences with parents and we offer math and ELA workshops during the four parent engagement evenings and Tuesday parent engagement afternoons.</p> <p>In addition, next year we will plan to share our new Mathematical behavior objectives that reflect our goals for our students and that are embedded in our mission statement. These goals are focused on producing active, vocal thinkers who “think like scientists and mathematicians.” We want our math students to be:</p> <ul style="list-style-type: none"> Risk taking: Being comfortable with trying, and struggling along the way; comfort with ambiguity Understanding purpose or big picture; noticing patterns, making generalizations and connections Learning from each other; engaged with the ideas of others Owning their authentic thinking; explaining (supporting, defending) thinking while remaining open to others’ ideas 		

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the

identified priority need(s) indicated in Part 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, PS 24 will have offered a minimum of 10 family workshops using strategies to support their children’s development of student agency and discourse by engendering independence, risk taking and language structures to support their learning. A minimum of 25% of parents will have participated in at least one academic or social emotional learning workshop.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Math Language Inquiry group meets monthly to develop strategies to address the four math behavior goals. These strategies are shared with grade teams during math</p>	<p>Inquiry Team Teachers</p>	<p>Oct. - June</p>	<p>Math and ESL coach</p>

planning sessions and are embedded into lesson plans.			
Classroom teachers discuss mathematical behaviors at parent curricular evenings and during Tuesday afternoon parent engagement times.	Inquiry Team Teachers	Oct. - June	Math Coach Inquiry Team
The Math coach and members of the Math Language Inquiry group hold quarterly workshops for parents around mathematical behaviors and provide games and strategies for families to use at home.	Parents	4x a year	Math Coach Inquiry Team
Three Family Fridays designated for math lessons that focus on one of the mathematical behaviors.	Parents Students	3X a year	Inquiry Team Math Coach

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
In-house Math coach											
Payment for itinerant Math coach											
Coverage for Language Inquiry participants											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Administrators will take low inference notes during formal and informal observations regarding the level of discourse and student agency they observe. They will share their findings with teachers specifically and with math coach generally, in order to revise plan if necessary.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)
(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

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

	by parent and/or classroom teacher. Referral by parent to Lutheran Medical	Dental and/or Health-related care		
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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 section where the response can be found [for example, Section 5A-Part 4]
- For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>PS 24 casts a wide net in recruiting new teachers. We start by spreading the word with our staff and ask them to recommend candidates. We review the new teacher finder list and open market options and recruit through our connections with teaching universities including Bank Street and Teachers College. In addition, we invite selected substitute teachers and student teachers to interview. This year we had ten new teachers on staff and, although they required a higher level of monitoring and support, in the end we saw evidence of their intelligence, commitment and aligned vision. Once a teacher is hired, they are assigned a mentor and participate in a wide array of professional development in literacy, math, and social emotional learning. They also receive individual PD from the literacy and math coaches to help them develop a strong pedagogy. For teachers with proven record of effectiveness and who develop an interest and demonstrate the capacity for leadership we provide them with PD opportunities to develop leadership skills. This coming year we will have two additional experienced classroom teachers step up into the role of coaches in their area of expertise. The two current assistant principals were both classroom teachers at PS 24 and continue to attend administrative study groups to further enhance their skills and broaden their perspective. The three in house coaches are all former classroom teachers. Our ESL and Dual Language coach have attended numerous PD and other opportunities to exchange professional knowledge and bring back new ideas and approaches. Our math coach belongs to the math collective out of CFN 102, supportive her inquiry skills and broadening perspective around the teaching of mathematics.</p>

2b. High Quality and Ongoing Professional Development

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

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3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/information, early intervention services, etc.).
Parent orientation around school readiness for families of incoming students. Materials were distributed to support parent/child engagement and develop socialization skills. Pre-K teacher and paraprofessional attend regularly scheduled workshops to support their practice around early childhood education.

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
The entire school uses TC running records and Engage New York assessment materials. Grade teams design their own Common Core aligned measures for integrated units that include rubrics. When administrators meet with teachers to review assessment data, teachers and administrators jointly decide on differentiated strategies to support students' needs based on the data.

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

<p>Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document <u>that it has met the intent and purposes of each program whose funds are consolidated</u>². 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.</p>				
Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	788,765.00		
Title I School Improvement 1003(a)	Federal			

Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	277,598.00		
Title III, Part A	Federal	38,576.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,880,231.00		

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a):** To 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:** To 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 an 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 have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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 SCEP 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's Title I Parent Advisory Council (PAC) 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.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[School name]**, 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. **[School name]** will support parents and families of Title I students by:

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The

school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

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

School-Parent Compact (SPC) Template

[School name] , 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 on assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

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

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>80</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>6</u>
of certified ESL/Bilingual teachers: <u>6</u>
of content area teachers: _____

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

Part C: Professional Development

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

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

Begin description here: At PS 24 it is important for us to provide professional development on instruction for ELLs because our school has a high percentage of English Language Learners. We believe it is important for all of our teachers to be able to provide rigorous and effective instruction for ELLs. All teachers of ELLs (40 classroom teachers, 3 ESL teachers and 3 AIS teachers) will participate in staff development on site led by a team of staff developers including our school's ESL coach Brooke Childs, Dual Language Coach Linette Arroyo, Literacy Coach Maggie White, a consultant from Expeditional Learning Schools, Shyla Kinhal and a consultant from Generation Ready, Jane Yuille. The PD sessions will occur on Mondays during the 80 minute time (2:30-3:50) allotted for staff development on the following dates: 12/8/14, 12/22/14, 1/5/15, 1/26/15, 2/2/15, 2/23/15, 3/2/15, 3/23/15, and 4/13/15. This professional development will focus on accountable talk for ELLs, developing performance based tasks that are aligned to the Common Core State Standards, and planning and implementing language targets and scaffolds as part of our thematic literacy unit planning which is being led by the Expeditionary Learning consultant. The six teachers who will teach in the after school ELL enrichment program, will receive additional professional development to be trained in the Leveled Literacy Kits, Discussions for Learning as well as NYSESLAT preparation. On 1/7/15 and 1/8/15 from 2:30-4:30 Brooke Childs and Linette Arroyo will train teachers in the use of the LLI kits. On 1/14/15 and 1/15/15 from

Part C: Professional Development

2:30-4:30 Brooke Childs and Linette Arroyo will train teachers on Discussions for Learning as well as how to integrate the NYSESLAT preparation materials.

Part D: Parental Engagement Activities

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

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

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

Part E: Budget

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

Allocation Amount: \$0

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

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none">• Must be clearly listed.		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 15	Borough Brooklyn	School Number 24
School Name Public School 24		

B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal Rose Dubitsky	Assistant Principal Erica Padin & Martin Alvarado
Coach Brooke Childs, Literacy	Coach Rachel Benoff, Math
ENL (English as a New Language)/Bilingual Teacher Linette Arroyo	School Counselor Gloria Jaramillo
Teacher/Subject Area Nydia Mendez, Dual K	Parent Alicia Torres
Teacher/Subject Area Miriam Net, Dual 1st	Parent Coordinator Ada Galan
Related-Service Provider Judy LoebI	Borough Field Support Center Staff Member O'Mayra Cruz
Superintendent Anita Skop	Other (Name and Title) Patricia Cueva, DL Coach

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	6	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	4	Number of teachers who hold both content area/common branch and TESOL certification	4
Number of certified bilingual teachers currently teaching in a bilingual program	11	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	2	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	637	Total number of ELLs	312	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
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This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language	2	3	2	3	3	1								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	312	Newcomers (ELLs receiving service 0-3 years)	288	ELL Students with Disabilities	60
SIFE	3	Developing ELLs (ELLs receiving service 4-6 years)	24	Long-Term (ELLs receiving service 7 or more 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.

