



P.S. 23 - CARTER G. WOODSON

**2009-10
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: 14K023

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: PS23K **SCHOOL NAME:** Carter G. Woodson Elementary School

DISTRICT: 14 **SSO NAME/NETWORK #:** Community LSO

SCHOOL ADDRESS: 545 Willoughby Avenue

SCHOOL TELEPHONE: 718 387-0375 **FAX:** 718 302-2312

SCHOOL CONTACT PERSON: Sharon Meade **EMAIL ADDRESS:** smeade@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON Magdalene Poulos

PRINCIPAL Sharon Meade

UFT CHAPTER LEADER Vivian Roth

**PARENTS' ASSOCIATION
PRESIDENT** Romonia McCrae

STUDENT REPRESENTATIVE
(Required for high schools) _____

**COMMUNITY SCHOOL DISTRICT
SUPERINTENDENT** James Quail

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Sharon Meade	*Principal or Designee	
Vivian Roth	*UFT Chapter Chairperson or Designee	
Romonica McCrae	*PA/PTA President or Designated Co-President	
Tammy Pigford	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative, if applicable	
	CBO Representative, if applicable	
Annie Johnson	Member/ parent	
Magdalene Poulos	Member/Chairperson SLT	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

- Core (mandatory) SLT members.

Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

P.S. 23 is a small Title I school located in the Bedford Stuyvesant section of Brooklyn, NY. We have approximately 318 students on register. The school serves Pre-K – 5th grade and staff of 57 including custodial and kitchen staff. Over the past two years there has been a focus on writing especially in the area of mathematics. P.S. 23 has been focusing on providing differentiated instruction for all of our students while supporting staff with structures that will support student and staff learning.

Having a staff that is collaborative, caring, and ready to implement whatever changes are necessary to meet the best interest of the students has been a significant aid. *PS 23 is a nurturing school community committed to providing a standard-based instructional program in a collaborative content-centered environment. Our task is to facilitate the development of our students into life-long learners who are striving to achieve the essential knowledge and skills necessary to become productive, successful, respectable and responsible citizens in a safe and structured environment.* **We nurture the whole child.**

Public School 23 was identified as a Phase VII Schools Under Registration Review (SURR) school for Mathematics during the 1999-2000 school year. It was re-identified in 2000-2001 for English Language Arts (ELA) as a result of the performance on 4th grade NYS ELA State Assessment. By 2001-2002 Public School 23 had reached Adequate Yearly Progress in English Language Arts and was removed from the New York State's SURR list.

The continuous movement of students due to personal housing issues in our changing community has been a barrier for both the school community and us. There are two newly opened homeless shelters in the direct area with addresses that feed into our school. This is evident in our student mobility. We have been able to hold various students residing outside of our area. A secure and stable environment is crucial for many of our students and their families. At PS 23 we feel that we are able to provide such an environment. Many of our families insist on remaining with us even after permanent housing is obtained outside of our zone area.

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
School Name:	P.S. 023 Carter G. Woodson						
District:	14	DBN:	14K023	School BEDS Code:	331400010023		
DEMOGRAPHICS							
Grades Served:	Pre-K	√	3	√	7	11	
	K	√	4	√	8	12	
	1	√	5	√	9	Ungraded	
	2	√	6		10		
Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	<i>(As of June 30)</i>	2006-07	2007-08*	2008-09
Pre-K	21	18	17		91.0	92.1	93.0
Kindergarten	42	42	31	Student Stability - % of Enrollment:			
Grade 1	76	58	61	<i>(As of June 30)</i>	2006-07	2007-08	2008-09
Grade 2	65	68	59		89.8	84.2	87.7
Grade 3	50	44	56	Poverty Rate - % of Enrollment:			
Grade 4	44	44	56	<i>(As of October 31)</i>	2006-07	2007-08	2008-09
Grade 5	38	43	40		88.5	88.5	88.5
Grade 6	0	0	0	Students in Temporary Housing - Total Number:			
Grade 7	0	0	0	<i>(As of June 30)</i>	2006-07	2007-08	2008-09
Grade 8	0	0	0		9	13	24
Grade 9	0	0	0	Recent Immigrants - Total Number:			
Grade 10	0	0	0	<i>(As of October 31)</i>	2006-07	2007-08	2008-09
Grade 11	0	0	0		8	2	13
Grade 12	0	0	0	Special Education Enrollment:			
Ungraded	0	1	0	<i>(As of October 31)</i>	2006-07	2007-08	2008-09
Total	336	342	323				
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	<i>(As of June 30)</i>	2006-07	2007-08	2008-09
# in Self-Contained Classes	13	22	31	Principal Suspensions	22	7	5
# in Collaborative Team Teaching (CTT) Classes	0	5	7	Superintendent Suspensions	3	5	5
Number all others	7	13	16	Special High School Programs - Total Number:			
<i>These students are included in the enrollment information above.</i>				<i>(As of October 31)</i>	2006-07	2007-08	2008-09
English Language Learners (ELL) Enrollment:				CTE Program Participants	0	0	0
<i>(BESIS Survey)</i>				Early College HS Program Participants	0	0	0
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	Number of Staff - Includes all full-time staff:			
# in Transitional Bilingual Classes	0	0	0	<i>(As of October 31)</i>	2006-07	2007-08	2008-09
# in Dual Lang. Programs	0	0	0		18	27	30
# receiving ESL services only	41	37	39	Number of Teachers	18	27	30

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	0	2	3	Number of Administrators and Other Professionals	4	6	6
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	2	2
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	38.9	25.9	36.7
				% more than 5 years teaching anywhere	33.3	22.2	26.7
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	72.0	70.0	77.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	95.2	100.0	100.0
American Indian or Alaska Native	0.9	0.3	0.0				
Black or African American	53.9	53.5	50.5				
Hispanic or Latino	43.4	44.4	47.7				
Asian or Native Hawaiian/Other Pacific Isl.	1.2	1.2	1.9				
White	0.6	0.6	0.0				
Male	55.1	54.1	51.4				
Female	44.9	45.9	48.6				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

Individual Subject/Area Ratings:							
Elementary/Middle Level				Secondary Level			
ELA:	IGS			ELA:			
Math:	IGS			Math:			
Science:	IGS			Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			Secondary Level		
Student Groups		ELA	Math	Science	ELA	Math	Grad Rate
All Students		√	√	√			
Ethnicity							
American Indian or Alaska Native							
Black or African American		√	√	-			
Hispanic or Latino		√	√	-			
Asian or Native Hawaiian/Other Pacific Islander		-	-	-			
White							
Other Groups							
Students with Disabilities		-	-	-			
Limited English Proficient		-	-	-			
Economically Disadvantaged		√	√	√			
Student groups making AYP in each subject		4	4	2	0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade:	A	Overall Evaluation:	NR
Overall Score:	72.5	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment:	15	Quality Statement 2: Plan and Set Goals	
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals	
School Performance:	15.3	Quality Statement 4: Align Capacity Building to Goals	
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise	
Student Progress:	40.7		
<i>(Comprises 55% of the Overall Score)</i>			
Additional Credit:	1.5		

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	▶ = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
	◇ = Outstanding
	NR = No Review Required

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

In recent years, P.S. 23 has experienced tremendous growth as an academic and social community. This growth is supported through the data provided by the School Report Card, Progress Report, NYC School Survey, State Test results, and ECLAS 2. Additional measures taken by the school such as teacher observations and assessment of school resources, further supports this growth.

