

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

25Q024

School Name:

P.S. 024 ANDREW JACKSON

Principal:

DEBRA CASSIDY

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: P.S. 24 Queens, Andrew Jackson School School Number (DBN): 25Q024
Grades Served: K-5
School Address: 141-11 Holly Ave, Flushing, N.Y. 11355
Phone Number: 718-359-2288 Fax: 718-460-3251
School Contact Person: Renee Klager Email Address: RKlager@Schools.nyc.gov
Principal: Debra Cassidy
UFT Chapter Leader: Barbara Senenman
Parents' Association President: Ana Medina
SLT Chairperson: Margaret Conlon
Title I Parent Representative (or Parent Advisory Council Chairperson): Not Applicable
Student Representative(s): Not Applicable

District Information

District: 25 Superintendent: Danielle DiMango
Superintendent's Office Address: 30-48 Linden Place, Flushing, N.Y. 11354
Superintendent's Email Address: DDimang@schools.nyc.gov
Phone Number: 718-281-7605 Fax: 718-281-7519

Borough Field Support Center (BFSC)

BFSC: Queens North Field Support Center Director: Lawrence Pendergast
Director's Office Address: 28-11 Queens Plaza North, Queens, N.Y. 11101
Director's Email Address: LPender@schools.nyc.gov
Phone Number: 917-225-2020 Fax: 718-391-8320

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and 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)
Debra Cassidy	*Principal or Designee	
Barbara Senenman	*UFT Chapter Leader or Designee	
Lucy Louie	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative (staff), if applicable	
N/A	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Renee Klager	Member/Assistant Principal	
Deepna Gajan	Member/Parent	
Anna Yahav	Member/Teacher	
Jennifer Loperfito	Member/ Teacher	
Joanna Spegowski	Member/Teacher	
Wendy Shen	Member/Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Alana Antonnio	Member/Parent	
Norman Ng	Member/Parent	
Xianghong Song	Member/Parent	
	Member/	
	Member/	
	Member/	

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

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the 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 CEP 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 Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement 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 two (2) to 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. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

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.

The Quality Review 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 also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 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 CEP 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:** 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 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether 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: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. 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 prides itself on excellence. Our mission statement is to work collaboratively with the staff and parents of PS 24Q, as partners, in setting high standards of excellence for our students. Our expectations are that they will realize superior academic achievement and social development as they move on as productive members of our local community and global society. We educate all members of the school community, students, staff and parents in a wholesome, nurturing environment. The knowledge and skills they gain in our school will empower our students to be lifelong learners, risk takers, and problem solvers as they face life's challenges.

PS 24 has established many strategic collaborations/partnerships in order to support student learning and teacher practice. Maryann Cucchiara, a literacy consultant specializing in rigorous instruction for English Language Learners, Teacher's College and CCNY's Math-in-The City. Staff developers support our teachers in designing and implementing rigorous instruction and tasks that are aligned to student individual goals to reach and surpass their grade's common core standards in all content areas.

In addition, our school has partnered with outside consultants in the arts and in physical education as we believe that students' development in these areas is essential to supporting our students to reach their potential both academically and emotionally.

Our collaborations include:

- Brooklyn Conservatory of Music - music instruction on the violin for all of our 4th and 5th Graders
- Create! Dance residencies for all Grades
- Chorus – 4th and 5th Grades
- Basketball and Cheerleading teams
- Swim for Life – 2nd Grade
- K-5 CookShop
- Go Noodle – physical education in the classroom
- Drama in the classroom
- Certified Art Teacher
- Elders Share the Arts (ESTA)
- Gardening program funded by CASA Grant

Together, the administration, staff and parents have developed a strong partnership between home and school to support the academic progress of students. We plan collaboratively with our School Leadership Team to set goals for our educational programs, and work together to obtain these goals. Many opportunities are available for parents to attend academic workshops which help strengthen the meaningful home-school partnership at PS 24. Our guidance counselor and SAPIS worker tailor lessons to students' needs to develop behaviors and habits of mind needed to be successful.

One of our long-term goals is to harness technology to support our range of learners. We continually upgrade the technology at PS 24, as well as, incorporating it into our instruction to engage students in rigorous tasks to support their goals in all content areas. With this in mind, this year, three of our cluster teachers are working with other staff members and children to teach literacy and math using technology. Since we had to close our computer lab to open another fourth grade classroom, we purchased class sets of laptops for all students in our grades 3, 4 and 5 classrooms. Smartboards have been installed in all classrooms at PS 24 to provide teachers with a tool to engage students and to

provide multiple entry points tailored to students' learning styles and level of proficiency. All first and second grade students will receive their own iPad this year. Our technology teachers are working with classroom teachers to assign applications to children based on their academic, social and learning needs. We at PS 24Q are committed to bringing learning into the 21 st century by giving students access to the tools they will use in today's society.

To reach our special student populations such as our English as a New Language Learners and Students with Disabilities, we utilize multiple points of entry to ensure that lessons are differentiated to enable all students to produce meaningful work products. In order to ensure the Common Core Learning Standards are infused throughout all lessons, curriculum mapping and planning are done with staff developers both in and out of the building (Teachers College, Math-in-The City, Maryann Cucchiara - an ESL specialist, Apple and TEQ - technology). To focus on college readiness, curricula have been aligned across grades and subject areas through inter-visitations, professional learning, common preps per grade, and vertical planning with teacher leaders. Professional Learning and Professional Collaboration time is used for planning and to analyze student work to drive future instruction. School and grade-wide assessments, rubrics, and student-friendly checklists were created as a tool for teachers to use when planning lessons. Teachers use a variety of formal and informal assessments to monitor student understanding during lessons. Data from all of these assessments enable teachers to adapt their teaching to accommodate student needs.

The Elements of the Framework for Great Schools where our school has made the most progress over the past year are:

- Effective School Leadership resulting in Rigorous Instruction
- A Supportive Environment
- Building Trust

Last year, the instructional cabinet participated in Supervisory Inquiry to study how we were providing appropriate, timely feedback and follow-up to teachers based on their classroom observations. As a result of our inquiry, teachers improved at least one performance level within component 3 on the Danielson Rubric from the beginning of the 2014/15 school-year to the end of the school-year. Through conversations, cycles of observations and in-house surveys, we have also seen that teachers have implemented the feedback into their instruction and that student outcomes have improved, as evidenced by improved student performance in all grades on the NYC ELA Writing Performance Task and internal Math Assessments, as well as a decrease in disciplinary parent meetings due to our Positive Behavior Intervention System (PBIS) Program.

The key area of Focus for this school year is tied to our Instructional Focus: **Engaging every student through rigorous lesson, task design and implementation.** A critical element embedded in our action plan is to continue building trust between staff and administration and among all stakeholders in our community. We plan to accomplish this goal by:

- Articulating clear expectations on planning and implementing rigorous lessons and tasks in all subject areas
- Examining the 8 components of the Danielson Framework and providing examples of effective and highly effective practice within our school setting
- Planning for Professional Learning around designing coherent instruction, preparation and implementation of rigorous instruction

Teachers will plan for differentiation to address the needs of all learners including English as a New Language Learners and Students with Disabilities. They will design instruction specifically incorporating strategies for understanding text-based vocabulary, participating in inter-visitations to share best practices, communicate actionable feedback, support specific individual needs – including the needs of English as a New Language Learners and Students with Disabilities, and develop collegial relationships among pedagogues. We will expand our opportunities to engage parents in order to improve our home-school connection to support all students. Our goal is for all students to feel safe and supported so that they self monitor their academic progress and behavior. In some cases, students will learn restorative behavior practices to teach replacement behaviors so they can focus on their learning.

At PS 24Q, school leaders, staff and parents recognize that high expectations for student achievement are critical to prepare students for college and career.

25Q024 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	978	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
				N/A
School Composition (2013-14)				
% Title I Population	64.5%	% Attendance Rate	96.4%	
% Free Lunch	55.0%	% Reduced Lunch	2.1%	
% Limited English Proficient	38.9%	% Students with Disabilities	11.7%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.1%	% Black or African American	3.3%	
% Hispanic or Latino	10.4%	% Asian or Native Hawaiian/Pacific Islander	83.5%	
% White	2.0%	% Multi-Racial	0.2%	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	3.18	# of Assistant Principals (2014-15)	3	
# 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)	N/A	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)	9.12	
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	46.1%	Mathematics Performance at levels 3 & 4	74.8%	
Science Performance at levels 3 & 4 (4th Grade)	93.3%	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	X	Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
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	YES	Asian or Native Hawaiian/Other Pacific Islander	YES	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	YES	
Economically Disadvantaged	YES			
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	YES	
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	N/A	Asian or Native Hawaiian/Other Pacific Islander	YES	
White	N/A	Multi-Racial	YES	
Students with Disabilities	N/A	Limited English Proficient	N/A	
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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

According to our 2014-2015 NYS ELA data, there is a need to address our bottom third students (growth percentile 28.5%) as compared to all fourth and fifth graders growth percentile of 57.1%. There is also a need to focus on our female readers, 43% of our female readers are reading at or above proficiency compared to our district data, where 48.1% of females are reading at or above proficiency. There is a need to address the English Language Learner population of PS 24 because enrollment has increased steadily over the last several years to approximately 41.3%. Additionally, a Response to Intervention (RTI) screener, Gates MacGintie, showed that our students scored the lowest in the vocabulary pillar than in any of the four other pillars of reading (phonics, phonemic awareness, comprehension, fluency) and therefore require targeted instruction in their knowledge and use of Tier 2 and 3 words.

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

By June 2016, teachers will incorporate strategies for understanding text-based vocabulary into their lesson design for Rigorous Instruction , including Tier II and Tier III vocabulary words so that all students – including English Language Learners (ELL's) and Students with Disabilities (SWDs) – can become independent in their ability to navigate complex text, as measured by an increase of 5% in students reaching proficiency on TC Running Records from 63.71% to 68.71%.

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) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Weaknesses in phonics, spelling and vocabulary will be addressed using a school based program for vocabulary development and spelling patterns during the daily 120-minute block in Balanced Literacy incorporating the Reading and Writing Workshop. Our Professional Learning Committee, Literacy Think Tank is working on creating a common language in literacy throughout our school and sharing out best practices to build literacy instruction. Word study and vocabulary building will be emphasized in all grades. Guided reading flexible grouping and individual or table conferences will provide students with differentiated instruction to support individual needs with a lower student/teacher ratio. In addition, each class will use computer software/programs and websites (BookFlix, Starfall) to develop and improve students' phonics, vocabulary and comprehension skills.</p>	<p>Students</p>	<p>Sept 2015- June 2016</p>	<p>Literacy Staff Developer, Math Staff Developer, TC Staff Developer, Maryann Cucchiara, F-Status support staff, Administration Team.</p>
<p>Marianne Cuchiara, a consultant specializing in targeting literacy instruction in the content areas of science and social studies for English Language Learners, will work with grades in planning rigorous social studies and science lessons incorporating ENL strategies to engage students in learning, including word play, juicy sentence work and vocabulary building in order to improve student ability to navigate complex text.</p>	<p>English as a New Language Learners Grades K-5</p>	<p>Sept 2015- June 2016</p>	<p>Literacy Staff Developer, Math Staff Developer, TC Staff Developer, Maryann Cucchiara, F-Status support staff, Administration Team.</p>
<p>Newsletters and weekly emails will be sent to our parents. Parents will participate in our "Parents as Partners" visits and our family events at Parent Teacher Association meetings. Our October "Parents as Partners" will focus on Reading and Vocabulary Building. Workshops targeting changes in instruction and assessment resulting from CCLS will be held on Tuesday afternoons and in the evenings to teach parents how they can build vocabulary at home. English instruction for adults will be offered on Saturday mornings at PS 24Q to help families in new language acquisition.</p>	<p>Parents</p>	<p>Sept 2015- June 2016</p>	<p>Literacy Staff Developer, Math Staff Developer, TC Staff Developer, Maryann Cucchiara, F-Status support staff, Administration Team.</p>

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.											
Professional development on Chancellor Day, Professional Learning Time, Calendar Days (i.e. Maryann Cucchiara).											
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	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		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.
By December of 2015, teachers will have analyzed student data and planned for instruction to include the Language and Speaking Common Core Learning Standards. Teachers will have met with their Professional Learning groups to dig deep into the data and conduct inquiry cycles to meet the needs of their students, specifically in building vocabulary. In order to progress monitor, three times a year, in November 2015, January 2016 and March 2016, Running Record interim assessments will be given to students for the MoSL so teachers can continue to modify instruction based on student needs looking closely at MSV to determine the best way to instruct students in literacy. By March 2016, teachers will have been involved in differentiated TC, Foundations, MoSL, and ENL Professional Learning in order to plan lessons reaching multiple entry points, using inquiry work and lesson study to incorporate best practices. By June of 2016, we will see an increase of students reading complex text independently and using Tier II and Tier III words in oral and written language with more frequency. Students ability to navigate complex text including Tier II and Tier III words translate into higher independent reading levels.
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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

According to our Quality Review (QR) conducted in October 2014, our area of focus for school improvement is 1.2 on the QR Rubric: Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meeting the needs of all learners so that all students produce meaningful work products

Further evidence for the need to develop teacher pedagogy is found in the 2014 - 2015 Learning Environment Survey where, 16% of teachers answered that students sometimes respond to challenging questions on tests and in class, compared to 56% of teachers felt that students did so always and almost all of the time. In addition, 36% of teachers responded that they were unclear about the expectations for implementing what they learned in professional development. Therefore, to establish a Supportive Environment and a school culture where students feel challenged, all professional learning will explicitly address our instructional focus: Engaging every student in rigorous lesson and task design. Since over 40% of our students are English language learners, many of whom are in the beginning stage of language acquisition, and over 10% of our students have disabilities, teachers need support scaffolding questions and activities so that students will be successful in meeting the Common Core Learning Standards. To this end, our rounds of Professional Learning on Mondays will be as follows:

-Deep dive into student data and teacher responses on the survey to plan for future cycles

-Multiple Entry points to support English Language Arts proficiency and progress (see Goal 1), including guided reading strategies, vocabulary acquisition, supporting students to follow directions and to answer challenging questions

-Engaging students to navigate complex texts in all content areas

Our Professional Learning Committee will provide us with feedback from teachers to ensure our workshops are those that teachers perceive they need to improve practice in questioning and rigorous instruction.