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
DL	185	2	18	7	0	0	0	0	0	0
ENL	103	1	34	17	0	8	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 3

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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	27	18	58	8	33	21	30	33	33	41	11	16							0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

**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 K									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): <u>303</u>	Number of students who speak three or more languages: <u>1</u>
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Freestanding English as a New 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	13	10	20	13	11	20								0
Chinese	10	4	1		3	2								0
Russian														0
Bengali														0
Urdu														0
Arabic		1	5	1	5									0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other Hungarian	1													0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	26	10	1	7	13	7								0
Emerging (Low Intermediate)	5	21	15	6	14	5								0
Transitioning (High Intermediate)	5	18	13	5	13	7								0
Expanding (Advanced)	15	24	30	26	13	14								0
Commanding (Proficient)	17	1	1	3	3	9								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	1	0								0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	1	9	19	11	13								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	37	4	4	0	0
4	31	6	0	0	0
5	35	7	1	0	0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	20	12	10	4	1	3	0	0	0
4	17	7	11	2	2	1	1	0	0
5	13	7	11	3	2	2	1	0	0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	3	2	11	5	22	8	7	0	0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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)	1	20	30	32	2	17	21	57
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 - At PS 24 we use various assessments to determine students' academic needs in both English and Spanish. Incoming students are given a simple language assessment test (created here at PS 24) to determine language proficiency in both English and Spanish. For students in grades K-2 we use Concepts of Print and in grades K-5 we use Fountas and Pinnell levels A-Z assessments to determine reading skills and reading levels in English. In Spanish for grades K-2, we use the Concepts of Print Spanish translation for Spanish dominant speakers in the dual language program and an assessment that correlates with our Spanish word study program called Estrellita (phonemic awareness, fluency). We assess students' reading levels in Spanish using Fountas and Pinnell levels A-N and EDL(Sp. version of DRA) levels O-V in all grades as soon as they start reading. In addition, we use rubrics (Spanish during Spanish days in dual classes and English on English days. We use all English in Monolingual classes) to determine students' writing needs. The students themselves use this tool to assess their own work. What we see on a regular basis is that students who have a strong base in their native language tend to be more successful academically in English than students who struggle in their native language. Our Dual Language and native support to all the students in the school gives them the opportunity to progress in their native language while developing the English language. They can transfer native language skills to English. Our Fountas and Pinnell reading assessments revealed that our ELLs continue to need support with fluency, decoding, academic vocabulary and author's purpose. During the baseline running record assessments, there were no ELLs reading at level 3 and 4. PS24 has a schoolwide initiative around the Wilson Foundations program to track students' phonetic growth as evidenced in the assessments. The NYSITELL results give ENL teachers and classroom teachers an insight into early literacy skills such as tracking and concepts of print. As we continue to plan and modify our PD for the school year, we will use the data to target specific grade bands.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

NYSITELL results demonstrated that, 39% of incoming ELLs in kindergarten are at the entering English proficiency level, 7% are at the emerging proficiency level, 7% are at the transitioning level, 22% are at the expanding level and 25% of incoming kindergarten are at the commanding proficiency level. Based on the NYSESLAT, 14% of first graders are at the entering proficiency levels, 28% are at the emerging proficiency level, 24% are at the transitioning proficiency level, 32% are at the expanding proficiency level and 2% are at the commanding level. In second grade, 2% are at the entering English proficiency level, 25% are at the emerging

proficiency level, 22% are at the transitioning proficiency level, 50% are at the expanding proficiency level and 2% are at the commanding level. In third grade, 15% of the ELLs are at the entering English proficiency level, 13% are at the emerging proficiency level, 11% are at the transitioning proficiency level, 55% are at the expanding proficiency level and 6% are at the commanding proficiency level. In fourth grade, 23% of the ELLs are at the entering English proficiency level, 25% are at the emerging proficiency level, 23% are at the transitioning proficiency level, 23% are at the expanding proficiency level and 5% are at the commanding proficiency level. In the fifth grade, 17% of ELLs are at the entering English proficiency level, 12% are at the emerging proficiency level, 17% are at the transitioning proficiency level, 33% are at the expanding proficiency level and 21% are at the commanding proficiency level. We see the largest numbers of entering ELLs in kindergarten and also in 4th grade. In grades 1,2,3, and 5, there is a decrease in our entering and emerging ELLs. Overall, we can see that students move toward expanding and commanding as they get older, however we still have work to do as a school in terms of decreasing our numbers of transitioning and expanding ELLs in the upper grades.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Our school uses the AMAO tool to project ELL status through the 2016-2017 school year. It has also been a helpful tool to analyze student achievement data in the content areas. This data also shows us progress toward achievement of proficiency for specific subgroups of ELLs and the design of effective instructional programs and/or interventions for those students. The AMAO allows for an increased focus on ELL sub-populations. We are able to measure progress toward the goal of English proficiency by identifying known risk factors. Our current data reveals that although ELLs are making progress, they are not attaining proficiency. In addition, the use of the AMAO tool allows us to target individual students to set goals and benchmarks for attaining English proficiency. The tool identifies 18 students who obtained proficiency on the NYSESLAT.

4. For each program, answer the following:

- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- What is the school learning about ELLs from the periodic assessments? How is the home language used?

a. As outlined in question 2, students in kindergarten tend to be concentrated in the entering and emerging NYSESLAT proficiency levels, but students in grades 1 through 5 with the exception of 4th grade, are concentrated in the transitioning and expanding English proficiency levels. 82% of ELLs scored at a level 1 on the NYS ELA exam compared to 53% of EP students scoring at a level 1. 15% of ELLs scored at a level 2 on the NYS ELA exam compared to 35% of EP students that scored at a level 2 on the NYS ELA exam. ELLs who took the ELE in their native language performed better than they did on the ELA exam, with 75% scoring in the 3rd and 4th Quartile on the ELE. Students who received native language supports for the NYS Math and Science scored similarly to students who did not receive these supports. Although some students who reached advanced proficiency on NYSESLAT did better on the NYS ELA exam than students in the beginner and intermediate levels, there was not a clear trend of advanced students scoring higher on the ELA. When analyzing Fountas and Pinnell reading levels and comparing the English levels to Spanish levels, students who have been at our school since Kindergarten and are reading on level or advanced levels in Spanish are also doing the same for English. The higher their native language skill is in their native language, the more likely it is they transfer that to English and vice versa.

b. Our Professional Development team, which includes our Dual Language Coaches (Linette Arroyo and Patricia Cueva), Literacy Coach (Brooke Childs), Math Coach (Rachel Benoff), Principal (Rose Dubitsky) and Assistant Principals (Erica Padin, Martin Alvarado), Wilson Coach (Anthony DiModica) collects data such as NYSESLAT, ELA, Fountas and Pinnell/EDL in Spanish, Math, etc. They look at trends and needs and they create a plan for academic support. Our Professional Development team, as named above, looks at the ELL Periodic Assessment, as well as periodic assessments in reading, math, writing on demand, phonemic awareness in Spanish and English to determine students' academic and language needs. Periodic assessments are administered about four times a year at PS 24. This information is used to form differentiated groups, for academic intervention during the day and extended day and for individualized student plans in both the native language and in English. Our school Leadership along with our Professional Development team named in 4a gathers student data and shares this data with teachers. Together, in grade meetings with classroom teachers, they set goals for students and for differentiated groups for extended day and Saturday Scholars.

c. From the periodic assessments we are able to see, in the Dual program, how language learners are fairing in both their native and second language in those subjects and in addition we are able to create differentiated groups based on that information. In this year's first ELL periodic assessment we will be able to see how students scored in each modality in order to create action plans that will help students reach their targets for the NYSESLAT and ELA exams.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs.](#)]

Our school works with ELLs at a tier 1 level through providing scaffolded and differentiated instruction that prevents students from falling behind their peers. For those ELLs who need more support, as assessed through the Periodic Assessments as well as the NYSESLAT and NYS exams, we provide tier 2 support in the form of small group intervention both in and out of the classroom. Some of our ELLs who also have IEPs, also receive Wilson intervention with our IEP and special education specialists.