One of our strongest areas of academic growth has been in the area of math. According to the 2008-2009 Progress Report, 83.1% of our students achieved a 3 or 4 on the NYS Math Test. This score reflects a 20 percentage point increase over schools in our peer horizon

Differentiating to meet each student's individual needs has also been an area of strength. Utilizing data generated from Acuity, Scantron, ECLAS 2, and Destination Success, teachers are able to effectively reach each student. School resources such as after school programs, Saturday Academies, intervention and data specialists, small class sizes, and the school inquiry team have also contributed to the staff's ability to successfully differentiate.

Our school as a community has also developed into one of P.S. 23's strongest assets. On the 2008-2009 NYC School Survey, we received a 15/15 A under the school environment section. This section includes highly positive feedback from parents regarding engagement with the school and the safety and respect garnered by P.S. 23. Teachers also responded positively in terms of the level of communication within the school, the partnership they have amongst each other and the administration to promote learning, and the safety and respect they feel within the school.

Despite these strengths and accomplishments, the data also highlighted areas of needed improvement. These areas include student writing, technology, science instruction, collaboration, and conferring.

The combination of results from the Progress Report, State ELA Test, and ECLAS 2 demonstrates our student's need for improvement in writing. According to the 2008-2009 Progress Report, P.S. 23 only attained a 47.7% proficiency rate in ELA. Though this score is higher than schools in our peer horizon, it contributes to an overall B level for student performance in ELA. In addition, the overall performance percentage of students across the grades receiving a 3 or higher on the ELA State Test increased minimally during the 2008-2009 school year. In the previous year, 44% of students achieved a 3 or higher, as compared to 47% the following year. While each grade did improve their performance on the ELA State Test from the previous year, during the 2008-2009 school year, the 4th grade performed at a much lower level than the 4th grade during the 2007-2008 school year. The minimal increase in P.S. 23's overall performance can be attributed to this. Upon examining the breakdown of scores on a grade by grade basis, the majority of our students still achieved a level 2 as a whole. This means that on average, more than half of our students are not meeting the learning standards in ELA.

In addition to the ELA State Test results, the 2009 Spring ECLAS 2 assessment also reflects a weakness in the area of student writing. Out of all 1st graders assessed, 25% were below expected level for writing development. In the 2nd grade, 37% were below expected level for listening comprehension, writing expression, and writing development. In the 3rd grade, 49% were below expected level for spelling, 23% were below expected level for listening comprehension, 30% were below expected level for writing expression, and 33% were below expected level for writing development. In the 4th grade, 64% were below expected level for spelling, 32% were below expected level for listening comprehension, 41% were below expected level for writing expression and writing development. Since the students' overall scores across the grades in reading comprehension and accuracy were strong, the need to address their writing development is further demonstrated.

The need to integrate our technology resources school-wide is another area we are addressing. According to the NYC School Survey, 56% of parents responded they know their child participates in computer skills-related activities during the day. Considering that each classroom is equipped with a computer and students have regular access to the technology lab, communication needs to be increased, so that parents are aware of the technology opportunities their child is provided. At the end of the 2008-2009 school year, inventory was taken on the status of each teacher's classroom computer. While every classroom teacher has access to a new computer with working internet, their use of those computers to enhance classroom instruction and differentiation is unclear. SMART boards are also not yet available in every classroom and only one teacher has a classroom set of mini laptops. The technology lab is used on a consistent schedule with the technology teacher and classroom teachers are provided "open lab" time to bring their students into the computer lab to work with them; however, the extent to which the teachers are using this time is also unclear.

Implementing an inquiry-based approach to our science instruction is another area we are focusing on to improve. Though P.S. 23 did meet the AYP for the 2008-2009 State Science Test, 25% of the students' performed at a level 2 or lower. We want to push those students to attain level 3s, while at the same time helping our level 3s to become level 4s. During the 2008-2009 school year, a science cluster teacher was not on staff, and the science lab was not used to its full potential.

School-wide collaboration is another area of weakness brought to our attention through the Progress Report, ARIS, and teacher observations. While P.S. 23 did receive an A in the school environment category on the Progress Report, in the academic expectations and communication section we scored an 8.9 and 8.6 respectively. We strive to continue to improve in those sections in order to raise the overall score in that category. The ability to use technology to increase communication at P.S. 23 has not been utilized either. There is very little evidence of teacher-to-teacher, and teacher-to-student blogging. Though professional development has been provided to train teachers on ARIS, our school community is still working to take advantage of this forum to enhance our overall communication. During the 2008-2009 school year, it was noted that teachers across the grades did not have access to common preps for planning. Only a few grades were given common planning times. After classroom observations, it became evident that not all teachers were planning together.

During teacher observations it was noted that although teachers are conferring on a regular basis with their students, they are not always reaching every student at least once each day. Therefore, enhancing teacher's ability to confer with their students is another identified area to be addressed. Additionally, the quality of their student-conferencing needs improvement. Teachers require additional resources and professional development to better reach each student, and drive their instruction according to their conferencing notes. The ELA State Test and ECLAS 2 results also indicate a need for more effective teacher conferring. As teachers improve their ability to reach each student's individual needs during small group and one-on-one conferencing sessions, so will the students' test scores.

The primary barrier to addressing these areas of needed improvement is the level of parent involvement at P.S. 23. Despite the positive response from parents on the NYC School Survey, few parents regularly attend school community functions and workshops. Our school constantly strives to provide opportunities for parents to become involved, such as awards assemblies, the harvest festival, math game night, and the school carnival; however parent turnout remains low. A large

contributor to this is the mobility rate of our families. From the 2007-2008 school year, we have experienced an increase of 3.5%, from 11.5% to 15%.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

Goal #1: By June 2010, P.S. 23K will enhance the quality of student writing by fostering a rich literacy environment school-wide. This will be evidenced by having 80% of grades kindergarten through 3rd on level in writing development and expression according to the ECLAS 2 Assessment.

As a result of the needs assessment, it was discovered that writing was the primary area of weakness across all grades. Since our students demonstrate continual growth and strength in other academic areas, we have chosen to focus on improving students' writing ability for the 2009-2010 year.

Goal #2: By June 2010 P.S. 23K will integrate the use of technology for student learning and to increase communication school-wide as measured by 75% of teachers using ARIS to track student data and communicate with students, as well as use technology during classroom instruction.

After conducting the needs assessment, it was discovered that while technology is available for all students in each classroom, it is not utilized on a regular basis. In addition, teachers are not taking full advantage of the technology to communicate with one another. As a result we strive to use technology on a more regular basis on both the student and staff level during the 2009-2010 school year.

Goal #3: By June 2010 inquiry-based, project-based, hands-on science instruction will be implemented by 100% of teachers during classroom instruction.