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

By June 2016, we will improve the school’s culture and establish a Supportive Environment by increasing the Learning Environment Survey by 5% (64% to 69%) the number of teachers who are clear about the expectations for implementing what they learned in professional development so that they are able to improve their practice in rigorous lesson and task design so that more students – including English Language Learners and Students with Disabilities are able to answer challenging questions on tests and in class.

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 in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>In order to support teachers with designing rigorous lessons and task so that their students feel challenged, we will design professional learning around what a rigorous task looks like, and then focus on changing instructional strategies school-wide to meet the needs of our students so that they can access the task. The instructional cabinet will meet in supervisory inquiry in order to examine the rigor of task and lesson design. Teachers will utilize the Student Work Protocol to analyze student work and plan for instruction. Additionally, teachers will utilize a PS 24 Unit Evaluation Rubric to analyze the rigor of unit plans as determined by the Supervisory Inquiry Team.</p>	<p>All teachers</p>	<p>Sept 2015 - June 2016</p>	<p>Literacy Staff Developer, Math Staff Developer, TC Staff Developer, Maryann Cuchierra, F-Status support staff, Administration Team.</p>
<p>Our ENL teachers will provide classroom teachers with best ENL practices and provide support for teachers who work with newly exited ELL students. We will continue to provide staff development on the implementation of selected teaching models including push-in and co-teaching models. Our teachers and administrators will continue to support each other by sharing best practices in differentiated instruction. Maryann Cucchiara, an outside consultant will provide advanced professional learning for our staff members.</p>	<p>English as a New Language Learners Grades K-5</p>	<p>Sept 2015- June 2016</p>	<p>Literacy Staff Developer, Math Staff Developer, TC Staff Developer, Maryann Cucchiara, F-Status support staff, Administration Team.</p>
<p>During our "First Fridays," where parents come to visit the classroom settings, teachers will share rigorous lessons with parents in all content areas. Workshops on Tuesdays and in the evenings will show parents what they can do at home to support their children progress to meet and exceed proficiency.</p>	<p>Parents</p>	<p>Sept 2015 - June 2016</p>	<p>Literacy Staff Developer, Math Staff Developer, TC Staff Developer, Maryann Cucchiara, F-Status support staff, Administration Team.</p>

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.											
Parent Workshops, Parent Volunteers, “Parents as Partners,” Title I Parent Committee, Parent Teacher Association, School Leadership Team, TC Staff Developers, Literacy/Social Studies Staff Developer, and Math/Science/Technology Staff Developer, Lesson Planning, Common Preps, Chancellor’s Conference Days, TC Calendar Days, common preps, professional learning time on Mondays and Teacher Team/ Parent Engagement time on Tuesdays .											
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		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind		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.
<p>By October, 2015 the Professional Learning Committee will meet and plan for the first round of Professional Learning aligned to the Instructional Focus. MoSL assessments (both local and state) will be selected to monitor the progress of our bottom third in ELA. Teachers will administer and analyze TC running records a minimum of 4 times during the school year, setting goals and action plans for individual students and monitor their growth toward their short-term goals. Differentiated professional learning will support teacher practice in guided reading, questioning and discussion, and engaging students in rigorous tasks using multiple entry points. Teachers will use a tool to create rigorous units of study and Supervisory Inquiry Team will meet to examine the rigor of task utilizing this tool.</p> <p>Classroom visits and observations will monitor and provide feedback to teachers to improve their practice and support their implementation of strategies addressed during Professional Learning. Teachers and administration will analyze student work, including TC running records and writing samples to determine the impact of the strategies on student learning. Inquiry teams will study those learners who are not making enough progress towards their goals and suggest use of RTI.</p> <p>Parents will be engaged in assisting their children in the following manner:</p> <ul style="list-style-type: none"> • October 2015 Health Fair, educating parents on community resources • By December 2015, we will have held a Title I Parent Meeting to inform parents of expectations • Parent Teacher Association evening workshops, including activities for the families focusing on restorative behavior approaches in September • Written and verbal progress reports • Grade monthly newsletters highlighting curriculum • Weekly e-mail blasts • “Parents as Partners - First Fridays” program where parents work on a rigorous task with their children <p>By June 2016, through observations and in-house surveys, we will determine whether more teachers believed that differentiated professional development assisted them in rigorous task design and questioning and whether students were more successful in completing challenging tasks.</p>
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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Based on our most recent Quality Review, we determined there is a need to build collaborative teachers through Professional Learning Communities, inquiry, and inter-visitations among staff members in order to move teacher practice and student achievement. The Quality Review stated, “Although teachers clearly evaluate the impact of curriculum on student learning they have not yet engaged in inquiry around pedagogical decision making and how their practice informs outcomes for all learners.”

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–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, in order to foster collaborative teachers, teachers will engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning resulting in 75% of teachers participating in at least two (2) rounds of collaborative classroom inter-visitations to share best practices as evidenced by feedback forms, inter-visitation logs, teacher team minutes, and evidence of implementation during observations.

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) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Teachers (including Reading/Literacy Think Tank, Writing and Math Leaders) will share out best instructional practices with grade colleagues and will turnkey ideas with grade and vertical teams during Monday Professional Learning Time and Common Preps. Teams will establish norms in order to share-out best instructional practices. Staff members will attend various trainings offered. Teachers will plan to inter-visit their colleagues to share-out best practices and/or to perform inquiry/lesson study to improve instruction. Administration will be involved in a Supervisory Inquiry aligning Professional Learning to school learning goals and staff needs and focusing on designing coherent instruction and rigorous task to monitor student outcomes.</p>	<p>Teacher Teams</p>	<p>Sept 2015- June 2016</p>	<p>Teacher Instructional Mentors, Literacy and Math in-house Staff Developers, Math in the City Staff Developer, TEQ Trainer, Apple Trainer, , TC Staff Developer, F-Status support staff, Administration Team</p>
<p>In order to differentiate and enrich instruction for our ENL's and our SWD's, teachers will utilize the "Looking at Student Work Protocol" in order to understand data, identify trends, and plan for instructional implications.</p>	<p>English as a New Language Learners and Student's With Disabilities</p> <p>Grades K-5</p>	<p>Sept 2015- June 2016</p>	<p>Teacher Leaders, Literacy Staff Developer, Math Staff Developer, TC Staff Developer, F-Status support staff, Administration Team.</p>
<p>During Tuesday Parent Engagement Time, we will hold parent workshops in order to support parents with differentiated or enriched skills to help their children at home. Teachers will incorporate suggestions about researched based strategies to address the needs of their students from their Professional Learning Communities. A parent newsletter will be sent home monthly with suggestions parents can use at home in all content areas. In addition, parents will receive a progress report in January to inform them about student progress.</p>	<p>Parents and Teachers</p>	<p>Sept 2015- June 2016</p>	<p>Parents, Teacher Leaders, Literacy Staff Developer, Math Staff Developer, TC Staff Developer, F-Status support staff, Administration Team.</p>

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.											
Use of PD provided by the DOE (webinars and Teacher training), Calendar Days, ARIS Learn modules, Chancellor Days, Researched Based Programs, Training in use of these programs, and books on effective teaching practices, allocating a portion of Title I, Title III and Fair Student Funding to contracted outside consultants and for substitute teachers to allow teachers collaborate and to learn new practices											
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	X	Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		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.
By December 2015, 50% of teachers will have scheduled a minimum of one inter-visitation with a colleague and held a minimum of one parent workshop during Tuesday Parent Engagement time. Teams will have been involved in their first professional learning cycle, using inquiry to determine best practices to meet students’ needs aligned to our school-wide goals. Teachers will have a minimum of four "Share Fairs" a year, in which they present strategies used for student learning and student outcomes based on those strategies. By June 2016, 70% of teachers will have completed a minimum of two inter-visitations with colleagues and been involved in a minimum of three cycles of Professional Learning to improve student achievement.
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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Based on our Quality Review, there is a need to build Effective School Leadership by focusing on Demonstrating Knowledge of Content and Pedagogy and Designing Coherent Instruction. Our quality reviewer stated that, "while pedagogy is consistent in providing instructional supports, questioning scaffolds and entry points for a variety of learners, there is evidence that some teachers are still working through alignment of pedagogy to the rigor of the curriculum." Therefore there is a need to model best practice for teachers on planning rigorous instruction that engages students in high-level cognitive activities that are differentiated for individual learners and allow opportunity for student choice, teachers will gain the tools and the social-emotional support that drives student achievement.

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

By June 2016, administration will nurture professional growth of teachers through Effective School Leadership by improving teacher practice in Domain 1: Planning and Preparation of the Danielson Framework (1A and 1E) by an increase of 3% on the overall end of year MoTP ratings as compared to the first round of teacher observations, through prioritized, timely and time-bound feedback to teachers and differentiated professional development on planning and implementing of coherent instruction, based on observations from classroom visits as measured by Advance.

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) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Initial planning conferences will be used to discuss individual teachers' professional goals by reflecting on prior year's MoTP, student data, as well as using feedback from observations and visitations to identify areas of strengths and growth on the Danielson Rubric. Professional development and collaborative learning conversations will focus on the areas of 1A and 1E of the Danielson Rubric and will be differentiated based on teacher needs.</p>	<p>Teachers</p>	<p>Sept 2015- Oct 2015</p>	<p>Administration, Literacy Staff Developer, TC Staff Developer, Math in the City Staff Developer, other Outside Staff Developers, Talent Coach.</p>
<p>Administration will categorize and systemize school-wide goals in order to analyze trends, plan and implement differentiated professional development opportunities (with in-house and outside consultants), use of Chancellor PD days, non-attendance days. Administration will monitor progress through informal visitations and formal observations, analyze student assessment data, planning for instruction based on data specifically targeting instruction for our English as a New Language Learners and Students with Disabilities, and adjust Professional Learning according to findings. Professional Learning will take place around planning for rigorous differentiated lessons that address individual student needs and allow for high-level cognitive thinking through a wide range of pedagogical approaches. Administration will also participate in supervisory inquiry in order to monitor rigor of instruction among grades.</p>	<p>Students with a focus on ENL's and SWD's.</p>	<p>Sept 2015- June 2016</p>	<p>Administration, Literacy Staff Developer, TC Staff Developer, Math in the City Staff Developer, other Outside Staff Developers, Talent Coach.</p>
<p>Parents will be trained on the Common Core Standards, Danielson Framework for Teaching, and the instructional shifts during SLT meetings, PTA meetings and First Fridays: Parents as Partners, so that they can better understand how to support students at home. Parents will receive monthly grade specific newsletters and weekly "Email Blasts" that detail units of study in Reading, Writing, Math, Science and Social Studies and school events. Our website is updated monthly to include activities that parents can use at home with their children. Letters are translated for our parents in the common languages of Mandarin and Spanish.</p>	<p>Parents</p>	<p>Sept 2015- June 2016</p>	<p>Administration, Literacy Staff Developer, TC Staff Developer, Math in the City Staff Developer, other Outside Staff Developers, Talent Coach.</p>

Translators are available for parents at workshops in order to support our parent’s needs.			

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.											
Use of PD provided by the DOE (webinars and Teacher Danielson training), Calendar Days, ARIS Learn modules, Chancellor Days, Early Dismissal Days, Professional Development provided by staff developers, and conferences with supervisors.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		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.
By November 2015, all teachers will have completed their initial conferences and will have met with their supervisor for at least one evaluation feedback session. By March 2016, 100% of teachers will be utilizing supervisor feedback to drive instruction, plan interventions and enrichment to support each child’s learning. Staff members will display evidence throughout the school-year of an increased focus on Domain 1 on the Danielson Framework for Teaching such as planning for student choice within lessons, differentiating lessons for individual learners, and accessing a variety of pedagogical approaches to meet student’s needs. In order to monitor progress, teams will be meeting from September 2015 to June 2016 to analyze and discuss lesson plans, data, using the Student Work Protocol, and best practices in order to plan targeted instruction to support individual students and groups of students. Teachers will use a PS 24 Unit Evaluation Rubric to analyze the rigor of unit plans. By June 2016, teachers will have moved at least 3% on the End of Year MoTP on the Danielson Rubric in the priority components of Domain 1. Teachers will meet with their supervisor for an end of the year conference in June 2016.
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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

There is a need for stronger communication with parents about children’s academic progress. Results of the parent survey from 14-15 school year, indicate that only 56% of the parents strongly agree that “the school keeps me informed about my child’s academic progress” and only 44% strongly agree that “the school communicates to me and my child what we need to do to prepare my child for college, career, and success in life after high school. ” We will work with teachers to communicate more often with parents through different means.

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

By June 2016, in order to create strong family and community ties and improve collaboration with families as full partners in the learning and development of their children, we will support parents’ and guardians’ understanding of Common Core aligned curriculum during Tuesday afternoon parent engagement time, evening workshops and P/T conferences and improve communication by providing English Language Acquisition opportunities for families and improving translation protocols as measured by an increase of 5% in parent attendance at school events.