6. How do you make sure that a student's new language development is considered in instructional decisions?
- We make sure that a child's second language development is considered in our instructional decisions by planning language targets into our units and our lesson plans as well as by providing culturally relevant instruction. We select tier 2 and tier 3 vocabulary from key unit texts and are sure to teach that vocabulary through both explicit and contextualized instruction. We also ensure that a child's second language development is considered by making time for teachers to have shared planning time with ENL specialists. When making curricular and instructional decisions, teachers always review data first, taking into account the needs of their ELLs both in terms of language and literacy. When we receive a new admit that is an ELL, our dual language coaches review and assess the child's report card. An informal oral interview with the parents is held when admitting the child to our school to find out and use information on the child's educational history and cultural background.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?
 - How are EPs performing on State and other assessments?
 - We have a school made evaluation tool that assesses students' language in Spanish and English. It assesses for social as well as academic oral language. This assessment is given to all students in the dual language program. In addition, all students in the Dual language program are assessed using the Spanish Fountas & Pinnell reading assessment for levels A-N and the Evaluacion de Desarrollo de Lenguaje assessment (EDL) for levels O-V. For the English assessments, all dual language students are assessed using the English Fountas & Pinnell reading assessment. Dual language students take the ELE exam in grades 3 - 5. English Proficient children at PS 24 come in as bilingual or native English speakers. Most of our students enter the school as bilingual and Spanish dominant students. We have a small percentage of Native English speakers that enter our school speaking little to no Spanish. They score differently depending on grade level and time in a dual language program. Some children start in our Spanish Pre-k program while others start in kindergarten.
 - By second grade EP, non-Spanish speakers are able to have conversations with their Spanish speaking peers on a regular basis. By the 4th grade our Native English speakers (who come from all English speaking homes) are reading fluently in Spanish and writing essays and full paragraphs in Spanish while on grade level or higher in English. Our English speakers scoring higher in the ELE exam are our balanced bilingual students who tend to do better academically in both languages. Our students are progressing well as readers and our target for improving Spanish reading will be our native English speakers and new comer students.
 - English Proficient (EP) students in our Dual Language classes are performing similarly to the ELLs in our Dual Language classes. 40% of EPs scored at Level 1 on the NYS ELA, 44% of EPs scored at a Level 2 on the NYS ELA, 15% of EPs scored at Level 3 on the NYS ELA and 1% of EPs scored at Level 4 on the NYS ELA. In math, 24% of EPs scored at Level 1, 42% scored at Level 2, 25% scored at Level 3 and 9% scored at Level 4.
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
- We evaluate the success our programs for ELLs by closely monitoring the progress of our ELLs, both in the free-standing ENL classes and in the dual language classes. One of the main ways we evaluate the success of our programs for ELLs is by reviewing our NYSESLAT data. The majority of students in our classes are making progress from Entering to Commanding proficiencies in NYSESLAT, and for those students who are not making steady progress we are closely monitoring them through our RTI model. We will use our Saturday Scholars Program and our Guided Reading after School Academy to support our students and specifically our ELLs in moving towards a level three and a level four on the ELA. Almost half of our student population are English Language Learners, which means that we must consider ELLs in our of our curricular and instructional decisions. Although we have work to do in order to help our students reach proficiency in literacy and math, our students are progressing and many are bilingual and bi-literate. In the past, we have seen that our dual language students tend to be slightly more proficient on the NYS ELA exams than their monolingual peers, however this past year that trend was not necessarily true. A goal for the school will be to continue to look at commonalities and differences between the progress of ELLs in our dual language and our free-standing ENL programs.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

- Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [*ELL Policy and Reference Guide*](#), [*ELL Identification*](#) section.
 - The Home Identification Language Survey (HLIS) is administered by trained pedagogues, Dual Language Coaches, Linette Arroyo and Patricia Cueva, who hold a bilingual license. The Dual Language Coaches and a team of bilingual teachers will conduct the informal oral interview in English and Spanish with each incoming student and will seek translation support from other staff for Arabic

and Chinese students. The Dual Language Coach, Linette Arroyo, will review the HLIS to determine if the student is a potential ELL. On the HLIS, there are eight questions. If one of the questions from one to four is marked as "other than English is spoken at home," and two questions are marked as other than English is spoken, from questions five to eight, the child is a potential ELL. Once the Dual Language coach collects the HLIS from parents and determines that a language other than English is spoken at the child's home, the Dual Language coaches administer the NYSITELL to that child within ten days of enrollment. Students that score below proficiency will be eligible for state-mandated services and take the New York State English as a Second Language Achievement Test (NYSESLAT). After the English NYSITELL is administered by our two Dual Language coaches and/or our three ENL teachers Emily Garcia, Julia Masi, and Katie Lapham, entitled Spanish speaking students also take the Spanish LAB-R which is administered by Linette Arroyo and Patricia Cueva who are certified Spanish-speaking bilingual teachers. Dual Language teachers and ESL teachers will prepare students for the NYSESLAT exams and will differentiate instruction based on proficiency levels. Students at the entering and emerging proficiency level on the NYSESLAT receive 360 minutes of ENL per week, students scoring at the transitioning and expanding receive 180 minutes of ENL per week, and students at the commanding proficiency level receive 90 minutes of ENL per week with preparation for the ELA. Students are placed where their parents select on the Parent Survey and Program Selection Form within ten days of school enrollment. Entitled students based on the ATS report, the RLER (List of Eligibility Report), take the NYSESLAT exam annually and newly enrolled students are identified based on the NYSITELL scores. The speaking portion of the NYSESLAT is administered during the time period allotted by the Department of Education (DOE). ENL teachers and bilingual teachers are trained in the process of administering the speaking portion of the exam by watching a video provided by the DOE with instructions on administering the speaking portion of the NYSESLAT. The reading and writing portion is administered by dual language classroom teachers for their students and ENL specialists administer it to English Language Learner (ELL) students in the monolingual setting. The listening portion comes with a CD that the dual language teacher or the ENL specialists use during the listening portion of the exam. All our teachers administering the NYSESLAT use the Empire State NYSESLAT preparation testing material to prepare ELLs to take the four components of the NYSESLAT.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
At the time of initial enrollment, the Dual Language Coach administers the Home Language Identification Survey (HLIS). If the home language is other than English, the child will be eligible to take the NYSITELL. During this time the parent is asked to indicate any prior schooling in order to determine whether the child might potentially be identified as a Student with Interrupted/Inconsistent Formal Education (SIFE). After administering the NYSITELL, if the student does not score at the commanding proficiency level, he/she will be identified as an ELL. If there are indications within this ELL Identification Process that a student has had an interruption or inconsistency in their formal schooling, we will proceed with the SIFE Identification Process within 30 school days only if the newly identified ELL is in grades 3-5 and scored at the entering or emerging proficiency level. The Dual Language Coach will administer the SIFE oral interview. The Oral Interview Questionnaire is used during the SIFE identification process to determine if an ELL has had a gap of two or more years in their formal schooling. It is also used to develop a better understanding of a newcomer ELL as it has many questions related to literacy and language practice. The sections included are personal and language information, family and home background, education history, and language and literacy practices. For students who have a home language of Spanish, we administer the Literacy Evaluation for Newcomer SIFE (LENS). The LENS is a suite of diagnostics designed to measure the home-language skills SIFE bring with them when they enter NYC schools. LENS results offer us detailed descriptors of a student's skills and abilities in reading, vocabulary and math. Also, we informally assess the student in English using the Teachers' College running records. If it is a Spanish speaking student, we also administer an informal reading record in Spanish.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide](#), [ELL Identification](#) section).
If the student has an IEP and Home Language is other than English, the Language Proficiency Team (LPT) reviews the evidence of the student's English language development. At that point the team will either make a recommendation for the student to take the NYSITELL or not take the NYSITELL. There is a timeline of 20 days to either accept or reject the LPT recommendation. If the student takes the NYSITELL, his/her score will determine ELL status. If the student does not take the NYSITELL, the LPT's recommendation is sent to Rose Dubitsky for review. The principal, Rose Dubitsky, will review the LPT's recommendation and decide if the student should take the NYSITELL or not. If child takes the NYSITELL after the principal's decision, the results from the NYSITELL will determine ELL status. If the principal agrees with the LPT, she will then send all information to the superintendent, Anita Skop, for review. Ultimately, the superintendent will decide whether or not the student should take the NYSITELL after her review. If the superintendent determines the student should take the NYSITELL, then the student takes the NYSITELL to determine ELL status. If upon review the superintendent determines the student should not take the NYSITELL, the parent is notified and the ELL identification process terminates. The timeline for ELL service placement is 20 school days. The members of the Language Proficiency team are, the principal, Rose Dubitsky, the Dual language coach, Linette Arroyo, the IEP teacher, Loretta Holmes and the child's parent.
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

The Testing Coordinator, AnnMarie Faraj, the ENL team and the Dual Language Coach, Linette Arroyo, print out the RLER from ATS in order to identify the students that are official ELLs. The Dual Language Coach and the three ENL teachers review the list and fill out the entitlement and non-entitlement letters in the parent's home language. Those letters are then distributed to students by the three ENL teachers.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section).