The needs assessment highlighted areas of weakness within our science curriculum. In previous years students did not have regular access to the science lab, making hands-on and inquiry-based learning less available to the students. Due to these findings, improving the quality of science instruction has become a priority for the 2009-2010 school year.

Goal #4: By June 2010 continuous collaboration and Professional learning through teaming will be demonstrated by 75% of teachers communicating via the school blog on a monthly basis.

After conducting the needs assessment, we found that teachers were not collaborating within and across grades on a weekly basis. In order to promote consistency in learning throughout the school and open lines of communication between teachers, we have made collaboration and learning through teaming a priority for the 2009-2010 school year.

Goal #5: By June 2010 100% of classroom teachers will confer with every student in the course of the school day every day during workshop instruction.

The needs assessment brought to light that the quality of teacher/student conferring needs to be raised during workshop instruction in the classroom. Though teachers are conferring with students regularly, the effectiveness and quality of their conference sessions is unclear. In order to reach each student to the best of our ability, we have made teacher/student conferring a priority for the 2009-2010 school year.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. Note: Aligning Resources - Funding sources are italicized and in parentheses

Subject/Area (where relevant): English Language Arts (ELA)

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, P.S. 23K will enhance the quality of student writing by fostering a rich literacy environment school-wide. This will be evidenced with 80% of grades kindergarten through 3rd attaining an on-level score in writing development and expression according to the ECLAS 2 Assessment.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Teachers will regularly write in their own writer’s notebooks. In addition, students will write a minimum of 2 times a week in their notebooks. Teachers will implement the workshop model for literacy instruction. Students in grades 3-5 will be provided a benchmark assessment focused on writing by October 2009. Common planning periods will be available for teachers to analyze, discuss, and plan their literacy curriculum.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>An Aussie (<i>Title I School Success Grant</i>) consultant will be available in grades k-1. CLSO literacy support will be available for grades 2 and 3. Professional development in the area of literacy will be provided on a regular basis to all teachers. NUA - National Urban Alliance (<i>Tax Levy Fair Student Funding</i>) will be made available to teachers to assist in their development of literacy instruction.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Evidence of student writing will be demonstrated through their writer’s notebooks and final published pieces. Rubrics will be used to assess these published pieces. Observations will be conducted to assess the level of literacy instruction in the classroom. Teacher created assessments will be used periodically to determine student progress in writing. By March 2010 70% of students in grades kindergarten through 3rd will be “on level” according to teacher created assessments.</p>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Technology

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010 P.S. 23K will integrate the use of technology for student learning and to increase communication school-wide as measured by 75% of teachers using ARIS to track student data and communicate with students, as well as use technology during classroom instruction.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Training will be provided for teachers in the use of ARIS by October 2009. In addition, parents will be offered technology workshops to help increase parent use of ARIS by February 2010. Smart board training will be provided to a group of teachers by October 2009. A teacher-to-student blog will be created by January 2010.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Funding for a CUNY Technician (<i>Tax Levy Fair Student Funding</i>) will be provided to support technology needs of the school community. Smart boards will be purchased for teachers. Laptops will be provided for Grade 5 students. Online supplemental programs will be purchased as a continuation of support (Riverdeep: Destination Reading and Destination Math). Renzulli (<i>Title I School Success Grant</i>) online program will be made available to teachers to assist in their development of differentiated instruction through technology.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Increased use of technology will be evident through blogs by teachers to discuss student progress. Students will utilize technology to become familiar with their individual learning styles (Renzulli) Students will be able to gain access to periodic assessment scores via the computer in grades 3-5. All students will have access to the school computer lab at least two times a week. By March 2010 60% of teachers will use ARIS to track student data and communicate with students, as well as use technology during classroom instruction</p>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Science

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010 inquiry-based, project-based, hands-on science instruction will be implemented by 100% of teachers during classroom instruction.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Academic meetings will be planned by the science/lab/enrichment teacher, ELL teacher, and 3rd, 4th, and 5th grade teachers by October 2009. Students will take part in hands-on activities in accordance with the New York State and New York City Science standards. Teachers will implement a month-by-month units of study as planned in June 2009. Classes will participate in a school-wide science fair by Spring 2010. Grade 4 students will prepare science exiting project by June 2010. Use of New York City Scope and Sequence to plan school service initiative – Healthy Eating</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Funding for a science cluster teacher (<i>Tax Levy</i>) will be provided. Citywide Core Curriculum Harcourt Science materials (<i>NYSTL</i>) and text for grades K-5 will be used. Teachers will have common planning periods to discuss and plan for facilitation of science lessons.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Projects completed by students will be evident in the classrooms and through the school-wide science fair. Lab sheets developed by teachers and completed by students will be evident. Teacher observations of satisfactory inquiry-based lessons will be conducted. Students will be assessed periodically using tests provided through the Harcourt Science curriculum. By April 2010 inquiry-based, project-based, hands-on science instruction will be implemented</p>



by 85% of teachers during classroom instruction on a weekly basis.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010 continuous collaboration and Professional learning through teaming will be demonstrated by 75% of teachers communicating via the school blog on a monthly basis.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Staff will identify school needs/strengths to create teams of interest by September 2009. In order to enhance student achievement teachers will create and join teams of professionals to look at and discuss student work by November 30, 2009. Teacher created teams will meet at least 2 times a month for planning. A school-wide blog will be implemented by January 2010.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Professional development will be provided to teachers based on school needs. Common planning time will be provided to teachers within teams. Afterschool meetings will be held by the school Inquiry Team twice a month.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Through teacher observations, common planning and collaboration will be evident in the classroom. Dependent on the team’s focus, student progress in that area should be evident according to relevant assessments. Creation of a school-wide blog. Monitoring teacher use of the school-wide blog. By April 2010 60% of teachers will communicate via the school blog.</p>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010 100% of classroom teachers will confer with every student every day during workshop instruction.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Teachers will confer with every student every day in at least one subject area. Teachers will develop a guide to use when conferring with students by mid-November of 2009. By February 2010 teachers will understand the benefit of effective student conferencing.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Intervention teachers (<i>Contracted for Excellence and Title I ARRA/SWP</i>) will be available to push-in/pull-out for student conferencing. Counselors (<i>Title I SWP/IDEA mandated counseling, Tax Levy mandated counseling, Tax Levy Fair Student Funding Legacy Teacher supplement</i>) will be available to conference with students on social issues. Administrators will utilize the art of conferring with teachers to guide instruction. Teachers with satisfactory conferencing skills will model for their peers.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Teachers will document all student conferencing sessions. Teacher conferencing will be used to guide teaming meetings. Evidence of effective and improved conferring skills will be evident during teacher observations. By April of 2010 80% classroom teachers will confer with every student every day during workshop instruction.</p>

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	9	9	N/A	N/A	3	N/A	N/A	N/A
1	26	26	N/A	N/A	2	N/A	N/A	N/A
2	17	17	N/A	N/A	3	N/A	N/A	N/A
3	28	13	N/A	N/A	2	N/A	1	2
4	36	10	36	36	3	N/A	1	7
5	17	3	17	17	5	N/A	N/A	3
6								
7								
8								
9								
10								
11								
12								