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) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Teachers will support parents’ and guardians’ understanding of Common Core Learning Standards during Tuesday Parent Engagement time, providing workshops to families, as a part of a classroom visitation during First Friday, during evening PTA workshops and P/T conferences. Translation will be provided for families to meet the needs of our parents and an increase in parent attendance at school events will occur.</p>	<p>Teachers and Parents</p>	<p>Sept 2015- June 2016</p>	<p>Parents, Teacher Leaders, Literacy Staff Developer, Math Staff Developer, TC Staff Developer, Administration Team.</p>
<p>The instructional cabinet will communicate with school staff about academic achievement targets for the identified sub groups (ENL’s, SWD’S, and Enrichment Students). Teachers will then communicate with parents via school newsletters, PTA meetings, school wide events, phone outreach, Parent Teacher Conferences, Parent workshops ways in which parents can support their children at home.</p>	<p>The Instructional Cabinet, Teachers and Parents</p>	<p>Sept 2015- June 2016</p>	<p>Parents, Teacher Leaders, Literacy Staff Developer, Math Staff Developer, TC Staff Developer, Administration Team.</p>
<p>We would like to increase the number of parents who attend school wide events so that we may communicate our high college and career ready expectations with parents, and provide assistance to parents to meet these expectations. We will also offer parents an opportunity to learn English as a New Language on Saturdays (Adult ENL Classes).</p>	<p>Parents</p>	<p>Sept 2015- June 2016</p>	<p>Parents, Teacher Leaders, Literacy Staff Developer, Math Staff Developer, TC Staff Developer, Administration Team.</p>

Part 4 – Budget and Resource Alignment

<p>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.</p>										
<p>Professional Learning time, Parent Engagement Time on Tuesdays, logs, School Messenger, First Friday’s.</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant

	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other
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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.

By December 2015, there will be an increase of parents during school events including First Fridays, Tuesday Parent Engagement Time, and PTA meetings as measured by sign ins. Teachers will have held a minimum of one workshop during Tuesday Parent Engagement Time. By June 2016, teacher will have communicated high college and career expectations with parents. Also, in order to understand Common Core aligned Curriculum and to celebrate our students, there will be more parents’ involvement at school events including but not limited to talent show, chorus, and enrichment clubs.

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 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)	<p>Running Records State ELA scores</p> <p>State NYSELAT scores</p> <p>Diagnostic Assessments Teacher Referral</p>	<p>An Extended Day Academic Support Program is offered to give additional support to our students in literacy instruction.</p> <p>The Title III After-School Program services targeted ELL students in Grades 3-5. There are Beginning, Intermediate, and Advanced classes.</p> <p>The Title III ENL Foundations Extended Day Program services targeted ELL students in Grades K-2 with a Double Dose of Foundations.</p> <p>An F-Status ELA Support teacher will service targeted students who need additional support in literacy instruction.</p>	<p>Literacy support is offered in 2 hour sessions on Wednesdays and Thursdays to recommended students in grades 3, 4, and 5.</p> <p>On Wednesdays and Thursdays for 2 hours.</p> <p>On Wednesdays and Thursdays for 1 hour.</p> <p>On Monday, Tuesdays and Thursdays during the school day as a push/in - pull/out program.</p>	<p>After-School</p> <p>After-School</p> <p>After-School</p> <p>During the school day</p>
Mathematics	<p>State Math scores</p> <p>State NYSELAT scores</p>	<p>An Extended Day Academic Support Program is offered to give additional support to our</p>	<p>Mathematics support is offered in 2 hour sessions on Wednesdays and Thursdays to recommended</p>	<p>After-School</p> <p>After-School</p> <p>During the school day</p>

	Diagnostic Assessments Teacher Referral	<p>students in math instruction.</p> <p>The Title III After-School Program, services targeted ELL students in grades 3 through 5. These classes are designed to provide additional math support to targeted ELL population.</p> <p>An F-Status Math Support teacher will service targeted students who need additional support in mathematics instruction.</p>	<p>students in Grades 3 through 5.</p> <p>On Wednesdays and Thursdays for 2 hours.</p> <p>On Monday, Wednesday, and Fridays during the school day as a push/in - pull/out program.</p>	
Science	<p>Running Records State ELA scores</p> <p>State NYSELAT scores</p> <p>Diagnostic Assessments Teacher Referral</p>	<p>An Extended Day Academic Support Program is offered to give additional support to our students in science instruction.</p> <p>The Title III After-School Program, services targeted ELL students, in grades 3 through 5. These classes are designed to provide additional science support to targeted ELL population.</p>	<p>Literacy/Science support is offered in 2 hour sessions on Wednesdays and Thursdays to recommended students in Grades 3 through 5.</p> <p>On Wednesdays and Thursdays for 2 hours.</p>	<p>After-School</p> <p>After-School</p>
Social Studies	<p>Running Records State ELA scores</p> <p>State NYSELAT scores</p> <p>Diagnostic Assessments Teacher Referral</p>	<p>An Extended Day Academic Support Program is offered to give additional support to our students in social studies instruction.</p> <p>The Title III After-School Program, services targeted ELL students, in grades 3 through 5. These classes are designed</p>	<p>Literacy/Social studies support is offered in 2 hour sessions on Wednesdays and Thursdays to recommended students in Grades 3 through 5.</p> <p>On Wednesdays and Thursdays for 2 hours.</p>	<p>After-School</p> <p>After-School</p>

		to provide additional social studies support to targeted ELL population.		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	OORs Data Teacher and PPT Team Referral	Our Guidance Counselor provides intervention services in crisis situations for students and their families, counseling students on a one-to-one basis and in small groups. Our Youth Development Counselor services our student population during crisis situations by promoting appropriate conflict resolution techniques and seeing students in Grades 3, 4, 5, and Magic Circle for Grades K-5. In collaboration with a teacher committee, we will be continuing our behavior plan entitled, "PBIS" to encourage positive student conduct. Our School Psychologist provides intervention services for students and families on an as-needed basis.	As needed As needed	During the school day During the school day

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.
All students receive teaching from 100% Highly Qualified Teachers according to the BEDS survey. Teachers receive professional development in all content areas, on the CCLS, during Common Preps, Chancellor's Conference Days, TC Calendar Days, with District Support Staff, TC Staff Developers, Outside Staff Developers, Math in the City Staff Developer, Literacy/Social Studies Staff Developer, and Math/Science/Technology Staff Developer. When a vacancy becomes available, there is a hiring committee that meets with the principal to go over resumes, interview candidates, and observe demonstration lessons before hiring. The hiring committee then selects highly qualified staff members. In order to retain highly qualified Teachers, support and professional development are given from our District Support Staff, Teacher's College Staff Developers, and in-house staff developers. New teachers are mentored by their mentor during their first year. When teachers switch grades they are mentored by a colleague on their grade for an additional year. Teachers meet in teams during common preps (every grade has a common preps a minimum of four times a week). Additionally, a spirit committee meets once a month to build morale throughout the building among staff and students.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Differentiated professional development opportunities are offered to all staff members, including principals and assistant principals, teachers, paraprofessionals and other staff members. This year our staff participated in Teachers' College, Math-in-the City, ENL non-fiction reading strategies, Response to Intervention, Special Education, behavior management and ENL workshops. All trainings are aligned to the Common Core Learning Standards and support teachers to implement the instructional shifts required for student success in ELA and Math. The Principal and Assistant Principals have received training from our Talent Coach, in aligning our ratings on teacher practice as assessed on Danielson's Framework for Teaching.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Families are invited to participate in Kindergarten/Fourth Grade Orientation where they are introduced to administration and staff members who will offer their services throughout the school year to their children. Part of the orientation schedule includes a visit with one of the Kindergarten/Fourth Grade classrooms. General school information is distributed to parents/guardians (available in English, Chinese and Spanish). Information includes contact information, pre-school preparation activities, Common Core Learning Standards, monthly calendar and a sample of the monthly Kindergarten newsletter. In addition, all information is available on our website and translated such as supply list, book of the month, etc. During the orientation, our school orally translates important information in Mandarin to increase parent engagement (this language is the most requested by our population). At the end, parents are encouraged to ask questions to clarify any information.

During the registration process, incoming families complete Home Language Identification surveys and Program Selection form for ENL's to determine their needs i.e. oral and written language preferences, special education needs and requirements. English as a New Language Learners also meet with an ENL staff member for evaluation.

Families are encouraged to come to monthly meetings such as PTA meetings and First Fridays – both offer a parent-child activity to help communicate to our families the academic and social expectations for their children and how they might support this process at home. Parents are also encouraged to sign up for the Weekly Email Blast to receive current information about school events and activities.

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.

Teacher teams including Teacher Council, Math Team, MoSL Team, Writing Team, PBIS Team, and School Leadership Team meet to discuss instruction and the assessments associated with them to measure student growth. Grade Level (horizontal) and cross-graded (vertical teams) and Inquiry Teams meet monthly to review data gathered from these assessments. The MoSL team selected the Measures of Student Learning for the 2013/2014 school year. Differentiated Professional development is aligned to the findings of the data and offered during Chancellor Professional Development Days and Early Dismissal PD days. Teachers assess their students on NYC's writing performance tasks and plan instruction aligned to the needs of students in each class. The instructional cabinet/administrative team meets weekly to review student progress, review the findings from informal and formal observations and adjust future professional development. The vertical math team meets to design grade-wide pre-assessments, weekly quizzes, and interim assessments throughout the year.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '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	406,145.00	X	17, 19
Title II, Part A	Federal	80,479.00	X	11
Title III, Part A	Federal	46,928.00	X	11, 13, 17
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	5,258,815.00	X	11, 13, 15, 17, 19

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 Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC) ***(Required for All Title I Schools)***

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 CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school’s policy.

Your school'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)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, PS 24 Q, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

one school year

tion (or Parent-Teacher Association) and Title I Parent Committee

parents

informed of their children's progress

parents informed about school activities and student progress

and the home in a format, and to the extent practical, in the languages that parents can understand.

School-Parent Compact (SPC)

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences 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 supportive and effective learning community for students and a welcoming respectful environment for parents and guardians
- understanding academic achievement standards and assessments and how to monitor their child's progress by providing parent opportunities (times will be scheduled so that the majority of parents can attend)
- practicing best practices for effective communication, collaboration and partnering with all members of the school community
- providing parent involvement activities as requested by parents
- ensuring all funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent

and their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Act of 2001 and the Elementary Secondary Education Act (ESEA) and Title I programs

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time
- complete my homework and submit all assignments on time

- follow the school rules and be responsible for my actions
- show respect for myself, other people and property
- try to resolve disagreements or conflicts peacefully
- always try my best to learn.

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>Andrew Jackson Elementary</u>	DBN: <u>25Q024</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>97</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5
<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>6</u>
of certified ESL/Bilingual teachers: <u>4</u>
of content area teachers: <u>2</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _

The goal of our Title III program is to provide supplemental academic support for our struggling English Language Learners in grades k-5 based on the 2014 New York State Identification Test for English Language Learners (NYSITELL), and the 2014 New York State English as a Second Language Achievement Test (NYSESLAT) as well as at risk students based on the AMAO tool analysis. Our Title III program provides support to early grades (k-2) as well as upper grades (3-5). Our kindergarten, first and second grade English Language Learners will receive after school targeted instruction from 2:20 - 3:20 on Wednesdays and Thursdays, for one hour session, totaling 2 hours per week. Our third, fourth and fifth grade English Language Learners will receive targeted instruction from 2:20 - 4:20 on Wednesdays and Thursdays, for two hour sessions, totaling 4 hours per week.

Our Title III program began on Wednesday, October 22nd, 2014 and will end on Wednesday, April 1st, 2015. The goal of this program is to increase our targeted ELLs' English language proficiency as well as their academic language fluency in the four language modalities across multiple content areas including (social studies, math, science and ELA). This program will be conducted in English for our grade k-5 ELLs. Each class will contain up to 15 students. In the fall, we will focus on ELA and social studies skills, in the winter, we will focus on ELA and math skills, and in the spring, we will focus on ELA and science skills. Our 3rd, 4th, and 5th grade English Language Learners will be placed in 3 classes instructed by certified ESL teachers with a maximum of 50 students in total. Our Kindergarten, first, and second grade English Language Learners will be placed in 3 classes instructed by one ESL teacher and two content area teachers. Each of the K-2 classes will receive a total of 120 minutes a week of instruction of which 40 minutes a week will be delivered by the ESL teacher. We will accept a maximum of 97 students from grades kindergarten to fifth grade for the length of the program in order to maintain a low teacher-student ratio in an effort to maximize small group instruction for ELL students.

The total number of ELLs participating in the Title III program is 97 students from Kindergarten to fifth grade which includes 47 students from k-2 (34 Kindergarten, 5 first grade, and 8 second grade), also 50 students from grades 3-5 (16 third grade, 28 4th grade, and 6 fifth grade). Based on the 2014 NYSITELL and the NYSESLAT data all 47 students from K-2 are Beginners. Based on the 2014 NYSESLAT and the NYSITELL data the 50 students in grades 3-5 include 16 Beginners, 15 Intermediate, and 19 Advanced. Based on the AMAO tool, we were able to identify and provide extra support to 11 students through the Title III program.

We are working on continuing to support our ELLs in different academic areas by enhancing and enriching each child's academic language. Based on our analysis of NYSESLAT scores, we realize that continued work is necessary with our ELL students (regardless of level) with listening, speaking, reading and writing, specifically our ELL's receiving services between 4-6 years. We propose to provide support addressing content area skills in social studies, math and science with ELA support infused throughout the program.

The program will be assessed by student performance on standardized tests, NYSESLAT, Interim ESL Assessments, class tests, portfolios, Foundations' unit assessments, TC Running Records, and teacher observations. We will have three points in which the instructional program will be monitored by the principal and assistant principals, in consultation with the ESL teachers to revise and fine-tune the content and academic methods of instruction and adjustments will be made as needed.

In addition to our Title III after school program there will be three trips (pending funding) scheduled to support social studies and science. We plan on visiting Flushing Town Hall during the fall to supplement the social studies curriculum, and the Alley Pond Environmental Center as well as the Hall of Science in

Part B: Direct Instruction Supplemental Program Information

the spring, to supplement our science curriculum (venues may change depending on availability and weather conditions).

Materials: Instructional materials will be purchased to support social studies, math and science in the content areas. Some of the vendors we will be using are: National Geographic Theme sets, Leveled Non Fiction Libraries that promote literacy in beginner and intermediate ELLs. The Title III after-school program will provide "above and beyond" scaffolding support for ELL students to improve their overall achievement. We will also purchase Spotlight on Paired Passages, Strategies to Achieve Reading Success, and Ready New York CCLS (ELA).