At the parent orientation the Dual Language Coaches discuss the appeal ELL status and this information is also included in the entitlement letters that parents receive. The entitlement letters are given to families in their home language. Copies of all entitlement letters are kept in a binder in Linette Arroyo's (Dual Language Coach) office along with the RLCB ATS report that indicates NYSITELL scores. At the parent orientation, parents fill out the parent survey and program selection form. Those form are kept in a binder in Linette Arroyo's office and a copy is placed in the student's cumulative folder.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

The Dual Language Coaches, Linette Arroyo and Patricia Cueva, who hold bilingual licenses, conduct two parent orientations within the first 2 weeks of school and throughout the year as new students are enrolled. In the parent orientation meeting, the Dual Coaches show the EPIC video. They follow up with questions and clarify the three program choices (Dual Language, Transitional Bilingual (TBE) and monolingual with ESL support) that are offered in NYC. They also explain that in the case where a parent does not get the program of their choice, they have the option of applying to a school that offers their choice in their native language, if it exists. We will assist them in finding this information and figure out what options are available for them and their child(ren). For parents of other languages, such as Chinese and Arabic, the video is shown in their language as well. While our Dual Language Coaches are Spanish speaking, a translator is provided to support the pedagogues during the parent orientation process for parents of Arabic and Chinese students.

The process goes as follows: First, we send home a parent orientation invite with the Parent Selection Program Form attached. The parent coordinator and ENL teachers also post flyers announcing the time and place of the Parent-Orientaion throughout the school. We also post an invitation for parents to come using the school calendar. Then, parents of ELLs are invited to an orientation within ten days of enrollment. Parents watch the video describing the three program options. They fill out a Parent Survey and Program Selection Form, and identify their program of choice for their child(ren). Finally, ELLs are placed in parent's program of choice. For students whose parents do not fill out the program selection form, they will receive the default program placement letter informing them that their child will be placed in a bilingual program if it is available. At P.S. 24, we have a strong dual language program with instruction 50% of the time in English and 50% of the time in Spanish, monolingual classrooms with ENL push-in support, and if we have over 15 families interested, we will have a transitional bilingual education program. At the moment all families that have requested a dual class for their child have been appropriately placed.

Children are placed in a parent's program of choice based on their selection. Parents are told during orientation that their child(ren) will be placed in the parent's program of choice and that they will be called if space or choice is not available. To form a TBE classroom, we need a minimum of 15 children within two grades. Parents are told that they will get a phone call to discuss other options, if that were the case. If their choice is not available, parents are informed by a phone call or an in-person interview and they are given the option of choosing a monolingual setting with ENL push-in and pull out support, or they are given names of schools that offer their program of choice.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

Parent Surveys and Program Selections forms are given to families in their preferred language during the parent orientation meetings held within the first 2 weeks of school. At that meeting parents fill out the surveys and program selection forms. For families that do not attend any of the two parent orientation meetings, phone calls are made so that they can attend another parent orientation meeting during the parental engagement time on Tuesdays. At that time parents will fill out the surveys and program selection forms. All program selection forms are received by the Dual Language Coaches, Linette Arroyo and Patricia Cueva, to ensure that students are placed in the correct class. Any placement changes occur at that time. Parents are told during orientation that their child(ren) will be placed in the parent's program of choice and that they will be called if space or choice is not available. When and if their program choice becomes available, the parent will be notified through a phone call. Parents are told about this process at the orientation meeting.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

After several attempts are made to have families attend a parent orientation meeting, if the parents are still unable to attend or there is no response, parent surveys and program selections forms are sent home with the students in the parent's home language. By the 20th school day, if we have still not received the surveys or program selection forms, the child is placed in the default

program. The family then receives the default program placement letter in their home language that informs them of where their child was placed as per CR Part 154.2. All Parent Surveys and Program Selection Forms are collected during the parent orientation meetings and are placed in Linette Arroyo's mailbox when the classroom teacher receives any letters back. These forms are stored in a binder in room 321. A copy of these forms are placed in the child's cumulative folder.

9. Describe how your school ensures that placement parent notification letters are distributed.
Placement parent notification letters are distributed to students in the parent's home language to give to the families.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
All HLIS, Parent Survey and Program Selection forms are kept in the child's cumulative file and remain a part of the student's permanent record. Besides keeping this information in the child's cumulative file, the Dual Language Coach, Linette Arroyo, maintains a copy of the parent surveys and program selection forms in a binder.
11. 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.

An excel spreadsheet with all ELLs at our school is kept and updated as new ELLs enter the school. The RLER ATS report is used to create and update the excel spreadsheet. This information is kept by the Dual Language Coach, Linette Arroyo. In March, the Dual Language Coach and the Testing Coordinator, AnnMarie Faraj meet to discuss how all sections of the NYSESLAT will be administered. For the speaking section, a team of teachers is created to test students individually. This team includes the Testing Coordinator, Dual Language Coaches, ENL teachers and bilingual teachers. The Testing Coordinator along with the Dual Language Coach evenly distribute class lists to every member of the team with the necessary materials in order to administer the speaking section of the NYSESLAT. The Testing Coordinator holds a training with everyone on the team in order to train and norm the administration of the speaking section. The listening, writing and reading sections are administered in May within three consecutive days. Bilingual classroom teachers administer the exams to students in Dual classes as well as some students in monolingual classes receiving ENL services. Other out of the classroom teachers administer the listening, reading and writing sections of the NYSESLAT to students with IEPs that need setting accommodations. The testing coordinator schedules the administration of the NYSESLAT by K, 1-2, 3-4 and 5 grade bands. Make-up exams are done by out of the classroom teachers during the make-up period determined by the testing calendar.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
The RLAT ATS report is printed during the first day of school. The Dual Language Coach, Linette Arroyo, Testing Coordinator, AnnMarie Faraj, and the three ENL teachers review the results from the Spring NYSESLAT and determine which students are still entitled to ENL services during the school year. After students are identified for ENL services, continued entitlement and transitional support parent notification letters are given to students in their parent's home language.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

After reviewing the parent survey and program selection forms, 42% of parents requested Freestanding English as a New Language class and 58% of parents requested a Dual Language class. Currently at our school we do not have the need to offer transitional bilingual classes. The majority of our ELLs come from Spanish speaking homes and most of the parents have requested Dual Language placement for their child. Based on this information, the principal determines how many Dual Language classes and Free Standing English classes will be opened by grade. Currently there are three ENL teachers that service students in grades K-5. One ENL teacher services ELL students in monolingual classes in grades K and, one ENL teacher services ELL students in monolingual classes in grades 2 and 3, and another ENL teacher services ELL students in monolingual classes in grades 4 and 5. We also have two ENL classroom teachers that currently service their own ELL students within their classroom. We also currently have two Spanish/English Dual Kindergarten classes, three Spanish/English Dual first grade classes, two Spanish/English Dual second grade classes, three Spanish/English third grade classes, three Spanish/English fourth grade classes and one Spanish/English fifth grade class. Our technology cluster teacher is also a certified ENL teacher and services ELL students in monolingual classes in grades K-5.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).