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<ul style="list-style-type: none"> • <i>Program</i> - Wilson, Acuity, Scantron, Destination Reading, Literacy by Design guided reading materials • <i>Provided</i> - Small group intervention (during school), extended day (before school), after school program, Saturday Academy
Mathematics:	<ul style="list-style-type: none"> • <i>Program</i> - Targeted Mathematics Intervention, Destination Math, Acuity, Scantron • <i>Provided</i> - Small group intervention (during school), extended day (before school), after school program, Saturday Academy
Science:	<ul style="list-style-type: none"> • <i>Program</i> – Measure Up, Science Lab, Houghton-Mifflin at-risk materials • <i>Provided</i> – Small group intervention (during school), extended day (before school)
Social Studies:	<ul style="list-style-type: none"> • <i>Program</i> – various test prep materials, New York City <i>Then and Now</i> • <i>Provided</i> – Small group intervention (during school), extended day (before school), Saturday Academy
At-risk Services Provided by the Guidance Counselor:	<ul style="list-style-type: none"> • <i>Program</i> – counselor created conflict resolution and counseling sessions • <i>Provided</i> – one-to-one and small group counseling sessions during, before, and after school
At-risk Services Provided by the School Psychologist:	<ul style="list-style-type: none"> • <i>Program</i> – N/A • <i>Provided</i> – N/A
At-risk Services Provided by the Social Worker:	<ul style="list-style-type: none"> • <i>Program</i> – ERSSA • <i>Provided</i> – small group during school
At-risk Health-related Services:	<ul style="list-style-type: none"> • <i>Program</i> – asthma class, hygiene workshop, health and nutrition informational sessions • <i>Provided</i> – small group sessions during and after school

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.

Carter G. Woodson Elementary School
P.S.23
Region 8/District 14

Type of Program _____ Bilingual ___X___ ESL _____ both
No. LEP Students served 2008-2009: 45

Language Allocation Policy- ESL Program School Year 2009-2010

LAP Team

Ms. R. Burgos, Assistant Principal
Mr. J. Rojas, Parent Coordinator
Ms. C. Sanchez, ESL
Ms. N. Moncada, Parent
Ms. Poulos, AIS Teacher
Ms. R. Burrows, Math Coach/Teacher
Ms. C. Hanna, Counselor
Ms. E. Santiago, School Achievement Facilitator
Ms. M. Nell, Network Leader

Description of P.S.23

Public School 23k is a Pre-K to 5 Elementary School located at 545 Willoughby Avenue, Brooklyn, N.Y. Our Community is comprised mostly of African American and Latin cultures, which is evident in our student population. The student enrollment consists of the following ethnicity background: 56.28% Blacks/African Americans, 42.13% Hispanics, 0% whites, 1.25% Asian and 0.31% multi-racial. Approximately, 11% of the students are ELL's. The 36 students that received E.S.L. instruction are implemented according to the scores received on the LAB-R for new entrants and the scores received on the NYSESLAT for continued entitled ELL's. The E.S.L. pull-out/ push-in program at P.S.23 encourages participation and input from staff and parents. It is designed to promote English proficiency in academic and social settings. ELLs are expected to be involved in the learning process and the quest to receive a quality education.

ELL Identification Process

When parents first enroll their child in our schools, it is the responsibility of those at the school who are trained in student intake procedures to discuss home language with the family, and provide assessments to determine eligibility for English language support services. The following screening and assessment instruments determine ELL eligibility:

- **Home Language Identification Survey.** At enrollment, a trained school staff member meets with parents to make an initial determination of the child's home language. This process is formalized through a Home Language Identification Survey (HLIS)—translated in nine languages—that parents

complete to show what language the child speaks at home. School staff members may need to conduct an informal interview in the native language.

- **Language Assessment Battery-Revised.** Once school staff collect the HLIS from parents and determine that a language other than English is spoken in a child's home, then the child is administered a Language Assessment Battery-Revised (LAB-R), which is a test that establishes English proficiency level. Students that score below proficiency on the LAB-R become eligible for state-mandated services for ELLs.
- **New York State English as a Second Language Achievement Test (NYSESLAT).** In the spring, each ELL is administered the NYSESLAT to determine English proficiency. This test determines whether or not the student continues to be eligible for ELL services.

Students who speak Spanish at home and score below proficiency on the LAB-R are administered a Spanish LAB to determine language dominance. Schools are required by law to notify parents of their child's eligibility for services and provide information and service options. Also, schools must inform parents of their child's placement. Providing parents with notifications and information, and maintaining a dialogue with them is essential for a well informed parent.

A fully licensed pedagogue besides the ESL teacher will be responsible for conducting the initial screening, and administering the HLIS form, oral interview and if necessary the LAB-R. A translations service is available to assist parents during the oral interview. Over-the-phone interpretation services are available in over 150 languages. The Unit is an important part of the Department's language access initiative which aims to enhance the organization's ability to communicate with and better engage limited-English-proficient parents of New York City school children. The following pedagogues will be responsible for the screening:

- Ms. C. Sanchez, ESL
- Ms. M. Poulos, Testing Coordinator

Annually Evaluating ELLs Using the NYSESLAT

As mandated by the State Education Department, each spring, ELLs are newcomers are tested and continuing ELLs are retested to evaluate their English proficiency using the New York State English as a Second Language Achievement Test (NYSESLAT). Schools must notify parents of NYSESLAT outcomes and program eligibility before the beginning of the next school year. ELLs that continue to score below a certain level of English proficiency continue to be entitled to ELL services. ELLs scoring at or above proficiency are no longer entitled to ELL services through state funding and can enter all-English monolingual classes. However, parents of students who participate in bilingual education programs can decide whether or not their child should continue, despite entitlement status. Also, students who transition to all-English monolingual classes can receive bilingual or ESL support for up to a year, supported by state funds, according to CR Part 154.

Notifying Parents and Supporting Parent Choice

The parents of ELL students are informed during a Parent Orientation by video tape and brochures about the three different programs available (Transitional Bilingual Program, Dual Language Program and English as a Second Language Program- ESL) to their children in our Public School System. A parent survey is given to each parent of a new entrant. The trend for P.S.23 in this regard has been E.S.L. for first choice, Bilingual as

their second choice and Dual Language as their third choice. The procedure applies for the students in grades K-5 and the survey is completed in English, Spanish or any other language require that we may have available to service our parents. Parents of students who scores at or above proficiency on the LAB-R will receive a non-entitlement letter, students who score below proficiency levels on the NYSESLAT will receive a continued entitlement letter and students who reached proficiency levels on the NYSESLAT will receive a

Strand and Grade	Beginner	Intermediate	Advanced	Proficient
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transition/non-entitlement letter.

The ELA and Math Data Overview:

The 2008-2009 ELA data reflects in grade 3, 43% of the students scored a level 3 and above, 45% scored a level 2 and 12% scored a level 1. This shows that there was an increase from 2007 -2008 ELA data in level 3, and a decrease of levels 1’s and level 2’s. Grade 4 data reflects that 38% of the students scored a level 3 and above, 55% scored a level 2 and 7% scored a level 1. Grade 5 data reveals that there were 67% of the students that scored level 3 and above, 28% of the students scored level 2 and 5% scored level 1. This data also shows that there was a decrease in grades 4 in level 3, an increase in level 2 and a decrease in level 1’s. The data also shows that grade 5 had a decrease of level’s 2’s and an increase in level 3’s. In grade 3, 4 and 5 there were a total of 8% in level 1, 44% in level 2, 44% in level 3 and 3% in level 4.