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: _

To support the teachers in the Title III after-school program (total of 6 teachers), we intend to conduct the following: during the program we will provide a professional development session to share best instructional practices using ESL strategies and techniques. Teachers will develop thematic lesson plans in social studies, math, science and ELA for supplementary instruction. The teachers were provided with a total of 1 hour of curriculum development on Thursday, October 16th in the fall that was facilitated by Mr. Saher Said the Assistant Principal in charge of ESL/Bilingual Programs. In addition to this professional development, our ESL teachers receive support during the school day by the ELL Network Support Specialist (NSS) Ms. Giuvela Leisengang to improve literacy skills in reading and writing for our ELL's. Our literacy coach and math coach provide support to each teacher bi-weekly. We are also working with Maryann Cucchiara on building academic language within the content areas, exploring juicy sentences (deconstructing, reconstructing sentences for meaning), looking at text complexity and the close reading of text for information. Ms. Cucchiara met with our teachers during the month of October 2014 and will be back on December 10th for another professional development. In addition to that our teachers participated in professional learning with Teacher's College by a staff developer on the following days:

- Monday October 20th, Thursday October 23rd, Monday October 27th, Thursday October 30th.

- Teachers will participate in more professional learning activities provided by the TC staff developer on the following days: 10/6/2014, 1/27/2015, 1/29/2015, 2/3/2015, 2/5/2015, 2/10/2015, and 6/18/2015.

- Our teachers meet to plan daily during common preps and during vertical and horizontal team meetings.

- Our teachers also receive professional learning in math provided by the Math in The City facilitator monthly.

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

Part D: Parental Engagement Activities

Begin description here: _

During the Title III after-school sessions, we will conduct 7 workshops (pending funding) for parents of ELL's led by one licensed ESL teachers, one Chinese speaking teacher, and one specialty teacher (computer, art, science, literacy staff developer), a Native Language Support Para (Chinese) and our Parent Coordinator (no cost to program). Each 2 hour workshop will focus on building the bridge between home and school, and provide parents with home activities for families to engage in to support their child's learning.

Our school planned 7 workshops for parents throughout the school year that will start from 6:30 pm and will end at 8:30 pm.

- On Thursday, October 23rd the workshop will focus on creating a healthy environment at home and school.

- On Wednesday, January 21st the workshop will focus on literacy and New York State tests.

- On Wednesday, February 11th the workshop will focus on math and New York State tests.

- On Thursday, March 26th the workshop will focus on science.

- On Thursday, April 16th the workshop will focus on family reading night.

- On Thursday, May 21st the workshop will highlight the importance of eating healthy through exploring the CookShop program.

- Finally, on Thursday, June 11th the workshop will focus on the importance of summer reading.

In addition, the workshops will support parents to learn and grow in the English language and become more familiar with the American school system. In order to allow multiple means of representation, translation for the parents with limited English will be provided by the Native Language Support Paraprofessionals, as well as, parent volunteers so that each parent will have the same opportunity for understanding and participation in the workshops.

Our school invites parents the first Friday of every month in classrooms to work in collaborative activities with their children to deepen their understanding of how to better support their children at home. The following first Fridays highlight some content that parents will observe in classrooms:

- Friday, October 3rd focused on science and social studies.

- Friday, November 7th will focus on technology.

- Friday, December 5th will focus on teacher's choice.

- Friday, January 9th will focus on writing.

- Friday, February 6th will focus on reading.

- Friday, March 6th will focus on math.

- Friday, June 5th will focus on curriculum fair.

In addition to our Title III after school program and our parent involvement workshops, there will be three trips (pending funding) scheduled to support social studies and science. We plan on visiting Flushing Town Hall during the fall to supplement the social studies curriculum, and the Alley Pond Environmental Center, as well as, the Hall of Science in the spring, to supplement our science curriculum (venues may change depending on availability and weather conditions).

All of our parent involvement activities are parent child based activities where they are given the opportunity to learn and explore side by side.

Parents receive letters and fliers translated into their home language based on their response on the Home Language Identification Survey (when possible).

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

Allocation Amount: \$ _____

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. • 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 25	Borough Queens	School Number 024
School Name Andrew Jackson School		

B. Language Allocation Policy Team Composition

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

Principal Debra Cassidy	Assistant Principal Saher Said
Coach Pascale Lindor	Coach Jaclyn Rajwan
ENL (English as a New Language)/Bilingual Teacher Adina Grasso	School Counselor Ellen Hochberg
Teacher/Subject Area Andrea Li/ENL	Parent Xiang Hong Song
Teacher/Subject Area Joanna Spegowski/ENL	Parent Coordinator Ana Sencion
Related-Service Provider Aleksey Shats	Borough Field Support Center Staff Member Giuvella Leisengang ELL NSS
Superintendent Danielle DiMango	Other (Name and Title) type here

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	11	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	8
Number of certified bilingual teachers currently teaching in a bilingual program	1	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	0	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)	1005	Total number of ELLs	416	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	<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5
	<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Chinese
Dual language program (DL)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
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	1													0
Dual Language														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	416	Newcomers (ELLs receiving service 0-3 years)	388	ELL Students with Disabilities	53
SIFE	1	Developing ELLs (ELLs receiving service 4-6 years)	28	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	25	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	363	1	38	28	0	15	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Chinese	25													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																			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									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): _____	Number of students who speak three or more languages: _____
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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	7	8	5	2	0	2								0
Chinese	82	67	62	52	37	28								0
Russian	0	0	1	0	0	0								0
Bengali	2	0	2	0	0	1								0
Urdu	3	3	3	0	4	3								0
Arabic	0	0	0	0	0	0								0
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	3	1	0	0	0	0								0
Punjabi	0	1	2	0	1	1								0
Polish	0	0	0	0	0	0								0
Albanian	0	0	0	0	0	0								0
Other 33	7	9	4	2	7	4								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 NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	53	18	22	16	18	13								0
Emerging (Low Intermediate)	22	23	21	13	14	9								0
Transitioning (High Intermediate)	22	1	2	0	2	0								0
Expanding (Advanced)	7	47	34	27	15	17								0
Commanding (Proficient)	6	16	58	55	33	29								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 NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total					5									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	16	58	55	33	29								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	24	3	2	0	0
4	18	16	1	3	0
5	13	5	2	1	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	6	1	7	4	13	3	1	4	0
4	2	1	7	4	13	4	8	4	0
5	4	2	2	3	3	6	5	2	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	0	1	3	4	12	12	9	1	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)								
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.
 Our school uses Teachers' College assessments including: letter/sound identification, concepts of print, sight word knowledge and running records to assess the early literacy skills of our ELLs. In addition, another form of assessment is Foundations which will also help assess early literacy skills. Based on the data a lot of our newcomers require extra support in letter sound recognition, phonemic awareness, blending and segmenting. Therefore, our school trained all kindergarten, first grade, second grade teachers as well as all ENL support staff in the Foundations program to better assist our newcomers in developing their English language skills. In writing, our school assesses students' writing development by administering on demand writing pieces for each genre as well as utilizing the 6+1 rubric to monitor students' writing. Our ENL teachers receive professional developments on how to better support all our ELLs across different levels of proficiency. For example, our teachers embed in their plans different grade appropriate language standards as well as listening and speaking standards to meet each grade expectations based on the Common Core Learning Standards.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 After analyzing the 2014 NYSESLAT scores, we found that 57.5% of students in kindergarten moved from Entering to Expanding. In first grade, 69.4% of students moved from Expanding to Commanding, and in second grade, 59.5% of students moved from Expanding to Commanding. In third grade, 29.4% moved from Expanding to Commanding and in fourth grade, 58.8% of students moved from Expanding to Commanding. Finally, in fifth grade, 32% of students moved from Expanding to Commanding. Based on the 2014 NYSESLAT data, we were able to conclude that students in kindergarten, first and second grades acquired language proficiency faster than students in third, fourth and fifth grade. We administered the 2014 NYSESLAT to a total of 382 students. In total, 126 students in grades K-5 reached the commanding performance level, which is equivalent to a 32.98% proficiency rate. After analyzing the data, the kindergarten proficiency rate was 25%, first grade proficiency rate was 49%, second grade proficiency rate was 36%, third grade proficiency rate was 13%, fourth grade proficiency rate was 28%, and fifth grade proficiency rate was 15%.
 After analyzing the NYSESLAT 2014 data, we noticed an overwhelming trend across all grades where students scored higher in the reading and writing modalities in comparison to the listening and speaking modalities. In order to meet the needs of our ELLs, our classroom teachers, as well as our ENL providers, focused on using questioning and discussion in their daily practice to engage

students in higher order thinking conversation and provided some students with sentence frames to increase fluency and engagement. Teachers are working with a Staff Developer from Teachers College, and are focusing on utilizing interactive read alouds to build student academic vocabulary, as well as develop rigorous conversations among peers in all grades. In addition, our teachers are also working with an ENL staff developer Maryann Cucciara, in order to examine complex texts through close reading of juicy sentences across multiple disciplines where students deconstruct juicy sentences as they answer rigorous questions. Through this strategy, students will be able to build higher order thinking and have multiple entry points for differentiated group work.

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

The data from the AMAO tool revealed the following: 84% of students made progress on the 2014 NYSESLAT. Also, it indicated that the total number of commanding students were 116. Based on the AMAO tool, 33% of students reached proficiency on the 2014 NYSESLAT. The target for the 2014-2015 AMAO 1 reflects students' progress for the school year was 67.4% with a difference of 17.4% between the target and our current status that reached 84.44%. Our target for the 2014-2015 AMAO 2 school year was 15% proficiency rate with a difference of 18.43% between the target and our current status where we reached 33.43% proficiency rate. We also were able to identify at risk students and shared the data with classroom teachers and ENL teachers. Then our teachers identified different interventions to better support our students. For example, teachers reviewed students' data and designed action plans that included targeted small group instruction and ongoing assessments to monitor students' progress. Also, students were invited to the Title III after school program and the Double Foundations after school program.

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?

In regards to our English as a New Language, of the 88 students in grades 3-5 who took the NY State ELA Assessment in 2014, 6% (5 students) scored a level 3, 27% (24 students) scored a level 2, 62% (55 students) scored a level 1. Of the 109 students in grades 3-5 who took the NY State Math Assessment in 2014, 22% (24 students) scored a level 4, 38.5% (42 students) scored a level 3, 24.7% (27 students) scored a level 2, 14.6% (16 students) scored a level 1. From these 109 ELLs, 38 students were given the test in a translated version: 26% (10 students) scored a level 4, 34% (13 students) scored a level 3, 29% (11 students) scored a level 2, and 10% (4 students) scored a level 1. Of the 42 fourth grade ELLs who took the NY State Science Assessment in 2014, 24% (10 students) scored level 4, 57% (24 students) scored level 3, 17% (7 students) scored a level 2, 2% (1 student) scored level 1. From these 42 ELLs, 18 students were given the test in a translated version: 2% (1 student) scored a level 4, 28% (12 student) scored a level 3, 10% (4 students) scored a level 2, and 2% (1 student) scored a level 1. Our instructional cabinet provide teachers with professional developments around supporting our English Language Learners by building on students' prior knowledge and by aligning the science and social studies units to literacy so students can practice their reading and writing skills across all content areas. Our teachers receive professional developments provided by Teachers' College around literacy, also they receive targeted professional developments from Maryann Cucciara on close reading of complex text. Our teachers provide students with glossaries and bilingual dictionaries as a scaffold to better support struggling students. Videos and visuals are used regularly to build on students' prior knowledge. The home language is used as a scaffold to students accordingly.

In regards to our Chinese TBE program in kindergarten, students started in the beginning of the school year with no knowledge of concepts of print and by June, all students mastered all concepts of print and some students are already reading on level F or G. The home language is used differently in the TBE program. In the beginning of school year the teacher provides students with 70 %-80% instruction in Chinese, by the middle of the school year the teacher provides students with 50% instruction in Chinese and by the end of the school year the teacher provides students with 20% of Chinese. The teacher monitors students' learning periodically and adjusts the home language support to meet the needs of students based on students' second language acquisition that might differ from one student to another based on many factors.

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](#).]

The Response to Intervention (RtI) model holds significant promise for better serving English Language Learners (ELLs) who are at-risk for academic difficulties. The NYCDOE RtI model is based on three tiers of instruction and intervention support. Tier 1 is the instructional core that is intended to incorporate high quality evidence-based instruction for all students. After that, students move into Tier 2 and Tier 3 if they demonstrate a need for more targeted and intensive academic support. Our Tier 2 and Tier 3 instruction is tailored to meet our ELLs' language needs, incorporating research-based intervention strategies. Our school follows four action steps. First, universal screening is used as a baseline of student performance. For example, as required by State law, when a student enters a NYC public school for the first time, a Home Language Identification Survey (HLIS) is completed. After parents answer the survey questions, our ENL team determines the student eligibility to take the NYSITELL to determine the student's English Language Proficiency level. If an ELL student is struggling and performing below-benchmark, the student receives targeted instructional support to bolster development in a particular area of need. We believe that strengthening classroom instruction is a key step in supporting our at-risk ELLs. In order to support our ELLs, our school creates high-quality instructional environments that foster academic success. Our teachers

engage with students and encourage students to engage with each other in conversations on rigorous academic content. Not only our ENL teachers, but also classroom teachers, develop our ELLs language and literacy across the curriculum. Teachers provide high quality core instruction by linking students' background knowledge to the content at hand. In order to support our ELLs, our teachers target academically rigorous and challenging instructional goals. As a school, we believe that thinking through conversation will help our ELLs to engage in productive dialogue and will promote productive struggle. ELLs who continue struggling receive intensive, and targeted intervention. Teachers monitor the ELLs progress by collecting data to make educational decisions about changes, goals, instruction and services.