- a. Freestanding ENL program.

Freestanding ENL is delivered by six licensed ENL teachers. Emily Garcia delivers ENL instruction for all ELL students in grades K and 1 that are in our monolingual classes. There are two monolingual classes in Kindergarten and two monolingual classes in first grade. Katie Lapham delivers ENL instruction for all ELL students in grade 2 and 3 that are in our monolingual classes. She services the two monolingual classes in second grade and one monolingual class in third grade. Gabriela Villacres is a classroom teacher in a third grade monolingual ICT class. She has an ENL license and is providing ENL instruction to the ELL students in her class. Julia Masi delivers ENL instruction to all ELL students in grades 4 and 5. She services the two monolingual classes in fourth grade and two monolingual classes in fifth grade. Eleanor Levinson is a licensed ENL teacher who is currently teaching fifth grade and is servicing the ELLs in her own class. Elizabeth Nahar is a licensed ENL teacher who is currently teaching in a cluster position. She delivers ENL instruction to all ELLs in the monolingual classes that are part of her schedule. All ELLs are placed in an appropriate grade class and are grouped by their proficiency levels when serviced by the ENL teacher.

- b. TBE program. *If applicable.*

NA

- c. DL program. *If applicable.*

All ELLs in Dual Language classes receive ENL instruction from the licensed bilingual classroom teacher. There are two Kindergarten Dual classes, three 1st grade dual classes, two 2nd grade dual classes, three 3rd grade dual classes, three 4th grade dual classes, and one 5th grade dual class. All dual classroom teachers received an official ELL list with their students' proficiency levels and the amount of mandated instructional minutes for each ELL in their classroom. Students are grouped for small group instruction by the classroom teacher by either entering/emerging and transitioning/expanding and commanding. The entering/emerging groups receive 360 minutes of ENL services, the transitioning/expanding groups receive 180 minutes of ENL services and commanding groups receive 180 minutes of ENL services. ELLs in the dual classes are in grade appropriate classes and are grouped heterogenously.

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

- a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

At P.S. 24, we have a balanced literacy model. We use the workshop model for instruction in all classes.

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

At P.S. 24 we have created a calendar for the Dual Language Program that clarifies our LAP in terms of the language to be taught in the morning and the afternoon. This calendar is followed by all staff and teachers throughout the school, including cluster teachers, guidance counselors, AIS team, and SETSS providers. Mandated instructional minutes are met through providing explicit English as a New Language instructional support through the content areas, Social Studies and Science, Reading and Writing. During the English half of the day in a dual classroom, teachers are required to incorporate English as a New Language instruction through the content areas in order to meet mandated language needs of students (360 minutes a week for Entering and Emerging and 180 minutes for Transitioning and Expanding and 90 minutes for Commanding). Half a school day of English amounts to twelve periods or more of ENL services. The school schedule consists of seven 50-minute periods a day. Dual Language teachers service all the English Language Learners in the class all day in all content areas. Teachers differentiate instruction and have small ENL groups on each level, according to the NYSESLAT proficiencies. ELA instruction is also incorporated into the daily schedule through reading, writing, and mathematics time blocks. The time blocks for literacy and mathematics consist of 60 minute blocks. Native Language Arts (NLA) is done in Spanish during the other half of the school day. English and Spanish instruction, in Dual Language classrooms, are equally divided.

In the monolingual classes, the mandated instructional minutes are met by the ENL teacher. Each ENL teacher incorporates in their scheduled program the required minutes to service ELL students (360 minutes for Entering and Emerging students, 180 minutes for Transitioning and Expanding students and 90 minutes for Commanding students). The school schedule consists of seven 50-minute periods a

day. The ENL teachers incorporate the amount of minutes for each language proficiency group using the minutes needed to fulfill the mandated services. For example, an entering and/or emerging student is serviced by an ENL teacher one hour and twelve minutes a day, totaling 360 minutes a week. Whereas, a transitioning and expanding student would be serviced by the ENL teacher 36 minutes a day to total 180 minutes a day. The ENL teacher services small groups of students according to language proficiency levels.

3. Describe how core content is delivered in each program model. 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.

Core content is delivered in both Dual and monolingual classes through content specific units developed by classroom teachers and the literacy coach. The units were developed by using the NYC social studies and science scope and sequence. In Dual classrooms, students learn content, math and literacy in both English and Spanish. In monolingual classes, students learn content in English. In order to make content comprehensible, all lessons include language objectives and content specific vocabulary (Tier 3 words). The Common Core speaking and language standards are used when developing these units. The ENL teachers provides content area support for ELLs by using scaffold such as sentence starters, prompts, and rich-vocabulary introductions. Opportunities for oral language development are given to students during the turn-and-talks with language partners.

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

All Spanish speaking ELLs that are placed in Dual Language classrooms are assessed in reading, writing and math in both English and Spanish. In reading we are currently using the Fountas and Pinnell running records for levels A-N and the EDL running records for levels O-V. Spanish writing is evaluated through the use of writing rubrics. Math assessments that are part of Eureka math also are given in Spanish.

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

All ELLs at PS 24 take a school made assessment to assess their speaking abilities in English and Spanish as well as their knowledge of several basic concepts. In addition they take the NYSITELL when they first enter the school and the NYSESLAT in the spring. Ongoing assessments such as Writing on Demand (writing), Running Records (reading), whole class and group participation (speaking and listening) give teachers information about students performance in the four modalities on a regular basis. The official running records are done three times a year and the writing on demand takes place at the end of each unit approximately every six weeks. Notes on whole class discussions and group participation are kept throughout the school year by teachers. Teachers are required to confer with all students at least once a week.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

At P.S. 24, instruction for English Language Learners (ELLs) is differentiated by incorporating language objectives and functions of language, such as describing, explaining, identifying, sequencing, planning, comparing and predicting. Students are organized into small groups with the classroom teacher or ENL teacher facilitating student learning. Students are encouraged to use cognates from their native language to make connections in English. Assessments routinely take place when a unit begins to determine the particular needs of individual students. Lessons are modified to target the language needs of students. Students are evaluated during the unit and at the end to ensure mastery of skills and knowledge. The teacher plans lessons and organizes various groupings as students demonstrate learning needs. Within language proficiency groups, differentiated groups exist to build specific understandings and experiences. Student's prior knowledge, interests, beliefs, how the students learn best, and student attitudes are taken into account when organizing and changing differentiated instruction in the content areas. The learning environment and classroom resources support differentiated instruction throughout the day. Language abilities and acquisition are considered when lessons are differentiated and groups are formed. NYSESLAT proficiency levels are taken into consideration as a measure of their language skills. The four language modalities outlined in the NYSESLAT are a quantitative measure of student mastery of the New York State ENL standards. Differentiation for ELL students reflect student language and academic needs and support learning throughout all content areas. All ELLs and Former ELLs receive time and a half on all assessments, glossaries and test booklets in English and native language. For those students who do not receive a test booklet in their native language due to unavailability, a translator is provided for them.

6a. At P.S. 24, Students with Interrupted Formal Education (SIFE students) are often placed in the Dual Language Program based on parent options and language needs. The teachers in both programs provide small group instruction to support the students in both their native language and new language. Before an instructional plan is incorporated teachers assess students in order to provide the necessary support needed. The instructional plan for SIFE students often incorporates enriching a students' native language through literacy and oral language, while also providing exposure to all content areas. Teachers provide opportunities for students to work in partnerships and expose students to life experiences. Additional support in ENL is also provided to SIFE students in both the monolingual program and the Dual Language program. All SIFE students are encouraged to participate in all P.S. 24 instructional programs.