The 2008-2009 math data reflects that in grade 3, 2% of the students scored a level 1, 13% scored a level 2 and 65% scored a level 3 and 20% scored a level 4. Grade 4 math data reflects that 4% of the students scored a level 1, 16% scored a level 2, 60% level 3 and 20% of the students scored at level 4. This data revealed that based on the 2008-2009 math results there was a small decrease of level 3’s and level 4’s and an increase of level 2 in grade 4. Grade 5 math data reflects that 8% of the students scored a level 1, 13% scored a level 2, 49% scored a level 3 and 31% scored a level 4. This fifth grade data reflects a decrease in level 3’s and an increase of level 4’s. The data also shows that there was a small increase of levels 1 by 6% and a 1% increase of level 2. In total grades 3, 4, and 5 students scored 4 % at level 1, 14% scored a level 2, 59% in level 3’s and 23% at level 4. As a whole compared to 2007-2008 NYS Math data there were no changes in level 1, a 3% increase in level 2, a decrease in level 3 by 14% and an increase of level 4’s by 11%.

Overview of NYSESLAT Data 2008-2009

The data shows that in the reading and writing modality of the NYSESLAT overall there was 3% decrease in beginning level students, a 6% increase of intermediate level, 1% increase of advanced level and a 3% decrease of Proficient students as compared to the 2007-2008 NYSESLAT scores. As for the listening and speaking modality of the NYSESLAT overall there was a decrease of 3% in beginning level, an increase of 2% in intermediate level, decrease of 14% in advanced levels and an increase of 14% in proficient level students.

08-09 All Grades Listening and Speaking	4%	13%	16%	67%
08-09 All Grades Reading and Writing	20%	36%	27%	18%
08-09 K-1 Listening and Speaking	9%	9%	0%	82%
08-09 K-1 Reading and Writing	36%	18%	18%	27%
08-09 Grade 2-4 Listening and Speaking	0%	8%	24%	68%
08-09 Grade 2-4 Reading and Writing	8%	48%	40%	4%
08-09 Grade 5 Listening and Speaking	11%	33%	11%	44%
08-09 Grade 5 Reading and Writing	33%	22%	0%	44%

Number of ELLs by Grade

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
3	7	7	6	6	7

Assessments Tools Used and Process of Analyzing Data

In order to develop a strong instructional plan for our school we use the following assessments in the early literacy skills for our ELLs:

- ECLAS-2
- TC Running Records
- DRA- Developmental Reading Assessment
- ACUITY- Periodic Assessments

During Grade Conferences, Intervention Meeting, and LAP Meeting teams will be analyzing various data drive instruction and to see the growth and needs of ELLs among various grades.

New students to the country will be provided with Native Language libraries and will be able to take assessment in the content area in their Native Language.

ELL Program

The ESL Program for this school will follow a “push-in and pull-out” model. The teacher will push in and pull-out a certain number of students to receive ESL instruction to students at Beginning, Intermediate and

Advanced levels. The beginner and intermediate ELL students will receive 360 minutes of E.S.L. instruction per week. The advanced ELL students will receive 180 minutes of E.S.L. instruction per week. It is a pull-out, push-in program that implements different scaffolds and appropriate strategies to aid in English acquisition. The newly arrived ELL students will be instructed by participating in a comfortable low risk environment. They will see behavior modeled by the teacher that fosters gesturing, pointing, active listening, and responses to commands, constant repetition and increased vocabulary development. The approach of scaffolding will be exercised through modeling task completion, activating one's prior knowledge, TPR(Total Physical Response), hands on experiences, visual reinforcements (including sight word wall with icons) read aloud, accountable talk involving small group discussions using various strategies when scaffolding. Also, positive reinforcement by the teacher using gestures along with words of encouragement. The long term ELL students will be instructed by using proper scaffolds that will help them obtain English Proficiency. After analyzing their scores on the NYSESLAT, the teacher will differentiate instruction based on the academic needs of the child forming small groups/teams. There will be the following scaffolds in order to achieve maximum results during instruction: modeling, bridging, contextualization, schema building, text-representation, and meta-cognitive development. The strategies will be more in depth compared to the instruction for new ELL students. The strategies will include accountable aids, read aloud, content word walls with visuals, shared reading, guided reading, visual aids, vocabulary development, shared writing, conferences, comprehension, reading, graphic organizers, discussions, reflective/strategy charts, word frames, chunking, story boards, rubrics, for writing/ reading comprehension, collaborative posters, and thinking maps. The ESL teacher will incorporate the Balanced Literacy Model when reinforcing the various strategies to our ELL students.

SIFE Instructional Plan

Student with interrupted formal education will be provided with differentiated instruction based various assessments. SIFE students aside from ESL mandated services will be placed in academic intervention services and/or programs such as extended days, afterschool and technology based programs that will meet the needs of a SIFE student in all modalities of listening, speaking, reading and writing.

Students Receiving Service 4 to 6 years /Continuing Transitional Support

Students with 4 to 6 years of service will be provided with detailed instruction based on their needs compiled from data on NYSESLAT and NYS/NYC Assessments. Students will develop goals based on their needs and be monitored on various benchmarks. ELL students will also have various academic intervention services (AIS) in addition to extended day, testing accommodations and afterschool enrichment programs. Students who have met proficiency level will be provided with two years of transitional support in all academic areas. Former ELL students will be provided with afterschool, extended day and intervention services. Teachers with former ELLs will be provided with the scaffolding tools used for instruction to assist in their continuous learning experience.

ELLs Identified as having Special Needs

All ELL students who have been identified with special needs by the School Based Support Team (SBST) will be placed in the appropriate setting determining the outcome of their assessments. Various meetings will take place with the parent in order to keep the parents informed of all academic process for their child. All support staff which includes SETSS, ESL, Intervention and AIS will meet with student according to their Individual Educational Plan or Pupil Instructional Plan.

Parent /Community Involvement

Public School 23 recognizes the importance of parent/ family and community involvement in the education process of our ESL students. Newly enrolled ELL students are invited to attend an orientation session in the month of September and in the spring. Letters will be sent to these parents in their native language telling of

the exact time and place, as well as the nature of their orientation. At this orientation, topics and discussions will be in the parents Native Language and include, but not limited to state standards and assessments, general ESL program descriptions, LAB testing procedures, and ESL teaching approaches. The ESL teacher and the parent coordinator will plan several parent workshops over the course of the school year to contact the parents about their children's work and how parents can assist in helping their children. Here at P.S.23 we have Bilingual staff and reference materials (video, parent guides, etc) as resources available for the parents as support. To continue development in parent involvement, we are expanding our Resource Room by updating our parent lending library with a multicultural English and native language books to enhance students learning at home using reading techniques learned at the parent workshops. Parents will also be provided with a Parent Survival Kit that will include ARIS Parent link information, Literacy and Math Activities, NYSESLAT activities for listening, speaking, reading and writing. Parent Coordinator in conjunction with the ESL teacher will provide workshops for parents with Community Based Organizations that our school is in partnership with. We will analyze our Parent Environmental Surveys to assess the needs of parents as well as providing school based surveys for our parents to continually meet their needs.