6. How do you make sure that a student's new language development is considered in instructional decisions?
Teachers plan their instruction using scaffolding strategies such as schema building, modeling, bridging, text representation, and a multitude of visuals to support our ELLs. Allowing multiple points of entry through the use of iPads, laptops, smart boards, and iPod touch for small group work supports our ELLs in different ways. Teachers plan differentiated lessons based on students' proficiency levels across the four modalities, and interests. Our teachers have been attending PL sessions in order to identify grade appropriate complex texts based on the work of Dr. Lilly Wong Fillmore and continue to create small group work based on students language proficiency levels, abilities and language skills. Teachers apply the following strategies to engage their ELLs such as the language experience approach and the Total Physical Response (TPR). Teachers collaborate with school staff, administration and external staff developers to build upon their own knowledge of teacher strategies. Teachers also have the opportunity to engage in professional conversations with other teachers on their grade (Horizontal Teams), as well as meet with teachers across grades (Vertical Teams). Some examples of vertical teams include, math, science and social studies, reading, writing, special education, and ENL. Additionally, teachers meet during common preps and PL time to come up with instructional decisions for at-risk ELLs. Teachers meet on Mondays during the professional learning time to share good practice and engage in an inquiry approach studies on how to better support our students.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
The data from the AMAO tool revealed the following: 84% of students made progress on the 2014 NYSESLAT. Also, it indicated that the total number of commanding reached 116 students. Based on the AMAO tool, 33% of students reached proficiency on the 2014 NYSESLAT. The target for the 2014-2015 AMAO1 that reflects students' progress for the school year was 67.4% with a difference of 17.4% between the target and our current status that reached 84.44%. Our target for the 2014-2015 AMAO 2 school year was 15% proficiency rate with a difference of 18.43% between the target and our current status where we reached 33.43% proficiency rate. We also were able to identify at risk students and shared the data with classroom teachers and ENL teachers. Then our teachers identified different interventions to better support our students. For example, teachers reviewed students' data and designed action plans that included targeted small group instruction and ongoing assessments to monitor students' progress. Also, students were invited to the Title III after school program and the Double Foundations after school program.
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Part IV: ELL Identification Process

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

1. 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.

At the time of registration, an ENL teacher is present to assist the parents in filling out the Home Language Identification Survey (HLIS) form (translated in the home language when available). In order to accommodate the needs of our new admits, a system was created in which each ENL teacher provided an updated program card in the main office in order to ensure an ENL provider is called to interview the parents and provide the orientation. To eliminate service interruptions, a schedule was created where each ENL provider was assigned a specific day of the week to oversee the admission process of new admits, transfers from other NYC schools, or transfer out of NYC. The ENL teacher also conducts an informal oral interview (native language support is provided when available). At admittance the HLIS form is reviewed by a licensed pedagogue (ENL teacher/Administrator). After reviewing the parent's answers to the HLIS and conducting the interview the ENL teachers and the ENL coordinator review the documents and determine if the student is eligible to take the NYSITELL or not. If the student is eligible to take the NYSITELL the parents are offered to view the orientation video in their language (when available). Upon reviewing the video, we then inform the parents of the three program models and allow the parents to make a selection according to their preference. We inform the parents of the state mandates of creating Dual Language and TBE programs. We inform the parents that research recommend that students should stay in the same program instead of changing from one program to another. We also inform them that if we receive 15 requests in one language over one or two consecutive grades the need for a TBE or DL class will be determined. In addition to the video, we provide them with a parent brochure describing the various program models (in their language when available). We answer any questions the parents may have about the various programs, and inform the parents that whatever placement they choose will be for the remainder of the school year. The parents are informed that there are currently other schools in the district that offer the other program models and we will attempt to have their child placed within the program of their choosing. If the parent expresses the desire to keep the child in our school, "rejected transfer" is written on the parent survey. We ask the parents to write a letter informing us of their decision to have their child remain in an ENL program at our school. Parents are required to make a selection at the time of registration after having viewed the video and having an orientation. If for some reason a parent chooses to take the survey home (to discuss it with their family) and the survey does not get returned to the school, we call the parents in for a meeting and notify them of the student's default placement will be in a TBE program and if the school does not have a TBE program for a specific grade the student will be placed in a ENL program. After reviewing the HLIS form and identifying that the student has a home language other than English, the student is assessed with the New York State Identification Test for English Language Learners(NYSITELL). Students whose home language is Spanish and did not pass the NYSITELL will be assessed with the Spanish LAB-R.

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).

Upon registration parents are given the HLIS to be completed and an interview is conducted with students and parents/guardians in English and their home language accordingly by a licensed ENL teacher. After completion of the HLIS, the students' schooling history is reviewed by the ENL coordinator and further documentation of school records and proof of age are requested.

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).

Our Language Proficiency Team (LPT) comprised of one assistant principal that supervises special education, another assistant principal that supervises the English Language Learners' services, a certified teacher with a bilingual extension, a teacher of English to speakers of other languages, and the student's parent or guardian. The LPT determines whether the student should take the NYSITELL or not based on evidence of the student's English language development, including, but not limited to the following: the student's history of language use in the school and home or community, the results of the individual evaluation of the student conducted in accordance with procedures in CR Part 200.4(b)(6), which includes assessments administered in the student's home language, information provided by the Committee on Special Education (CSE) as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English or not. Based on the evidence, the LPT must make a determination as to whether the student may have second language acquisition needs or whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. If the LPT determines that the student may have English language acquisition needs, the student must take the NYSITELL but if the LPT determines that the student does not have English language acquisition needs and should not take the NYSITELL, the recommendation is sent to the principal for review. Then the principal must accept or reject this recommendation. If the principal rejects the recommendation of the LPT to not administer the NYSITELL, the NYSITELL is immediately administered to the student. However, if the principal accepts the recommendation not to administer the NYSITELL, the recommendation is sent to the superintendent or the superintendent's designee for a final decision. Additionally, the parent or guardian must be notified within 3 school days of the decision in the parent's/guardian's preferred language. The final decision is made by the superintendent or superintendent's designee. The superintendent or designee has 10 school days to accept or reject the LPT's recommendation. If the superintendent determines that the student must take the NYSITELL, the school has 5 additional school calendar days to administer the NYSITELL (if necessary) and to notify the parent or guardian. The form titled Language Proficiency Team NYSITELL Determination Form must be completed and placed in the student's cumulative folder.

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.

Students' eligibility for the NYSITELL is determined after completion of the HLIS and a licensed ENL teacher administers the assessment within 10 school days of admission. Once a child has been tested with the NYSITELL, the parent selection form/survey has been

completed, and the child has been placed in the appropriate program, we then follow up with a letter verifying the program that the child has been placed in for the school year within 5 school days after the administration of the NYSITELL is scanned and a score is determined. Non-entitlement or Placement letters are sent out to parents within the first 5 school days. We ensure that when available, each family receives the letters in their native language. Three copies are made of each letter, HLIS, and parent selection form where one is sent home, one is filed in the ENL student files, one is scanned to an external hard drive by the ENL coordinator and the original copy is placed in each student's cumulative record folder. In order to maintain accurate records of each ENL student, a system was put in place two years ago based on a recommendation from our Senior ELL Compliance and Performance Specialist who suggested that the ENL department creates folders for each English Language Learner which includes copies of HLIS survey, Parent Survey, and placement letters. In addition, all documents are scanned and electronic files are created for easier access if needed.

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).

After administering the NYSITELL, parents will receive either a non-entitlement or a placement letter informing them of their child's current ELL status and their right to appeal within 45 school days of enrollment. It will be explained that an appeal will consist of a written request for the ELL identification process to be administered a second time. The re-identification process will be completed within 10 school days after the school receives the parents' request. Parents will also be informed that the process will be completed within 20 school days if the CSE should be involved for students with disabilities or may have disabilities. The school will share with the parents that the final decision will be made by the principal after consulting with school staff, parents/guardians and the student.

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.

There are systems in place to ensure parents understanding of the three program choices. A licensed ENL teacher is present at the time of registration and during orientation to convey accurate information about the program choices. First, the parent orientation video is viewed in the parent's preferred language. Parents are then provided with the ELL Parent Brochure in their preferred language. Each available program is explained in detail to answer questions parents may have. If available, a translator is provided so that parents can make an informed decision about their child's placement. In most cases, the initial identification process is completed on the same day of registration.

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.

At the time of registration, an ENL teacher is present to assist the parents in filling out the Home Language Identification Survey (HLIS) form (translated in their home language when available). In order to accommodate the needs of our new admits, a system was created in which each ENL teacher provided an updated program card in the main office in order to ensure an ENL provider is called to interview the parents and provide the orientation. To eliminate service interruptions, a schedule was created where each ENL provider was assigned a specific day of the week to oversee the admission process. The ENL teacher also conducts an informal oral interview in English and in the home language as part of the admission process. At admittance the HLIS form is reviewed by a licensed pedagogue (ENL teacher/Administrator). If there is a need for English language services, we then require the parents to view the orientation video in their language (when available). Upon reviewing the video, we then inform the parents of the three program models and allow the parents to make a selection according to their preference. We inform the parents of the state mandates of creating Dual Language and TBE programs, and that at this time according to parent choice, we have a Free Standing ENL program in our school and a Chinese Transitional Bilingual Education program in kindergarten. We also inform them that if we receive 15 requests in one language over one or two consecutive grades the need for a TBE or DL class will be determined. In addition to the video, we provide them with a parent brochure describing the various program models (in their language when available). We answer any questions the parents may have about the various programs, and inform the parents that whatever placement they choose will be for the remainder of the school year. The parents are informed that there are currently other schools in the district that offer the other program models and we will attempt to have their child placed within the program of their choosing. If the parent expresses the desire to keep the child in our school, "rejected transfer" is written on the parent survey. We ask the parents to write a statement their decision to have their child remain in an ENL program at our school. Parents are required to make a selection at the time of registration after having viewed the video and having an orientation. The parent must return the completed and signed form within 5 school calendar days. If the parent does not return the form within 5 school calendar days, the student must be placed in a bilingual program if one exists at the school; otherwise, the student is placed in ENL. Then the school must document and include attempts to gather initial parent selection preference; documentations are maintained using existing procedures established by the school. Students who are placed in ENL as a result of the parents' not returning the survey must be counted toward minimum thresholds established by NYSED's CR Part 154, as amended by the Aspira Consent Decree, that require the opening of a bilingual program, which are as follows: in kindergarten to grade 8, 15 or more ELL students who speak the same language in one or two contiguous grades.

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

Parents are required to make a selection at the time of registration after having viewed the video and having an orientation. If for some reason a parent chooses to take the survey home (to discuss it with their family) and the survey does not get returned to the school, we call the parents in for a meeting. The parent must return the completed and signed form within 5 school calendar days. If the parent does not return the form within 5 school calendar days, the student must be placed in a bilingual program if one exists at the school; otherwise, the student is placed in ENL. Then the school must document and include attempts to gather initial parent selection preference; documentations are maintained using existing procedures established by the school. Students who are placed in ENL as a result of the parents' not returning the survey must be counted toward minimum thresholds established by NYSED's CR Part 154, as amended by the Aspira Consent Decree, that require the opening of a bilingual program, which are as follows: in kindergarten to grade 8, 15 or more ELL students who speak the same language in one or two contiguous grades.

9. Describe how your school ensures that placement parent notification letters are distributed.
Students' eligibility for the NYSITELL is determined after completion of the HLIS and a licensed ENL teacher administers the assessment within two school days of admission. Once a child has been tested with the NYSITELL, the parent selection form/survey has been completed, and the child has been placed in the appropriate program, we then follow up with a letter verifying the program that the child has been placed in for the school year. Non-entitlement or Placement letters are sent out to parents within the first 5 school days after administering the NYSITELL. We ensure that when available, each family receives the letters in their native language. We have a system that works well at our school where the school secretary, once a student is admitted to our school or discharged, prints out Notice of Admission (QADM) report from ATS and provides a copy to the ENL Coordinator. The ENL Coordinator then adds the new admit information to an Excel Spreadsheet that includes each student's first name, last name, date of birth, ID number, Home Language Code, Parent's preferred language of communication, parent program selection, admission date, NYSITELL/NYSESLAT scores, level of proficiency, and parent letters (E - F - G - H). For example, E represents non-entitlement letter, F represents placement letter, G represents continued entitlement letter, and H non-entitlement/transition letter. The ENL Coordinator using the Excel spreadsheet, filters current ELLs who did not receive letters and provides a list to each ENL teacher. The ENL teacher creates the letter and provides 3 copies. One of these copies are scanned and saved by the ENL Coordinator. Three copies are made for each letter where one is sent home, one is filed in the ENL student files, one is provided to the ENL Coordinator to scan and save on an external hard drive, and the original copy will be placed in each student's cumulative record folder. In order to maintain accurate records of each ENL student, a system was put in place two years ago where the ENL department created folders for each ELL which includes copies of HLIS survey, Parent Survey, and placement letters. In addition, all documents are scanned and electronic files are created.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
We have a system that works well at our school where the school secretary, once a student is admitted to our school or discharged, prints out Notice of Admission (QADM) report from ATS and provides a copy to the ENL Coordinator. The ENL Coordinator then adds the new admit information to an Excel Spreadsheet that includes each student's first name, last name, date of birth, ID number, Home Language Code, Parent's preferred language of communication, parent program selection, admission date, NYSITELL/NYSESLAT scores, level of proficiency, and parent letters (E - F - G - H). For example, E represents non-entitlement letter, F represents placement letter, G represents continued entitlement letter, and H non-entitlement/transition letter. The ENL Coordinator using the Excel spreadsheet, filters current ELLs who did not receive letters and provides a list to each ENL teacher. The ENL teacher creates the letter and provides 3 copies. One of these copies are scanned and saved by the ENL Coordinator. Three copies are made for each letter where one is sent home, one is filed in the ENL student files, one is provided to the ENL Coordinator to scan and save on an external hard drive, and the original copy will be placed in each student's cumulative record folder. In order to maintain accurate records of each ENL student, a system was put in place two years ago where the ENL department created folders for each ELL which includes copies of HLIS survey, Parent Survey, and placement letters. In addition, all documents are scanned and electronic files are created.
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.
Every child that has been identified as an ELL must take the New York State English as a Second Language Achievement Test (NYSESLAT) annually. This exam is administered in the spring and determines the language proficiency level of each ELL. Every ELL must take all 3 sessions of the NYSESLAT exam as well as the speaking part. We carefully monitor this by utilizing our Excel spreadsheet where we filter students using the status filter that includes ELLs, FELL (Former ELLs) and NO (not ELL) to view current ELLs. Then we group our ELLs by class. We insert four columns on the spreadsheet next to each student name representing the three sessions and the speaking part of the NYSESLAT. Teachers use the columns as a checklist where they place a check mark next to each student's name on a daily basis so we can ensure that all students took all sections of the test. Every teacher who administers the NYSESLAT, must sign for the testing materials twice; once when they receive the testing material and another time when they return them. A memorandum is created by all members of the administrative team that includes the date and time for each student as well as testing modifications for eligible students.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Continued Entitlement and non-entitlement/transitional letters are sent out to parents within the first 5 school days or upon transfer date. We ensure that when available each family receives the letters in their native language. Three copies are made of each letter where one is sent home, one is filed in the ENL student files, one is sent to the ENL Coordinator to scan, and the original copy will be placed in each student's cumulative record folder. In order to maintain accurate records of each ENL student, a system was put in