6b. At P.S. 24, newcomer students are often placed in a Dual Language or monolingual program based on parent preference and language needs. Newcomer students receive pull-out ENL instruction in small groups by the ENL teacher when placed in the monolingual program with native language support. They are also immersed in thematic units with strong ENL strategies with their English teachers on English days. In addition, newcomers are also placed in a classroom where the students can receive differentiated instruction and receive support in their native language. Cognates, word associations, and other language skills are taught to students. The Dual Language provides support to Spanish speakers whereas, support for Chinese and Arabic students are provided through ENL instruction. Books and technology are used as tools for learning. Literature in the students' native language is placed in the classrooms to help support student's native language. Often teachers place students in after-school partnership programs to help foster peer socialization and support. Students are encouraged to participate in all P.S. 24 instructional programs.

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

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

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

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

The Re-identification process allows our school and parents who believe a student may have been misidentified as an ELL or non-ELL to request (within 45 school days of enrollment only) that the ELL Identification Process be administered a second time. Currently at PS 24 the Dual Language Coach, Linette Arroyo, interviews families and based on the responses on the HLIS, students are administered the NYSITELL. Parents are then sent a letter in their preferred language to inform them of their child's NYSITELL proficiency level. Upon receiving that letter, families or a student's teacher (if the teacher's request includes written consent from the parent or guardian) may appeal that decision through a written request. The Re-identification Process will be completed within 10 school calendar days of receipt of written notice; however, if the CSE must be consulted, the process must be completed within 20 school calendar days. PS 24 conducts the Re-identification Process through the following steps:

1. PS 24 receives written request to initiate the Re-identification Process (e.g., parent writes letter to Rose Dubitsky).
2. PS 24 reviews all documents related to the initial or reentry identification process.
3. PS 24 reviews the student's work in English and in the home language.
4. PS 24 may administer the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL.
5. PS 24 consults with parent or guardian.
6. PS 24 conducts and reviews the results of a school-based assessment, administered by one of the Dual Language Coaches. This assessment will test the student's abilities in listening, speaking, reading and writing in English.

7. One of the Dual Language Coaches will consult with the Committee on Special Education (CSE) if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English.
8. Based on the recommendation of the LPT, Rose Dubitsky, determines whether to change the ELL status or not. Written notification of the decision in the parent's preferred language will be sent to the parent or guardian. If the recommendation is to not change the ELL status, no further action will be taken; if the recommendation is to change the ELL status, the process continues.
9. Upon receipt of signed notification acknowledging Rose Dubitsky's recommendation to change the ELL status from the parent or guardian, the relevant documents and recommendation are sent to Anita Skop (or designee) for review and final decision.
10. Written notification of the decision is sent from Anita Skop to Rose Dubitsky, parent, and guardian in the parent's preferred language within 10 school days of receipt of documentation from Rose Dubitsky. If the decision is to not change the ELL status, no further action will be taken. If the decision is to change the ELL status, the student's program will be modified accordingly.
11. All notifications and relevant documents will be kept in the student's cumulative folder and copies in a binder in room 321.
- Between 6 and 12 months (from the date of Anita Skop's notification to Rose Dubitsky and the parent), Rose Dubitsky, will review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. Rose Dubitsky will consult with the classroom teacher, the ENL teacher, and the parent/guardian. If Rose Dubitsky, based on the recommendation of the classroom teacher, ENL teacher and consultation with the parent/guardian believes that the student has been adversely affected by the determination, Rose Dubitsky will provide additional support services and will reverse the determination within this 6 to 12 month period. If Rose Dubitsky's decision is to reverse the ELL status, she will consult with Anita Skop. Final decision notification will be in writing to the parent in the parent's preferred language within 10 school calendar days.

8. 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?

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

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

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

Chart service providers contribution. Communication around scheduling is crucial in order to create programs that allow flow and grant access to all services students need. Decisions are also made on whether the students should be grouped homogenously (e.g. guided reading and NYSESLAT modalities). Our school uses flexible programming by placing ELL-SWDs in ICT classrooms where 60% of students are general education students and 40% are students with disabilities. This allows us to maximize time spent with non-disabled peers. ELL-SWDs are placed in ICT classes based on parent choice, classroom observations, and communication with all related personnel. When there are enough Spanish speaking ELL-SWDs and based on parent choice, we open a Dual Spanish/English ICT class. At PS 24 there are currently two Spanish/English Dual ICT classes (one in first grade and one in fourth grade).

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
Chart					
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note "other approved services" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