Intervention and Professional Development

In addition to the E.S.L. program and Language Arts instruction, academic intervention is provided to ELL students who are in need of improvement in the area of mathematics, reading and writing. Also, based on the allotted money in the budget, there will be an after school ELL mathematics/ literacy program, scheduled for 2 days a week from 3:00- to 5:00 pm and Saturday Academy from 8:30 am to 12:00 pm. We will also have in place a researched based technology program based on language acquisition curriculum development called "Imagine Learning English". Professional Development will continue to be conducted for new teachers to assist them in instructing ELL students in the classroom. This is also in tune with satisfying the state mandated 7.5 hours of ESL staff development. The entire staff will receive professional development that incorporates scaffolds that are beneficial to use when instructing ELL students and revisit the eligibility and time allotment for ESL instruction.

Policy Review and Modification

Ms. Meade (Principal), Ms. R. Burgos (Assistant Principal), Ms. Sanchez (ESL Teacher) and the LAP Team will review the policy along side with the LAP team, in order to keep it efficient and appropriate for the academic achievement and language proficiency of our ELL student.

Form TIII – A (1)(a)

Grade Level(s) K-5 Number of Students to be Served: 35 LEP 0 Non-LEP

Number of Teachers 1 Other Staff (Specify) 0

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

I. School Language Instruction Program for ELLs

The ESL Program for this school year 2009-2010 will include two components: a language arts instructional component and a content area instructional component. The language arts instructional component is delivered through instruction in English language arts and English as a second language. The content area instructional component is delivered through instruction in English and ESL methodologies. The teacher will push-in and pull-out a certain number of students to receive ESL instruction to students at beginning, intermediate for at least two units a day and advanced levels for one unit a day. In order to reach them effectively and productively, the ESL teacher will employ and continuously provide the students with ESL methodology and work with the students according to their levels and grade strand during parts of the period each day. The workshop model will be implemented to the student during their time with the ESL teacher to give them a sense of uniformity among the school, a pattern in which they will be comfortable with (using the same format as their regular classroom teacher).

The instructional goal for all entitled English language Learner at Public School 23K is to continuously develop and increase their English Language Proficiency according to their learning stages, while at the same time providing them with the necessary content area instruction and preserving the students' cultural heritage.

After a review of 2008-2009 PS 23's Math and ELA data indicates that while ELL's show growth in math and ELA, we want to continue to develop their strength on Saturday programs and after-school sessions for grades 3-5. The findings of a comprehensive needs assessment resulted in the identification of several priorities in order to improve the quality of student's performance. Implementation of the strategies will address the large number of ELL students lacking in the basic skills in both reading and mathematics; improving instruction within the listening, speaking, reading and writing components of their instruction will increase their opportunities for inclusion into the mainstream education program with proficiency. For this reason we have designed an After School Program and a Saturday Program to meet the needs of these students.

After school Program for grades 3-5 will be from November to May. The program has been designed in the following manner:

- **ELA and Math** class for beginner and intermediate students' grade 3-5 taking the ELA assessment in April and the Math Assessment in May. These students will meet 2 days a week for 2 hours for 34 sessions from November to April. Students will use Reading and Writing Non-Fiction in Level C and D to differentiate instruction as well as Imagine Learning English software, a program based on the needs of the students individually in a rich language environment. Learning Content through listening, reading, writing and speaking skills. This ELA reading program will enhance their reading skills and strategies. A certified ESL teacher will service these students. For beginner and intermediate student's grade 3-5 taking the Math assessment in May, students will use hands on manipulative and TCM Exploring Math Kit. A certified ESL teacher will service these students.
- **Language Development ESL** – one class for beginner and intermediate student's grade 3-5 taking the NYSESLAT assessment in May. These students will meet 2 days a week for 2 hours for 6 sessions from April to May. Students will use Empire State NYSESLAT Test Prep materials and the Imagine Learning English Software Program designed to increase second language acquisition, vocabulary development and instruct their listening comprehension skills. A certified ESL teacher will service these students.
- A total of 40 sessions will be used for this program.

After school program for grades 1 and 2 will be from January 2010 to May 2010. The program will be designed in the following manner.

- ELA and Language Development class for beginner and intermediate students in grades 1 and 2 taking the NYSESLAT in May. These students will meet 2 days a week for 2 hours for 34 sessions. Students will use Empire State NYSESLAT Test Prep materials and Reading for Comprehension Readiness book 1 and book 2. Students will learn content area through reading, writing, listening and speaking skills.

Saturday Program

The Saturday Program will be for students in grades 3-5. Students will receive differentiated instruction in language development, phonics, vocabulary development and using academic language within the curriculum. The curriculum will be focusing on literacy through the content area. Students will be exposed to research based technology by using Imagine Learning English a software program that will provide support with language development, increase vocabulary and reading comprehension in various levels to differentiate instruction. The Empire State NYSESLAT Test Prep, materials will also be used during the after school program. Students will be exposed to the four language modalities of Listening, speaking, reading and writing. The Writer's Process will be a major component for the Saturday Program. Students will use these writing strategies to complete research projects, prepare reading summaries, and writing in different genres. The program will be for 4 Saturdays for four hours each session. There will be one class served by a certified ESL teacher; Instructional supplies will be purchased for these programs with Title III funds.

Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Thus incorporating the intensive professional development for teachers will increase their level of understanding of the implementation of rigorous strategies to meet the needs of the growing ELL population. Professional staff development for general education teachers gives them the first-hand knowledge of ESL methodology and will also continue to be conducted for new teachers to assist them in instructing ELL students in the classroom. The entire staff including the Title III teacher will receive staff development that incorporates scaffolds that are beneficial to use when instructing ELL students and to revisit the eligibility and time allotment for ESL instruction. Also the professional development will focus on second language acquisition, NYS standards for ESL and ESL strategies for the classroom teachers, these activities are at no cost to Title III. Study groups focusing on Second Language Acquisition will be offered to 6 mono-lingual teachers. The Title III teacher will participate in this study group and assist the teachers in creating lesson plans to use in their classrooms. These lesson plans will focus on differentiating instruction for their ELL population. The 6 teachers and the ESL teacher will receive training rate. This activity will be funded with Title III funds. Professional Development books on Comprehension Strategies for English Language Learners, Words Their Way for English Language Learners, and Words Their Way Word Sorts with Word Patterns.