place two years ago. The ENL department created folders for each entitled student which includes copies of HLIS survey, Parent Survey, and placement letters. Once we receive NYSESLAT results we update our Excel Spread sheet by adding the new proficiency level. Also, upon admitting transfer students from other New York City public schools, student information from previous schools are reviewed on ATS and NYSESLAT level is reviewed on ATS. If records identified that the student is an ELL, the ENL department creates a continued entitlement letter to inform the parents/guardians of the program placement for the services the child will be placed in. After reviewing the NYSESLAT scores from last year, we filter our Excel sheet by identifying all Commanding level (Proficient) students then we create transition letters to inform parents. The same letter is sent to transfer students who come to our school from another NYC school or come from another school from New York State where we contact the school to find out each student's NYSESLAT score then we either send Continued Entitlement letters to those who did not reach the Commanding level or we send Continued Entitlement letter to those who did not yet reach the Commanding level. Once parent letters are scanned, the ENL Coordinator make a note on the the Excel spread sheet to monitor who received the letters and who did not receive it.

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).

Based on the last two years, the trend in program choice that parents have requested is Free Standing ENL. For the 2014-2015 school year, in kindergarten, 73 parents chose the Free Standing ENL program, 29 parents selected Mandarin TBE, 1 parent selected Bengali TBE, 1 parents selected Cantonese TBE, 1 parent selected Hindi TBE. Based on the large number of parent selections for the TBE program, a Mandarin Chinese Transitional Bilingual Education program was opened in Kindergarten. 2 parents selected Spanish Dual Language program in kindergarten, 1 selected Cantonese Dual Language, 1 selected Gujarati Dual Language, and 1 selected Urdu Dual Language. The majority of first grade parents selected ENL. 19 parents chose the Free Standing ENL program, 3 selected the Mandarin Chinese TBE and 1 selected Hindi TBE. 1 parent in first grade selected Mandarin Chinese Dual Language. In second grade, 19 parents selected ENL, 3 parents selected Mandarin Chinese TBE, 2 parents selected Mandarin Chinese Dual Language. In third grade, 10 parents selected ENL and 2 parents selected Mandarin Chinese Dual Language. In fourth grade, 10 parents selected ENL and 1 parent selected Mandarin Chinese TBE. In fifth grade, 9 parents selected ENL, 1 parent selected Bengali TBE, 1 parent selected Hindi Dual Language and 1 parent selected Mandarin Chinese Dual Language. During the 2015-2016 Kindergarten registration, 39 parents requested for their child to be placed in a Mandarin Chinese TBE program. In order to meet the needs of our parents, we are in the process of opening an additional Mandarin Chinese TBE program in Kindergarten. After analyzing the parent survey data, the overwhelming trend is for the Free Standing ENL program which is the ENL program model offered at our school that is aligned with parent request.

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.

Instruction for ELLs in the Freestanding ENL program is delivered by either dually certified teachers who have ESOL and common branch (K-6) or by certified ESOL teachers (K-6). Our ELLs in the Freestanding ENL program receive instruction based on their performance level. Our Entering ELLs receive a total of 360 minutes per week that includes 180 minutes of Stand Alone ENL, and 180 minutes of Integrated ENL. Our Emerging students receive a total of 360 minutes per week that includes 90 minutes of Stand Alone ENL, 180 minutes of Integrated ENL and flexible 90 minutes with Stand Alone ENL or Integrated ENL. Our Transitioning students will receive a total of 180 minutes per week that includes 90 minutes of Integrated ENL and either 90 minutes with Stand Alone ENL or 90 minutes of Integrated ENL. Our Expanding students receive a total of 180 minutes per week that includes 180 minutes of Integrated ENL. Our Commanding students will receive a total of 90 minutes per week of Integrated ENL for two years. A total of five classes in grades K-5 will receive ENL instruction by dually certified teachers who will provide Stand Alone ENL and Integrated ENL accordingly based on language performance level of each student. The rest of students will receive Stand Alone ENL and Integrated ENL by ESOL teachers who will support ELLs based on their language performance level.

b. TBE program. *If applicable.*

We currently have one Chinese TBE program in Kindergarten and we have expanded the program to meet the needs of our parents by opening another Chinese TBE program in kindergarten. Based on CR 154-2, our Entering students will receive a total of 360 minutes a week that includes 180 minutes of Stand Alone ENL, and 180 minutes of Integrated ENL/ELA by the classroom teacher who holds a common branch Birth-2nd grade with a Chinese Bilingual Extension. Our Emerging students will receive a total of 360 minutes per week that includes 90 minutes of Stand Alone ENL, 180 minutes of Integrated ENL/ELA and either 90 minutes of Stand Alone ENL or 90 minutes of Integrated ENL/ELA. Our Transitioning students will receive a total of 180 minutes per week that includes 90 minutes of Integrated ENL/ELA and either 90 minutes of Stand Alone ENL or 90 minutes of Integrated ENL/ELA. Our Expanding students will receive a total of 180 minutes per week that includes 180 minutes of Integrated ENL/ELA. Finally, our Commanding students will receive a total of 90 minutes per week that includes 90 minutes of Integrated ENL/ELA. Our students in the Chinese TBE program will receive 45 minutes of instruction daily of Home Language Arts. Also, our Entering and Emerging students will receive bilingual content area instruction in math and science. Our Transitioning and Expanding students will receive bilingual content area instruction in science.

c. DL program. *If applicable.*

Paste response to questions here:

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)?

Once students are placed in classrooms, the ENL team will group students by class based on their language performance level. The ENL coordinator and the ENL teachers as well as the TBE teacher design program cards that meets the needs of each student based on his/her language performance level. Once program cards are created the ENL coordinator reviews the number of minutes to ensure meeting the state mandates for each student. The ENL coordinator and the administrative team review periodically ENL teachers' program cards to ensure including all new admits and transfers in the beginning of the school year and throughout the ongoing admission process until June.

The ENL instructional minutes is delivered in both the Freestanding ENL and the TBE program in alignment with the CCLS in ELA and Math, Science and Social Studies scope and sequence. Our teachers have been delivering instruction to our ELLs based on multitude of professional developments from Maryann Cucchiara. The Native Language Arts is part of our Chinese TBE program that is delivered to students for 45 minutes daily.

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.

During our school day and in our Title III extended day program, we focus on rigorous instruction in the content areas such as Math,

Science, and Social Studies using the ENL/ELA standards. All ELLs receive the full amount of NYS mandated ENL/ELA minutes of service. With the growing percentage of ELLs in our building, we have found it necessary to further support our teachers with professional development through faculty conferences, and grade conferences, as well as meeting with the ENL and TBE teachers during common preps for articulation and planning. Our teachers have made significant instructional shifts in their teaching to incorporate Common Core Learning Standards across multiple disciplines, including building academic language, dissecting complex texts, balancing between informational and literacy texts and engaging in rigorous academic conversations amongst students. Additionally, teachers have been focusing on text based evidence and writing from sources. Teachers also are helping students to self reflect on their own learning and development through the use of rubrics.

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

In order to ensure appropriate evaluation to new admits who did not pass the NYSITELL whose home language is Spanish, we administer the LAB-R in Spanish to those students to determine their language proficiency level.

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

To ensure that ELLs are appropriately evaluated in listening and speaking throughout the year, classroom teachers and ENL teachers engage with students in conversations to monitor their progress throughout the school year. To ensure that ELLs are appropriately evaluated in reading and writing throughout the school year, classroom teachers and ENL teachers administer the New York City Performance assessment, Running Records, Performance tasks and use rubrics to evaluate student responses so they can provide targeted instruction to meet the needs of all students. Our teachers utilize the data obtained from various assessments to group and differentiate instruction, thus providing multiple points of entry to our ELLs to increase their engagement.

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

a. Currently, we do not have any SIFE students.

b. We currently have 388 students who have been in U.S. schools for less than three years. In order to better support our newcomers, the school purchased the Foundations program and trained all teachers in grades K-2, as well as ENL teachers who support those grades. We plan on further supporting our newcomers in the upper grades 3-5 by providing small group targeted instruction using Foundations on a weekly basis. Also, our school ensures providing students with picture dictionaries, glossaries, and picture support during lessons. We also provided our teachers with access to Benchmark E-Books that includes more than 3000 titles from level A to Z. Additionally, ELL students receive test accommodations throughout the school year as well as during state exams, i.e. time and a half during testing, translated exams during Math and Science State Assessments. Furthermore, our school ensures that students who require translations during these state assessments receive translations even if that requires hiring outside translators. Our teachers use the Total Physical Response with our newcomers as well as Language Experience Approach.

c. To better support our ELLs, our teachers use technology to build on our ELLs' prior knowledge and to use multiple entry points. Our teachers practice using Multidisciplinary approach to meet the needs of our students' various learning styles including visual, auditory and tactile learners. Lastly, Thinking Maps, sentence frames and Vocabulary Field trips are all utilized to build on our ELLs academic language across multiple disciplines.

d. We currently have 28 students who have been receiving service for 4-6 years. Our ELL students that have been receiving services for 4 to 6 years are supported by their classroom teachers, ENL service providers as well as an AIS teacher. Students are invited to attend our Title III program twice a week for a total of 4 hours per week. A plan is created by the ENL service provider for each student to strengthen the area of greatest need (Speaking, Listening, Reading, Writing). Our teachers use the Total Physical Response and the Language Experience approach. To better support our ELLs, our teachers use technology to build on our ELLs prior knowledge and to use multiple entry points. Our teachers practice using a multidisciplinary approach to meet the needs of our students with various learning styles including visual, auditory and tactile learners. Lastly, Thinking Maps, sentence frames and Vocabulary field trips are all utilized to build on our ELLs academic language across multiple disciplines. Our teachers also allow multiple entry points in their daily practice to increase student engagement. We currently do not have any long term ELLs who have been receiving ENL service more than six years.

e. We also take into consideration our ELLs who reached the Commanding level on the NYSESLAT in the past two years. These students will be given testing accommodations, such as extended time, and separate location. Also, our Former ELLs will receive a total of 90 minutes per week of integrated ENL for two years. Our Title III after school program supports our ELLs in grades K-5. In order to provide extra support to our English Language Learners, we created special classes for our newcomers, struggling ELL students and first-time test takers, as well as our 4-6 year ELL population. Our program runs from October 2014 to April 2015. In the fall we focus on ELA and social studies skills, in the winter we focus on ELA and math skills, and in the spring we focus on ELA and science skills. We have 6 classes instructed by certified ESL teachers. ESL students in grades K-5 are invited to this program.

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 ELL instruction in our school is aligned to the common core and the rigorous nature of our instruction is tailored to all levels of learners. We follow a push-in model to ensure that all students benefit from curriculum aligned with the content areas, Common Core Learning Standards, Language Standards and instruction is rigorously executed. ENL teachers work collaboratively with classroom teachers to provide coherent and differentiated instruction not only for ELLs, but also former ELLs, students with disabilities and general education students. In all of our classrooms, the use of complex texts across content areas and academic level vocabulary mirrors the work of Dr. Lily Wong Fillmore. Student progress will be monitored routinely through teacher observations, student work, formal and informal assessments.

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?

Students have access to content specific texts on a variety of lexile levels, which enable learners at every reading level access to the content being studied. Cooperative learning is utilized to further enable ELL-SWDs access to the content. They can take part in discussions, gaining deeper insight into a topic rather than what they might otherwise be able to comprehend from their reading. Group discussions model tier II and content specific vocabulary. Language usage within these group discussions enable the ELL-SWDs to practice using language. Students also have access to leveled libraries covering fiction and non-fiction genres from which they can choose books on their appropriate level that interest them.

Instruction is differentiated for all students including ELL-SWDs. Teachers use strategies such as flexible groupings, alternative reading and learning materials (such as the use of internet and video clips), to introduce and teach content. Students have access to hands-on manipulatives, class-made and student-made "tool-kits" which also support their learning. In addition, teachers provide pictorial representations and charts for vocabulary, classroom objects are labeled, and realia is used to

Chart

support students in all areas of instruction. Teachers are provided with in-house and outside professional development on strategies to teach the ELL-SWDs. Strategies such as deconstructing “Juicy Sentences” and digging into complex texts have been modeled for teachers to assist them in supporting their ELL-SWDs with making sense of texts and developing vocabulary. We are currently studying the Universal Design for Learning, working to provide multiple entry points for all students in each of the content areas.

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?