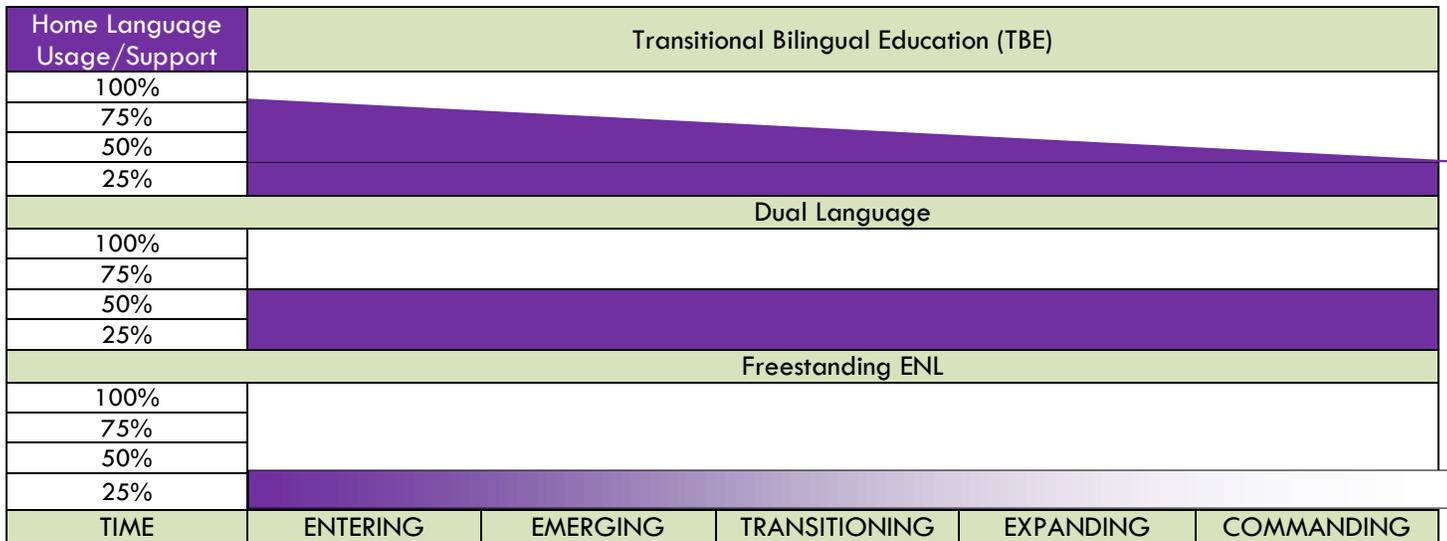


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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. At P.S. 24, we provide intervention for ELLs in ELA and math through our afterschool and Saturday Scholars' program. Classroom, AIS, and ENL teachers work with students in small, differentiated groups in both languages (English and Spanish) when necessary. Both academic and language needs are addressed and supported through a variety of lessons and activities. AIS teachers provide English and Spanish intervention for students who need additional support in ELA, mathematics, and all other content areas. Some of the strategies students work on are decoding, comprehension, critical thinking, and expressive language. Students work on grammar/writing, organization, and word attack skills. Kindergarten, first grade, and second grade struggling, Spanish-dominant students use Estrellita to develop literacy skills. Wilson is used with students in Transitioning and Expanding modalities. Guided and shared reading is used by teachers in either Spanish or English, depending on program child is in, to improve reading skills. Students work in differentiated, homogenous, small groups during the day.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development. At P.S. 24, both Dual Language teachers and ENL teachers, provide the mandated 360 instructional minutes for Entering and Emerging students, 180 instructional minutes for Transitioning and Expanding and 90 minutes for Commanding students. ENL teachers prepare students for the NYSESLAT using sample tests, teacher generated examples, and incorporating NYSESLAT specific strategies within each lesson. Students are supported throughout the day with a variety of activities and lessons enhancing the use of written and oral language. Students receive opportunities to work with other English proficient students and are exposed to vocabulary rich content. Students are transitioned from one differentiated group to another. For example, once a student masters a language skill, a teacher may move the child to the next level group to scaffold the child's knowledge and mastery. Once students reach commanding on NYSESLAT, students receive support for the New York State English Language Arts Exam, and other standardized tests during our afterschool Guided Reading Institute and our Saturday Scholars program. Students are encouraged to participate in all the academic intervention programs provided by the school. On standardized tests, ELLs that reach commanding receive two years of testing accomodation services, which include time and a half or a separate location. Dominant language support would include the use of a glossary/dictionary with translations on ELA or a translated version of the test in the student's native language on math and science exams. The RLER ATS report is printed bi-weekly by Linette Arroyo in order to update the current ELL class lists. These lists are then given to all ENL teachers and bilingual/dual classroom teachers. This process ensures that all teachers are made aware of the ELLs they are instructing. ELL data is reviewed during weekly administrative meetings.
12. What new programs or improvements will be considered for the upcoming school year? At P.S. 24, new programs or improvements for the upcoming school year would be created based on the current assessment of how the initiatives we already have in place are progressing. This year, we have programs in place and plans for other upcoming programs, such as the Guided Reading After School Academy. We found the Guided Reading After School Academy to be very helpful to struggling, long-term ELL students, ELLs in dual language, and for monolingual students scoring a level 1 on the ELA. There will also be Spanish math and reading groups after school to support our newcomers reading at level J and who performed at a level 1 or 2 on the math exam.
13. What programs/services for ELLs will be discontinued and why? Currently at P.S. 24 none of the programs or services are to be discontinued. We will continue with a push in, intergrated co-teaching model of programing with occasional pull out for newcomer students in the upper grades.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building. English Language Learners (ELLs) are offered equal access to all school programs by invitation, recommendations, and purposeful request. Since P.S. 24, has a high population of ELL students, it is evident that ELLs are welcomed, encouraged, and involved in all school programs. P.S. 24 also has an afterschool program called PAZ. Our sponsor for PAZ is the Morningside Center. It offers homework assistance, conflict resolution strategies, and recreation. Students are also involved in the arts, including but not limited to, dance and theater. PAZ is offered to all children at P.S. 24 including SWDs, ELLs, and Non-ELLs. On Saturdays, we have a Saturday Scholars Academy program to provide test preperation support for the ELA, math, and NYSESLAT exams. In addition, we have a weekend sports program that all students are invited to. These services are offered to all our students, including ELLs and SWDs. ELLs, SWDs, and Non-ELLs are equally invited and represented in all these programs. ELLs, SWDs, and Non-ELLs are invited based on individual student's needs. Extended day programs and Saturday Scholar's are funded with Title I, Title III and Fair Students Funding (FSF) monies.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary. At P.S. 24, the following web-based programs are used to support English Language Learners (dual, and monolingual settings): Starfall, Raz-Kids, Power Media Plus, Book Flicks. Other resources that are utilized are sequence flash cards, SRA photo library, Benchmark guided reading books, and Rigby: On Our Way to English. Teachers also use Reader's Theater, Time for Kids, and the Wilson Program. To support students in their native language of Spanish, we use Jump Start, People: Aprende a leer con

People, Ortografia con People, Geografia con People, Animales con People, Ven a Jugar con People, Despierta Tu Mente con People, and Ciclo Dos-Lenguaje y Lectura. In the content area of science, we use the FOSS kits for science that come with all materials in both languages, English and Spanish. For Social Studies, we use Geografia Con People CD program in Spanish, document cameras, as well as, projectors to display primary sources (pictures, letters, and other sources of information) from the public library, magazines, other resources onto a big screen and used for discussion and thematic projects. This is done in both English and Spanish based on program the children are in.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

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

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

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

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

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

19. What language electives are offered to ELLs?

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

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

A. In Kindergarten, English proficient and Spanish proficient children spend one entire day in Spanish and the next consecutive day in English. First to fifth grade children spend 50% of the time learning in English and 50% of the time in Spanish within the same school day. The children in the dual language program are already mixed heterogeneously so that 40-50% of them are English Proficient speakers and the other half are Spanish proficient speakers.

B. Children are grouped heterogenously in each class and they spend everyday together throughout the year.

C. Children learn all the subjects in both languages. In Kindergarten the roller coaster model is a day by day model. One day in Spanish and the next day in English. In grades 1-5, they follow a 50/50 day(half the day in English and half the day in Spanish) roller coaster model. Teachers start the day with the language they left off the previous day and then switch in the middle of the day to the other language. All subjects are also taught 50% of the time in Spanish and 50% of the time in English. In the roller coaster model, teachers are bilingual and they teach both languages.

D. Both languages are taught at the same time in all grades.

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

All professional development at PS 24 has as its center focus the development of teachers to improve their practice as aligned to the Danielson Framework and the development of curriculum as aligned to the CCLS. Those two frameworks provide the basis and focus for all PD conversations. All TC ICP, EL PD, Generation Ready and staff meeting discussions are aimed at improving teacher practice. All Monday PD sessions, Tuesday professional work and weekly common preps are aimed at designing coherent curriculum that engages and prepares students to meet the CCLS. On Mondays there is an 80 minute professional development period for all teachers. During this time teachers are receiving professional development on the RTI framework in order to strengthen Tier 1 instruction. Also, teachers have received training on the Fountas and Pinnell reading assessments and Wilson/Just Words/Fundations phonics curriculum which is a research-based instructional program.

September
9/21-
F & P assessments
9/28-
math

October
10/5
Writing- analyzing and planning from student work pre on-demand personal narrative seed ideas, drafts k- drawings (w labels)
10/19
Wilson
10/26
RTI- diagnosing reading needs and planning for small group instruction

November
11/2
Student Participation/ accountable talk (Math and Literacy)- participation tracker/ rubric
11/9-
Math
11/16-
Wilson
11/23-
Writing- looking at student work
11/30-
RTI- sharing of small group instruction outcomes, planning for new groups

December
12/7-
Literacy units- accountable talk, questioning
12/14-Math
12/21
Share out of final products from Unit 2 using protocol

January
1/4
Wilson
1/11
RTI- informal assessment review and best practices to diagnose reading needs
1/25-Writing
or Literacy
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

Two Dual Language coaches support the teachers of ELLs as they engage in the CCLS. Last year a Generation Ready Consultant came to our school to train our teachers on planning with the Common Core in Mind and this year we continue the work with Kate Abell from the network/BFSC using the common core in math instruction. Many of our teachers have gone to DOE workshops during the summer and throughout the school year to learn about the Common Core Standards.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Our guidance counselor and parent coordinator attend Middle School Articulation workshops offered by the BNFSC. They also attended the Community School Board meeting where the superintendent and middle school principals presented and discussed the middle school articulation process.

4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to *ELL Policy and Reference Guide, Professional Development* section.

At PS 24 all teachers, throughout the school, are educated on working with ELLs. We have veteran teachers that have taken the required 12 hours of ENL training and newer teachers receive Professional Development on ENL and native language support from our Dual Language Coaches, Linette Arroyo and Patricia Cueva. All professional development is done with an ENL and ELL lens. During the 80 minute Monday professional development period, all trainings/workshops are done by the literacy coach, math coach, Dual language coaches and Wilson coach. ENL instructional practice is embedded throughout all trainings with a specific lens on oral language development. During the Tuesday professional work time, inquiry groups around student discourse and Tier 1 instruction are the focus for the school year 2015-2016. We ensure that all teachers at PS 24 are knowledgeable of the fact that a great majority of our students are either ELLs or former ELLs. Our curriculum throughout the school includes strategies that meet the needs of ELLs in all subject areas. PS 24 coaches work with all teachers (Dual, general ed. ,special ed.) on a regular basis providing out of classroom and in classroom support. They meet with teachers during weekly grade meetings. School secretary receives professional development once a year outside of the school. In school, all personnel are trained on working with our community parents and teachers on an individual basis and as needed. In addition, a group of 5 bilingual teachers receive training on interviewing new students in both languages for the in-take process. We keep an electronic google.com calendar of professional development and all PD activity is maintained in this calendar.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

At PS 24 annual individual meetings with parents of ELLs are scheduled during the parental engagement time on Tuesdays. Translations will be provided by school staff. We have a Chinese speaking teacher and an Arabic paraprofessional that assist whenever translation is necessary.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [*ELL Policy Reference Guide, Parent Selection and Program Placement*](#) section.