Topics and Timelines

Timeline: Six 1 hour sessions afterschool from 3:00 to 4:00 pm from January to June 2010.
Two 45 minutes Lunch and Learns
Total of 7.5 of ESL Professional Development hours

- **ESL Methodology**
 - Differences between Social and Academic English
 - Background Information
 - HLIS Form- Identification Process of ELLs
 - LAB-R Testing
 - CR-Part 154
- **Stages of Language Acquisition**
 - Six Stages- Pre-Production, Early Production, Speech Emergent, Beginning Fluency, Intermediate Fluency, and Advanced Fluency
 - Instructional Strategies for each Stage
- **Second Language Acquisition**
 - framework for understanding second language acquisition
 - current research on language learning
- **ESL Teaching Methodologies**
 - overview of ESL teaching methodologies
 - demonstrations of current teaching techniques
- **ESL Assessment**
 - NYSESLAT
 - Listening Component
 - Speaking Component
 - Writing Component
 - Reading Component
 - Reading Assessments
 - Writing Assessments- Writing Continuum
- **Vocabulary Development for ELLs**

- Cognates
- Tier 1, Tier 2, and Tier 3 words
- Scaffolds for learning new words
- Pre-teaching Vocabulary
- **NUA Strategies for ELLS**
 - Using Thinking Maps in the Content Area
 - Use of other Types of Graphic Organizers to filter information for Understanding
- **Word Study for ELLs**
 - Phonemic Awareness
 - Word Patterns
 - Vowels , blends, and digraphs- activities

Parent /Community Involvement

Public School 23 recognizes the importance of parent/ family and community involvement in the education process of our ESL students. Newly enrolled ELL students are invited to attend an orientation session in the month of September and in the spring. Letters will be sent to these parents in their native language telling of the exact time and place, as well as the nature of their orientation. At this orientation, topics and discussions will be in the parents Native Language and include, but not limited to state standards and assessments, general ESL program descriptions, LAB testing procedures, and ESL teaching approaches. The ESL teacher and the parent coordinator will plan several parent workshops over the course of the school year to contact the parents about their children’s work and how parents can assist in helping their children. Here at P.S.23 we have Bilingual staff and reference materials (video, parent guides, etc) as resources available for the parents as support. To continue development in parent involvement, we are expanding our Resource Room by updating our parent lending library with a multicultural English and native language books to enhance students learning at home using reading techniques learned at the parent workshops. Parents will also be provided with a Parent Survival Kit that will include ARIS Parent link information, Literacy and Math Activities, NYSESLAT activities for listening, speaking, reading and writing. Additional orientation sessions will be scheduled throughout the year as needed such as:

- **Helping your child with homework**
 - Keeping Reading Logs
 - Using Everyday Math techniques
 - Using Graphic Organizers
- **One, Two Buckle my Shoes- Math and Literacy for K-2 ELLs**
 - Shared and Interactive Reading Activities
 - Reading through songs and rhymes
- **Making Reading Relevant- Comprehension Strategies**
 - Predicting
 - Making Self to text connections
 - Inferring
 - Main idea
 - Visualizing
 - Note taking
- **Using ARIS Parent Link –Keeping Informed (Afterschool Session)**
 - Technology Based Activity
- **Word Study for ELLs- Hands on Activity- (Afterschool Session)**
 - Phonemic Awareness

- Rhyming Words
- Vowels
- Sight words/ high frequency words
- cognates
- **Promotional Policy**
 - Extension of services
 - Understanding Report Cards Grading System
- **NYSESLAT Assessment- (Afterschool Session)**
 - Listening Component
 - Reading Component
 - Writing Component
 - Speaking Component
- **ELA and Content Area Assessment (Afterschool Session)**
 - NYS ELA Assessment
 - NYS Math Assessment

- **Cultural Event**
 - Learning through diversity
 - Workshops will be held at least once or twice a month throughout the school year. Four of the Parent Workshops will be held during the evening for parents from 3:00 to 4:00 pm.

Form TIII – A (1)(b)

School: 14K023 BEDS Code: 331400010023

Allocation Amount: \$15,000.00		
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) - Per session - Per diem	\$9,400.00	ELL's Afterschool Program Monday and Tuesday 3:00 pm – 5:00 pm <i>1 teacher x 40 sessions x 2 hours x \$49.89 per session = \$3,991.20</i> Wednesday and Thursday 3:00 pm – 5:00 pm <i>1 teacher x 34 sessions x 2 hours x \$49.89 per session = \$3,392.52</i> ELL's Saturday Academy: <i>1 teacher X 4 sessions X 4 hours X \$49.89 = \$798.24</i> Professional Development: <i>6 teachers X 6 sessions X 1 hour \$22.72 (training rate) = \$817.92</i> <i>1 Parent Workshop Leader X 8 hours X 49.89 = 399.12</i>
Purchased services - High quality staff and curriculum development contracts.		
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$2,100.00	Supplementary Materials for: <ul style="list-style-type: none"> • TCM Reading and writing non-fiction kits in level C • Empire State NYSESLAT • ELL supplemental Library –Multicultural • Instructional Materials Supplies
Educational Software (Object Code 199)	\$2,400.00	Imagine Learning English provides a research-based language acquisition curriculum specially designed to meet the needs of English language learners this is an online technology based program that will provide all essential components that ELL students need to increase in their performance level in Listening, speaking, reading and writing. <i>\$150 per student X 16 students = \$2,400.00</i> Hardware purchased with other funding
Travel		
Other	\$1,100.00	Parents Survival Involvement Kits (binders, Literacy and Math manipulative, parent lending library-multicultural)
TOTAL	\$15,000.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

When a child is first initially registered in the school our first indicator of language is the Language survey. With this piece of information, we can tailor our services to their specific needs, and insure that all parents are given any and all available information in their native language, so as to insure that they are kept up-to-date with all pertinent information. Parents are also invited to workshops held by the Parent Coordinator and ESL Teacher to inform parents of programs and services that the school offers, to further educate them on topics that might affect the well being of their child, and to accommodate and alleviate any and all concerns. This service is provided regardless of native language.

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

Surveys were administered and collected. We found that a large portion of our parents speak Spanish as their primary language. To address this need, all written materials that are distributed to students in school to take home are also translated in-house into Spanish. If another language is required, documents are sent over to the Translation Services. This way, the entire parent community is kept informed of all happenings within and around the school. Teachers are already well aware which of their students require ESL. When specific materials are required to be sent home, teachers approach the Parent Coordinator to translate said materials in order to keep a constant channel of communication with the parents open.

Part B: Strategies and Activities

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

P.S. 23 provides in-house translation services, when we can accommodate the language that a particular parent speaks. For example, our most common non-English language would have to be Spanish. When documents have to be translated into another language besides

Spanish, the Parent Coordinator will contact the Translation and Interpretation Unit to have particular documents translated. In this way, we ensure that no parent is left uninformed.

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

P.S. 23 provides in-house translation services, when we can accommodate the language that a particular parent speaks. For example, our most common non-English language would have to be Spanish. When parents have to be informed orally about issues concerning their child, P.S. has numerous on-site staff that speak Spanish as a second language. When the parent does not speak English or Spanish, the Parent Coordinator will contact the Translation and Interpretation Unit over the phone in order to get a translator that can help convey what the schools concerns or needs are to the parent.