All service providers of ELL-SWDs collaboratively discuss schedules and instruction to minimize conflicts between mandated services and instruction. Students receive ELL services through a push-in model so they can work hand-in-hand with the classroom teacher, covering grade specific topics and minimizing classroom disruptions. This model enables ELL-SWDs to work alongside their classmates, to participate in differentiated group tasks regardless of their disabilities. At this time, grade 5 has created targeted literacy groups, which provide additional support for ELL-SWDs. Continuing this targeted instruction is being explored in other grades as well.

For students receiving ELL services classroom teachers analyze student NYSESLAT data identifying trends and stalls. Action plans are then developed to address areas of need. For those ELL-SWDs receiving 4-6 years of service, a plan is created by the ENL service provider to strengthen the area of greatest need (speaking, listening, reading and writing) while taking into consideration the child’s IEP and their individual goals.

Teachers are exploring and utilizing the Universal Design for Learning in order to modify and scaffold content curriculum to meet the needs and goals of their ELL-SWDs. Teachers provide multiple entry points in content areas allowing for different means of attaining information. They provide varied projects and means of synthesizing information based on children’s different learning styles.

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 <u>per week</u> (360 min.)	2 units of study <u>per week</u> (360 min.)	1 unit of study <u>per week</u> (180 min.)	1 unit of study <u>per week</u> (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 <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services*
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.

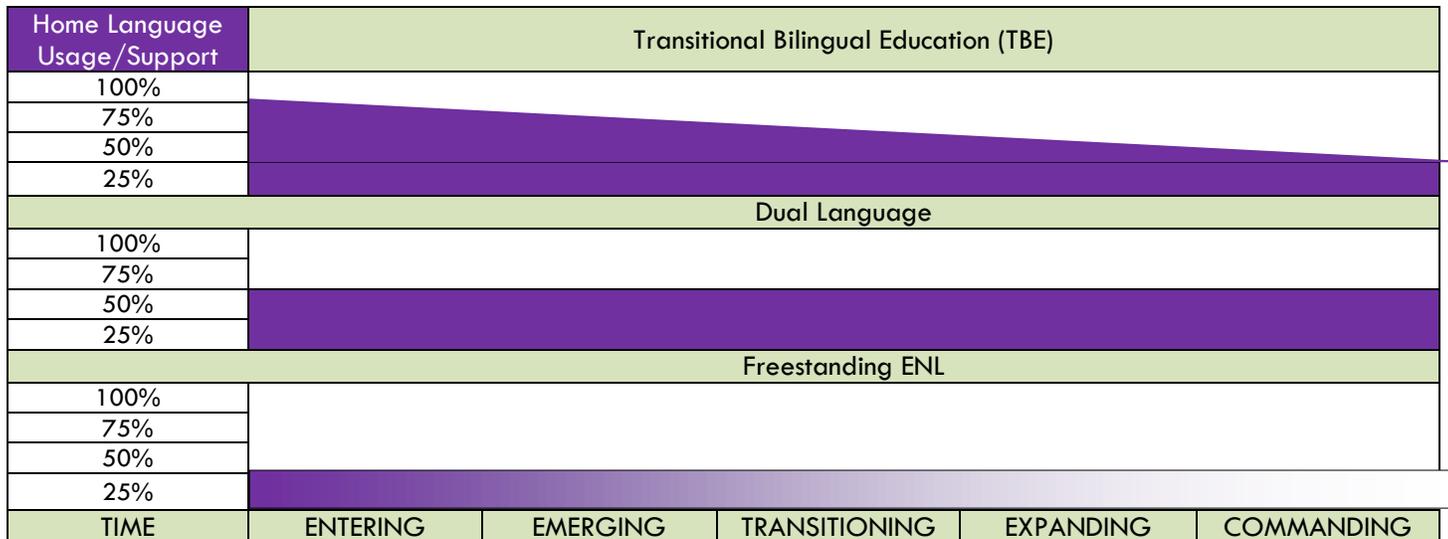


*Note: “other approved services” does not apply to New York City at this time.

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. During our school day and in our Title III extended day program, we focus on rigorous instruction in the content areas such as Math, Science, and Social Studies using the Common Core Language Standards. All ELLs receive the full amount of NYS mandated ENL/ELA minutes of service. With the growing percentage of ELLs in our building, we have found it necessary to further support our teachers with professional development through professional learning, grade conferences, vertical and horizontal (across and within grades) team meetings, and schoolwide intervisitations. ENL teachers also meet with classroom teachers during common preps for articulation and planning. During these meetings, techniques and strategies are presented and modeled for the teachers to assist them in supporting their ELLs during content area instruction within the classroom. With this support, teachers are able to differentiate instruction in the classroom by using various strategies such as; alternative reading materials to support content area instruction, working with their ELL students in small groups during literacy blocks, using leveled libraries for independent reading, class field trips, hands-on manipulatives, pictorial representations throughout the classroom, and realia to support all areas of instruction. Additionally, our teachers utilize multiple points of entry using SmartBoards, iPads, iPods, laptops and classroom computers to support our tactile and visual ELL learners. Our ENL teachers also push in during ELA/Math and content area instruction, to work with their students using differentiated materials and supplementing the curriculum. Children in grades 3-5 are encouraged to use bilingual glossaries and dictionaries to aid them in language understanding and build independence. We also provide services to our ELLs who have scored proficient on the NYSESLAT in the past two years. These students are given test accommodations, such as extended time, and separate location. Former ELLs that are transitioning are taken into consideration individually and are given support through 30 minute D.E.A.R./RTI time, as well as being invited to our Title III after school program. All intervention programs are offered in English with Native Language support when needed. In order to continue supporting our ELLs, our school participates in the CookShop program in all grades to teach our students about eating healthy. Through the Cookshop program, some of our current and former ELL students will be exposed to hands-on, multi-sensory approach that connects reading, math, science, and health. We have purchased the Foundations program to be used with all students in grades K-2, as well as newcomers in grades 3-5. We also are utilizing Go Math and Engage NY which are aligned with the Common Core State standards. Strategies from Math in the City are also used to support students' thinking as mathematicians and help them use mathematical terms to explain their reasoning.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development. After analyzing the 2014 NYSESLAT scores, we found that 57.5% of students in kindergarten moved from Entering to Expanding. In first grade, 69.4% of students moved from Expanding to Commanding, and in second grade, 59.5% of students moved from Expanding to Commanding. In third grade, 29.4% moved from Expanding to Commanding and in fourth grade, 58.8% of students moved from Expanding to Commanding. Finally in fifth grade, 32% of students moved from Expanding to Commanding. Based on the 2014 NYSESLAT data, we were able to conclude that students in kindergarten, first and second grades acquired language proficiency faster than students in third, fourth and fifth grade. We administered the 2014 NYSESLAT to a total of 382 students. In total, 126 students in grades K-5 reached the commanding performance level, which is equivalent to a 32.98% proficiency rate. After analyzing the data, the kindergarten proficiency rate was 25%, first grade proficiency rate was 49%, second grade proficiency rate was 36%, third grade proficiency rate was 13%, fourth grade proficiency rate was 28%, and fifth grade proficiency rate was 15%. After analyzing the NYSESLAT 2014 data, we noticed an overwhelming trend across all grades where students scored higher in the reading and writing modalities in comparison to the listening and speaking modalities. In order to meet the needs of our ELLs, our classroom teachers, as well as our ENL providers, focused on using questioning and discussion in their daily practice to engage students in higher order thinking conversation and provided some students with sentence frames to increase fluency and engagement. Teachers are working with a Staff Developer from Teachers College, and are focusing on utilizing interactive read alouds to build student academic vocabulary, as well as develop rigorous conversations among peers in all grades. In addition, our teachers are also working with staff developer Maryann Cucciara, in order to examine complex texts through close reading of juicy sentences across multiple disciplines where students deconstruct juicy sentences as they answer rigorous questions. Through this strategy, students will be able to build higher order thinking and have multiple entry points for differentiated group work.
12. What new programs or improvements will be considered for the upcoming school year? A majority of our school population is composed of ELLs and former ELLs, therefore we afford equal access for all of our students in our many school programs. We have purchased the Foundations program to be used with all students in grades K-2, as well as newcomers in grades 3-5. We also are utilizing strategies of Math in the City to supplement Go Math, which is aligned with the Common Core State Standards. Teachers in the building are incorporating Engage NY modules to support our diverse learners. Our administrators and teachers have also received summer training at City College for professional development regarding Math In the City. Additionally, our teachers have attended Go Math training where they turn-keyed critical information to the rest of the staff.

Select teachers received Apple training to incorporate the use of iPads and Macbooks in order to enhance student created projects.

Our students participate in the Arts (CREATE) as well as in our Music classes; strings, chorus, and drama.

Students have also been invited to participate in the CASA gardening program through the Queens Botanical Garden.

With the success of the Cookshop program, we have increased the number of classrooms who participate throughout the year.

Those that need extra support academically receive it through D.E.A.R./RTI 30 minute period and Title III after school programs.

Outside services are provided by F-status licensed teachers who used the Leveled-Literacy program and Engage NY math, as well as TenMarks online math program; all of which are aligned to the CCLS.

Over the past three years, all of our classrooms have received Smart Boards which has greatly enhanced the education of our ELLs as well as document cameras and projectors allowing multiple entry points to our students. In addition, all teachers received iPad minis to integrate more technology into their classrooms. Class sets of iPads and/or laptop carts were purchased for access to technology resources across grades. Teachers are able to use the Smart Boards and iPads to give the ELLs more support visually and interactively through the use of websites that enhance learning across all content areas.

We currently have one Chinese TBE program in Kindergarten and we are in the process of expanding the program to meet the needs of our parents by opening another Chinese TBE program in kindergarten.

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

At this time there are no programs that will be discontinued.

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

Our Title III after school program supports our ELLs in grades K-5. In order to provide extra support to our English Language Learners, we created special classes for our newcomers, struggling ELL students and first-time test takers, as well as our 4-6 year ELL population. Our program runs from October to April. In the fall, we focus on ELA and social studies skills. In the winter, we focus on ELA and math skills; and in the spring we focus on ELA and science skills. We have 6 classes instructed by certified ENL teachers. ENL students in grades K-5 are invited to this program.

The program provides services to Kindergarten through 5th Grade students on Wednesdays and Thursdays from 2:20-4:20pm. During these sessions, one class is designated as a newcomer class, where the teacher focuses on language development as well as using the Foundations program to support the ELLs with letter-sound recognition, phonemic awareness and concepts of print. This group includes K - 2 ELL students, where some scored 0 on the NYSITELL while others were identified as Entering on the NYSESLAT, and therefore the teacher differentiates instruction based on student needs. In an effort to maximize small group instruction for our ELL students, we accept a maximum of 90 students for the length of the program in order to maintain a low teacher- student ratio.

Additionally, our school offers a free of charge after-school program, called CCNY, which is located in the school building that supports our teaching throughout the day. This after-school program is offered Monday through Friday 2:20 to 5:30 pm for Kindergarten to 5th grade.

Lastly, Cookshop is a new instructional program that teachers are currently being trained in to allow differentiated learning styles through the culinary arts. Our students will learn about healthy eating habits and parents will learn how to cook healthy meals. All parent workshops will disseminate the ingredients used in these recipes so that they will be able to make these meals easily at home.

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.

Over the past three years, all of our classrooms have received Smart Boards which have greatly enhanced the education of our ELLs as well as document cameras and projectors allowing multiple entry points to our students. In addition, all teachers received iPad minis to integrate more technology into their classrooms. Class sets of iPads and/or laptop carts were purchased for access to technology resources across grades. Teachers are able to use the Smart Boards and iPads to give the ELLs more support visually and interactively through the use of websites that enhance learning across all content areas.

Students have access to content specific complex texts on a variety of book programs with various lexile levels and languages, which enable learners at every reading level access to the content being studied. Teachers use strategies such as flexible grouping, alternative reading and learning materials (such as use of internet and video clips), to introduce and teach content.

Additionally, our teachers utilize multiple points of entry using Smart Boards, iPads, iPods, laptops and classroom computers to support our tactile and visual ELL learners. Our ENL teachers are also pushing in during content area instruction and are working with their students using differentiated materials and supplementing the curriculum.

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

In our ENL program, home language support is used as a scaffold based on needs. In our Chinese Kindergarten TBE program the home language support is provided accordingly based on students' needs. For example, in the beginning of the school 70% of instruction in the Chinese TBE program is delivered in Chinese and 30% of instruction is delivered in English. By the middle of the school year 50% of instruction is delivered in Chinese and 50% of instruction is delivered in English. Towards the end of the school

year, 20% of instruction will be delivered in Chinese, and 80% of instruction will be delivered in English. Taking into consideration that students acquire second language at different levels the home language will be used as a scaffold based on students' 2nd language acquisition.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
In order to meet the needs of our newcomers, our school purchased the Foundations program to support our English Language Learners develop early literacy skills. All K-2 teachers received training as well as all our ENL teachers. A group of 2nd-5th grade students are currently receiving extra support through Foundations by a trained ENL teacher on Tuesdays and Wednesdays through the Title III program. Our Entering and Emerging English Language Learners receive 360 minutes which is comprised of Stand Alone ENL support and Integrated ENL support. Our Transitional English Language Learners receive 180 minutes of Stand Alone/Integrated ENL support. Expanding ELLs receive 180 minutes of Integrated ENL support. Those students who are at the Commanding level receive 90 minutes of Integrated ENL support. Our third, fourth, and fifth grade students use bilingual glossaries and dictionaries. Our kindergarten, first, and second grade students use picture dictionaries to support their comprehension. All of our ELLs practice using sentence frames and different Thinking Maps to deepen their understanding. Our teachers received targeted training on complex text and unpacking juicy sentences by Maryann Cucchiara. Complex texts are chosen by grade, to ensure full coverage of CCLS with a focus on language standards. Teachers collaborate in vertical teams to ensure that a variety of texts are used across grades, in alignment to each grades' curriculum.
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).
To assist newly enrolled ELL students before the beginning of the school year an ENL licensed teacher identifies the parent's/guardian's preferred language of communication, newcomers are interviewed about their interests to better support him/her, and websites/activities are suggested to support language acquisition at home. Upon enrollment one of our staff members accompany the parent and the child in a tour showing them different parts of our school building as well as meeting key support staff. Parents are invited to a school open house to meet our staff and administrative team in the beginning of the school year to learn more about Andrew Jackson Elementary School. During all meetings, translators are available to support our parents.
19. What language electives are offered to ELLs?
At this time, P.S.24Q offers a Mandarin Chinese TBE program for Kindergarten. We currently have a freestanding ENL program for grades K-5.
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)?