At PS 24 the Dual Language Coach, Linette Arroyo, informs parents of the three instructional models available in New York City. Parents of newly enrolled ELLs are provided with a parent orientation where they can view the Parent Orientation video in the parent's preferred language. The video explains the three instructional models available in New York City. Attendance sign-in sheets are used for all in-person meetings. If an interpreter is needed, we contact the Translation and Interpretation Unit. After parents are informed of all three program models at the parent orientation, we provide parents with a Parent Survey & Program Selection Form in the parent's preferred language. Parents can then indicate their program choice. After students are placed in the parent's program choice, Linette Arroyo is responsible for entering the parent choice on the ATS (ELPC) screen. The Parent Survey & Program Selection Form is a formal record of the parent's preference of ELL program for their child and will be retained in the student's permanent record. Meetings with parents are conducted as needed throughout the school year on Tuesday from 2:30-3:10. The language needs of the community are reviewed on an on-going basis before sending notices home to parents.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. We offer a variety of programs and services to parents of ELLs, special ed. and general ed. at PS 24. There are ENL classes for parents during the week. We often provide classes on nutrition, how to relieve stress, yoga and other kinds of exercises, etc. We conduct a meeting with parents on how to support their children at home with our Estrellita/Spanish phonemic awareness program and another on how to support their children for the ELA. We have family math nights where parents come and learn about our math program and play math games with our math coach and staff. The last Friday of each month all parents are invited to the school for Parent Reading Day. They get to go into their children's classrooms to read with their children. Afterwards they gather for workshops designed for them on reading, social emotional learning and other topics as they come up. The parent coordinator at the school always meets new parents upon arrival and helps them become acclimated at the school. Staff members in the main office are bilingual to ensure parents get the correct information. Notices, as well as any brochures coming in from central or the school are made available in the parent's home language as indicated on the HLIS survey.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? PS 24 has a partnership with Lutheran Medical Center, a Center for Family Life and Even Start. These organizations provide Health guidelines, family mental health services and English as a Second language as well as parental guidance (to parents of ELLs, special ed. and general ed).

5. How do you evaluate the needs of the parents?

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

6. How do your parental involvement activities address the needs of the parents?

Our parental involvement is based on parent input and support and student needs. They help teachers in the classroom supporting with small groups, reading with kids, making copies and assisting children and teachers in the classroom. It helps create consistency of information and it facilitates communication. Parents are better able to support their children at home if they understand the curriculum and feel part of the community. Workshops and classes for parents (ESL, healthy cooking, family

math, reading day, yoga) at the school support parents so that they in turn can support their children. Part of the work we do is to welcome families and to help them see how their input and support in the school and at home facilitates their children's academic progress. Our school staff is about 92% bilingual, English/Spanish and for the most part everyone can communicate with parents. Our parent community is about 94% Spanish speaking. Translation is always provided as needed and for that purpose with have, in addition to our Spanish speaking staff, a Chinese and Arabic paraprofessional to assist when necessary. In case any of these staff members are not available we would use the DOE translation service via the phone.

D. Additional Information

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

School Name: **PS 24**

School DBN: **K024**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Rose Dubitsky	Principal		
Erica Padin & Martin Alvarado	Assistant Principal		
Ada Galan	Parent Coordinator		
Linette Arroyo	ENL/Bilingual Teacher		
Alicia Torres	Parent		
Nydia Mendez, Dual K	Teacher/Subject Area		
Miriam Net, Dual 1st	Teacher/Subject Area		
Patricia Cueva	Coach		
Brooke Childs	Coach		
Gloria Jaramillo	School Counselor		
Anita Skop	Superintendent		
O'Mayra Cruz	Borough Field Support Center Staff Member _____		
	Other _____		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **15024** School Name: **PS 24**
Superintendent: **Anita Skop**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

To ensure effective communication between parents and PS 24 we have developed a process to identify the language needs of parents and guardians. Since parents or guardians' preferred language for communication may change over time, we update this information periodically. Admission applications are given to parents in their native language (English, Spanish, Chinese or Arabic). Guardians fill out the Parent/Guardian Home Language Identification survey as part of the admission process. This is a great tool that helps us identify the home and preferred language. A parent involvement survey is conducted twice a year where parents let us know which language they prefer for future communication. We use the Student Emergency Contact cards to assess the preferred language for the family. We also collect data from the ATS report of Preferred Languages, the emergency blue cards, parent surveys at PTA meetings and surveys that teachers send out to the parents.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

According to our data, our parents' preferred languages for both written and oral communication are: Spanish, Chinese, Arabic and English

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Program information and applications, discipline notices, consent forms, complaint forms, notices of rights, and letters or notices that require a response, Monthly calendar, Event and Information flyers, Newsletters, Parent Teacher Conference announcements and flyers, after-school program information, communications from teacher to parents and from principal to parents.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Curriculum night, September 17; Parent Teacher Conference, March 3 and November 5; Family Night, May 12. Attendance teacher conducts telephone outreach to homes of absent students and schedules appointments with parents. Formal and informal interactions with Guidance counselors, Social Workers, Parent Coordinator, Community Coordinator, Family Worker. Conversations between parents/guardians and teachers or administrators. PTA meetings, the third Wednesday of each month; meetings about graduating class events: November and April of each academic year. We disseminate parent-facing documents before each 3rd week of the month PTA meeting and submit translation requests the first week of each month.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Sensitive vital written communications that require translation or interpretation like program information and applications, discipline notices, consent forms, complaint forms, notices of rights, and letters or notices that require a response are always done by a qualified adult in house or by the Translation & Interpretation Unit. To ensure timely provision of translated documents to parents we begin the year with the end in mind. Creating a timeline help us know how long we need to have all the documents we need for that event. Translation is very crucial to us so we do not wait to last minute to get a document translated. We have identified in our school building who is making translations happen so we know immediately who to go to when we need it. Overtime we have created a database that we update as needed when events repeat themselves. As a dual language school, we have a majority of staff

members who are bilingual Spanish/English and are available to translate when needed. We also have a small number of staff members who speak Chinese and Arabic.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

As a dual language school historically serving a mostly Hispanic population, we have a pretty accurate idea of what the translation needs for the community. To meet these needs we aim to hire bilingual personnel in support roles in the office. During parent teacher conferences, we have availed ourselves of the over-the-phone interpreters to support the Chinese and Arabic parents who need interpreters. The AP has a list of out of classroom staff who is bilingual and can be called upon to translate without disruption to the instructional schedule.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Emails are sent to all personnel who will be assigned to assist with translation services and specific assignments are made for parent teacher conferences or PTA meetings to ensure parents needing translation have the service provided. We make sure that all teachers and staff receive a copy of the "I Speak...." card which includes the phone number for over- the- phone interpretation.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

We ensure that notifications are sent home in the language that is preferred by the parents. Our teachers have a list of language preference for each family and send notices home accordingly. Our office staff has the list of language preference from each class and ensures that the right number or notices are distributed to the classrooms to be sent home.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

At PS 24 we assure that parents understand vital information about their child by asking them directly what is their preferred language. We also plan to schedule a focus group of parents inclusive of all cultures and languages represented in our school to gather feedback and best practices on quality and availability of services.