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.)
With such a large number of ELLs enrolled at P.S. 24Q, all teachers and staff are considered teachers of ELLs. All of our ENL teachers meet with classroom teachers during common preps for articulation and planning, Monday professional learning time, and teacher planning time. During these meetings, techniques and strategies are presented and modeled for teachers to assist them in supporting their ELLs during content area instruction with language and CCLS. Our teachers receive ongoing support for their ELLs in reading and writing from Teacher's College onsite staff developers and from calendar days. A Teacher's College staff developer meets with our teachers grades K-5 on multiple dates for workshops and to model lessons. Teachers receive professional development on engaging students in productive conversations, rigorous tasks and building academic vocabulary in the content areas (juicy words) as well as exploring juicy sentences (deconstructing and reconstructing) for meaning. As a school we also focus on text complexity and the close reading of text for information. Professional development is provided on the Framework for Teaching. Our Administrative team meet with staff regularly to provide them with effective feedback after formal and informal observation to better support all of our students including ELLs and former ELLs as well as students with disabilities. Our ENL teachers have been included in Smart Board training and iPad training, Math in the City, Thinking Maps P.D., Go Math, Foundations, and Cookshop in order to support students across all content areas. Our classroom teachers and ENL teachers are also involved in a series of workshops with Maryann Cucchiara (ELL consultant) focusing on close reading of complex texts in science and social studies.
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?
Ongoing professional Development is offered to all teachers to align the CCLS with a focus on language standards to drive rigorous instruction. All of our ENL teachers meet with classroom teachers during common preps for articulation and planning, Monday Professional Learning time, and teacher planning time. During these meetings, techniques and strategies are presented and modeled for teachers to assist them in supporting their ELLs during content area instruction with language and CCLS. Our teachers receive ongoing support for their ELLs in reading and writing from Teacher's College onsite staff developers and from calendar days. A Teacher's College staff developer meets with our teachers grades K-5 on multiple dates for workshops and to model lessons. Teachers receive professional development on engaging students in productive conversations, rigorous tasks and building academic vocabulary in the content areas (juicy words) as well as exploring juicy sentences (deconstructing and reconstructing) for meaning. As a school we also focus on text complexity and the close reading of text for information. Professional development is provided on the Framework for Teaching. Our Administrative team meet with staff regularly to provide them with effective feedback after formal and informal observation to better support all of our students including ELLs and former ELLs as well as students with disabilities. Our ENL teachers have been included in Smart Board training and iPad training, Math in the City, Thinking Maps P.D., Go Math, Foundations, and Cookshop in order to support students across all content areas. Our classroom teachers and ENL teachers are also involved in a series of workshops with Maryann Cucchiara (ELL consultant) focusing on close reading of complex texts in science and social studies.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
In order to support our ELLs as they transition from elementary to middle school, the guidance counselor serves as a liaison between the two schools and their families. Our local middle school offers an orientation to welcome fifth graders and a middle school fair, where the children and their families tour the school and become acquainted with the building and staff.
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.
All professional development opportunities provided are catered to the needs of our high ELL population. Our teachers receive ongoing support for their ELLs in reading and writing from Teacher's College onsite staff developers and from calendar days. Teachers receive professional development on engaging students in productive conversations, rigorous tasks and building academic vocabulary in the content areas (juicy words) as well as exploring juicy sentences (deconstructing and reconstructing) for meaning. As a school we also focus on text complexity and the close reading of text for information. Our ENL teachers have been included in Smart Board training and iPad training, Math in the City, Thinking Maps P.D., Go Math, Foundations, and Cookshop in order to support students across all content areas. Our classroom teachers and ENL teachers are also involved in a series of workshops with Maryann Cucchiara (ELL consultant) focusing on close reading of complex texts in science and social studies. Workshops include in-house professional development as well as intervisitations. Each professional development training is recorded through specific agendas and certificates when available. A professional development binder is also made accessible to all teachers and staff.

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?

In the beginning of the school year, our ENL teachers as well as dually certified teachers will arrange to meet with parents of English Language Learners on Tuesdays of each week to discuss with parents individually the goals of our ENL and Bilingual programs, NYSESLAT and NYSITELL data as well as how to provide students with support at home. During the meetings teachers will record what type of workshops parents are interested in so we can plan for workshops accordingly. During the meetings a group of our Chinese and Spanish paraprofessionals will provide translation and interpretations as needed.

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.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
We offer ENL parent workshops to encourage literacy in the home and promote success of language acquisition and proficiency. Parent and child workshops are offered through Title III funds to support our ELL families. Parent orientation meetings are ongoing to inform new parents about their rights and the rights of their children as ELLs and to help parents make a choice for program placement. We encourage all parents to attend our monthly PTA meetings which are focused on engaging and rigorous learning experiences that include parent and child participation. We hope that each family attending goes home with a positive experience that they can use with their family in the future. Translation services are provided at our PTA meetings and events to encourage increased parent involvement. Our school website is updated to include translated monthly newsletters, school updates and activities. Every effort is made to ensure that all communication sent home is translated in the home language. Translated report cards are also sent home to parents in the following languages: Chinese, Spanish, Korean, Urdu and Bengali. Our parent coordinator conducts workshops regularly, along with supporting other staff members to inform parents about what their children are learning in school. Workshops are conducted to prepare parents for state testing and how they can assist their child at home. The needs of our parents are evaluated through requests to our Parent Coordinator and by reviewing and analyzing the school survey. This helps us to identify which areas the parents feel the school needs to improve upon. Each grade in our school designs a monthly newsletter that includes what students will learn in all areas, as well as important events.
Parents are invited to their children's classroom the First Friday of each month to learn about what students practice during the day. Some of the content that our school decided to present during the First Friday includes the following; technology, writing, math, art, reading complex text, and a curriculum fair.
At this time, we have a partnership with the Food Bank of New York through the CookShop program that provides parent workshops at PS 24. Also, parents are referred to outside agencies when needed. We have helped our parents connect with Queens Child Guidance for emotional assistance and counseling, as well as Flushing Hospital and NY Hospital Queens for their family's medical needs.
At P.S. 24 we created an Excel Spreadsheet that includes our current and former English Language Learners. We will identify all ELLs and former ELLs, then we will send letters home to those parents in their preferred language informing them of the date and time for the individual annual meetings. Also, our school will call parents to remind them of the appointments one week in advance and teachers will record parents' comments and suggestions.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
Child center of New York has provided a much needed free, school-based after school program for working parents. Also, parents are referred to outside agencies when a need is indicated. We have helped our parents connect with Queens Child Guidance for emotional assistance and counseling, as well as Flushing Hospital and NY Hospital Queens for their family's medical needs.
Our school provides Saturday ENL Academy for 45 parents. The Office of Adult and Continuing Education has been conducting Saturday classes for our parents to learn English. Two of our own paraprofessionals from P.S. 24 are paid per session to work with our community's parents and assist them in acquiring the English Language. Two Chinese paraprofessional attend the ENL academy to support parents using Home Language support. At this time, we have a partnership with the Food Bank of New York through the CookShop program that provides parent workshops at PS 24.
5. How do you evaluate the needs of the parents?
Our parents needs are evaluated based on the New York City School Survey, Parent Teacher Association members' suggestions, School Leadership Team recommendations, and based on feedback that we receive from our parent coordinator.
6. How do your parental involvement activities address the needs of the parents?
Our school has a high need for translation, home-school connection activities, and homework help. Therefore, parents are regularly involved in school activities that involve them in practicing strategies for helping their children at home. Based on parent feedback,

parent workshops are regularly scheduled for different topics they are interested in, or topics that they would like to discuss. Then we plan workshops that meet the needs and interests of our parents.

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.

Paste response here:

School Name: Andrew Jackson

School DBN: 25Q024

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)
Debra Cassidy	Principal		6/25/15
Saher Said	Assistant Principal		6/25/15
Ana Sencion	Parent Coordinator		6/25/15
Si Chen	ENL/Bilingual Teacher		6/25/15
Xiang Hong Song	Parent		6/25/15
Aleksey Shats	Teacher/Subject Area		6/25/15
Joanna Spegowski	Teacher/Subject Area		6/25/15
Pascale Lindor	Coach		6/25/15
Jaclyn Rajwan	Coach		6/25/15
Ellen Hochberg	School Counselor		6/25/15
Danielle DiMango	Superintendent		6/25/15
Gary Goldenback	Borough Field Support Center Staff Member _____		6/25/15
	Other _____		1/1/01
	Other _____		1/1/01
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2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **25Q024** School Name: **Andrew Jackson School**
Superintendent: **DIMANGO DANIELL**

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.

At P.S. 24 a variety of data collection tools is used to assess our school's written translation and oral interpretation needs to be able to provide all parents with timely information in a language that they can understand. In order to determine the written translation needs of our school's population, we use the Home Language Identification Survey, which is distributed at the time of a student's registration, surveys from teachers and our Parent Coordinator, and the ATS RSEC, RHLA and RSDS reports. Our oral interpretation needs are assessed through PTA meetings, Parent/Child Workshops, Parent Teacher Conferences, the School Leadership Team, and the Home Language Identification Survey.

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.

Based on the RAPL report from ATS the following numbers represent parents' preferred language for oral communication: 518 Chinese, 292 English, 150 Mandarin, 65 Spanish, 25 Urdu, 12 Hindi, 11 Gujarati, 10 Cantonese, 9 Korean, 8 Punjabi, 7 Bengali, 5 Ukrainian, 5 Tamil, 3 Russian, 2 Pashto, 2 Dari, 2 Amoy, 1 Sinhalese, 1 Telugu, 1 Guarani, 1 Indonesian, and 1 Macedonian.
The following is a list of parents' preferred language for written communication: 664 Chinese, 340 English, 59 Spanish, 15 Urdu, 11 Hindi, 8 Korean, 7 Gujarati, 7 Punjabi, 4 Tamil, 3 Russian, 3 Bengali, 3 Ukrainian, 2 Pashto, 1 Sinhalese, 1 Telugu, and 1 Guarani.

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.)

The documents that we typically disseminate every year that require translation include the following: monthly calendar, grade level news letters for each grade starting from kindergarten to fifth grade, English Language Learners placement letters, invitations to the PTA meetings, invitations to the Title III program, invitations to after school program, acceptance letters to Title III program and after school program. Also, we sent letters to invite parents for workshops on the New York State English as a Second Language Achievement Test to share some of the changes that were implemented to align the assessment to the Common Core Learning Standards. The monthly calendar and the newsletters are sent home to families the first week of each month. The invitation letters to attend the PTA meetings are sent home at least one week prior to the meeting. The invitation letters to Title III and after school programs are sent in the beginning of the school year then once we receive parents' responses we start sending out the acceptance letters. Finally, we send letters to parents reminding them of the last day for each program accordingly. Also, at P.S.24 we send parents letters in different languages based on their preference to inform them about the time and date of parent-teacher conferences. We created a sign in sheet in our school main office that includes teacher's name, language preferred to communicate with parents then we assign bilingual staff to support teachers in need of translation every Tuesday and we allow 10-15 minutes per parent.

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.

For the 2015-2016 school year the parent-teacher conferences will take place in the following order: September 17th in the evening, November 4th in the evening, November 5th in the afternoon, March 2nd in the evening, March 3rd in the afternoon, and on May 12th in the evening. Our teachers dedicate time on Tuesdays to communicate with parents by phone, face to face or via email. We are planning to design two additional parent meetings of students' whose English is their second language in September and February to share with parents different ways to better support their children at home and to engage with parents in professional conversations about students' progress, areas of strengths and next steps.

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.

Since we have staff members who can translate all documents mentioned in part B in timely manner to send home to parents we rely on in-house translation by school staff.

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.

interpretations at P.S. 24 are provided by in-house school staff. In order to communicate with the large multilingual population of P.S. 24 more efficiently and effectively, we will hire staff members at per session rate to interpret in multiple languages. Teachers and paraprofessionals will be hired to translate at after school parent workshops, and morning and evening parent activities, in order to effectively communicate to parents in Chinese, Spanish, Urdu, and Hindi about school wide concerns, curriculum issues, and answer parent's questions. School flyers are translated into Mandarin and Spanish as often as possible and sent home. In addition, our Chinese speaking staff, Chinese Native Language support paraprofessional, and our Bilingual Chinese School Psychologist, and Bi-Lingual Chinese social worker.

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.)

Our administrative team shares with all staff how to reach out to the language and interpretation unit in case we need someone to interpret and no one is available at school. Copies will be provided to all staff that answers the following questions: How can I get a document translated? How can I get over-the-phone interpretation services? Where can I find additional resources?

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

Our welcome poster is placed by our school entrance by the security desk and in the main office. Our parents' Bill of Rights will be provided to all parents whose primary language is a covered language and who require language assistance services. The Bill of Parent Rights and Responsibilities includes parents' rights regarding translation and interpretation services. We will also place parents' Guide to Language Access poster by our school's primary entrance to inform parents of the covered languages or most prominent covered languages of interpretation services. Our security desk will have a copy of the Language ID Guide and also a copy will be placed in the main office.

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)

In order to continue improving our translation and interpretation systems we will send parent survey in the beginning of the school year and another one at the end of the school year to monitor and improve our systems. We will also reach out to parents who attend our Parent Teacher Association meetings as well as our school leadership team members to identify areas of strengths and next steps.