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

P.S. 23 provides posted translation signs outside of the Parent Coordinator's office, and by the main entrance of the school. These signs are to inform parents that translation services are available if so needed or requested at any time. All translated documents are kept within the Parent Coordinator's office available to parents that so wish to access them, or wish to receive a copy. Safety plans are kept within plain sight in the Parent Coordinator's office for parents to access in case of emergency. All other important documents that the Parent Coordinator has access to are kept within the office, for Parents to have available to them at any time.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

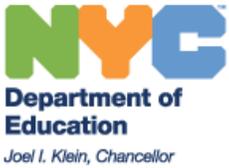
	Title I	School Success Grant	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	\$366,756	\$37,638	\$56,257	\$460,651
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3,668			
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):			\$562	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$18,340			
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):			\$2,814	
6. Enter the anticipated 10% set-aside for Professional Development:	\$36,676			
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):			\$5,626	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: ____ 100%_____
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.



The Carter G. Woodson Elementary School
Parent Involvement Policy

PART I. GENERAL EXPECTATIONS

The Carter G. Woodson Elementary School agrees to implement the following statutory requirements:

- The Carter G. Woodson Elementary School will put into operation programs, activities and procedures for the involvement of parents in all of its schools with **Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.**
- The school district will incorporate this district wide parental involvement policy into its LEA plan developed under section 1112 of the ESEA.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, The Carter G. Woodson Elementary School will provide full opportunities for the participation of parents with limited English proficiency parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- If the LEA plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents of The Carter G. Woodson Elementary School children, the school will submit any parent comments with the plan when the school submits the plan to the New York City Department of Education.
- The Carter G. Woodson Elementary School will involve the parents of in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the school.
- The Carter G. Woodson Elementary School will be governed by the following statutory definition of parental involvement, and expects that it will carry out programs, activities and procedures in accordance with this definition:
Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - (A) *that parents play an integral role in assisting their child's learning;*
 - (B) *that parents are encouraged to be actively involved in their child's education at school;*
 - (C) *that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*
 - (D) *the carrying out of other activities, such as those described in section 1118 of the ESEA.*

PART II. DESCRIPTION OF HOW THE CARTER G. WOODSON ELEMENTARY SCHOOL WILL IMPLEMENT REQUIRED PARENTAL INVOLVEMENT POLICY COMPONENTS

1) The Carter G. Woodson Elementary School will take the following actions to involve parents in the process of school review and improvement:

- At a building planning session, Title I reading specialists and parents of Title I children will review existing literacy programs, procedures, and resources in use for levels of effectiveness. Recommendations and suggestions for improvement will be elicited.
- At a building capacity workshop, parents of Title I children will be offered opportunities for continued input about improving their school's Title I program.

2) The Carter G. Woodson Elementary School will offer flexible scheduling times for parent meetings and parent workshops.

3) When appropriate and necessary, Carter G. Woodson Elementary School Title I funds may be used to pay reasonable fees for transportation and childcare to enable parents to participate in school-related Title I meetings and training sessions.

4) Carter G. Woodson Elementary School will build its school's parental involvement efforts in order to ensure effective involvement of parents. Supporting a partnership between The Carter G. Woodson Elementary School parents, and the community to improve student academic achievement, these activities will be followed:

- Holding parent workshops
- Hosting school-wide events to foster more one-on-one contact between teachers and parents
- Monthly Parent Association Meetings
- Publishing a monthly school newsletter
- Monthly School Leadership Team Meetings
- Specialist involvement in picking appropriate reading material to the individual child's zone of proximal development level.

5) It is The Carter G. Woodson Elementary School's policy that information related to all school and parent programs, meetings, and other activities will be sent to the parents of participating children in a format and language the parents can understand. We will also honor requests for alternate formats, to the extent appropriate, in a language the parents can understand.

PART III. ADDITIONAL SCHOOL RESPONSIBILITIES POLICY COMPONENTS

- In order to maximize parental involvement and participation in their child's education, Title I meetings will be offered at different times and places.
- Parents will be asked for suggestions and recommendations for continued school program effectiveness and/or improvement. Also, they will be asked to participate in discussions relating to the education of their child. The Carter G. Woodson Elementary School will respond to all suggestions and recommendations as soon as practicably possible.

PART IV. AGREEMENT

This Title I Parent Involvement Policy for The Carter G. Woodson Elementary School is approved and adopted for the school year 2009-2010.

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children

participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

PUBLIC SCHOOL 23K SCHOOL PARENT COMPACT

The school and parents working cooperatively to provide for the successful education of their children agree:

THE SCHOOL AGREES....	THE HOME AGREES....
<p>TO: convene an annual meeting for Title I parents to inform them of the Title I program and their right to be involved.</p> <p>TO: offer a flexible number of meetings at various times.</p> <p>TO: actively involve parents in planning, reviewing and improving the Title I programs and the parental involvement policy.</p> <p>TO: provide parents with timely information about all programs.</p> <p>TO: provide parents with standardized test results,, writing profile and work portfolios.</p> <p>TO: provide high quality curriculum and Instruction.</p> <p>TO: deal with communication issues between teachers and parents through:</p> <ul style="list-style-type: none"> • parent/teacher conferences at least twice a year • Curriculum night at least once a year • Send a note home when a child is absent • Frequent reports to parents on their children's progress • Reasonable access to staff • Planned and approved classroom visits • PTA meetings (monthly) <p>TO: assure that parents may participate in professional development activities if the school determines that it is appropriate, i.e. literacy classes, workshops on reading strategies, nutrition workshops, etc.</p>	<p>TO: become involved in developing, implementing, evaluating, and revising the school-parent involvement policy.</p> <p>TO: participate in school workshops, child rearing practices and teaching and learning strategies</p> <p>TO: work with his/her child/children on school work:</p> <ul style="list-style-type: none"> • read for 15-20 minutes per day to kindergarten through 1st grade students • and listen to grade 2 and 3 students read for 20-25 minutes per day. <p>TO: make sure children come to school on time at 8:40 AM and are picked up at 3:00 PM.</p> <p>TO: make sure that their children do their homework carefully.</p> <p>TO: make sure their children's TV watching is monitored.</p> <p>TO: get their children to bed by 9:00 PM.</p> <p>TO: monitor their child's attendance and lateness.</p> <p>TO: share responsibility for improved achievement.</p> <p>TO: communicate with his/her child's/children teachers about their educational needs.</p> <p>TO: ask parents and parent groups to provide information to the school on the type of training and/or assistance they would like and/or need to help them be more effective in assisting their child/children in the educational process.</p>

PRINCIPAL _____

PARENT/GUARDIAN _____

DATE _____

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a School-wide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

Please refer to pages 10-14 of the Section IV Needs Assessment.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.

P.S. 23 provides intervention, extended day school hours, after/during school clubs, and Saturday Academy for at-risk students and for enrichment. The school curriculum is accelerated and enriched by both increasing the amount of time students have in class, and extracurricular arts offered during and after school. Through these programs students have the opportunity to participate in beading and quilting, karate, basketball, art, drumming, salsa and modern dance, photography, filmmaking, and chess, among many others.

Due to P.S. 23's historically underserved population, many programs and workshops are offered to the parents to help address their needs and concerns. Please refer to pages 22, 23, and 40 for a more in-depth description. In addition to the parents, students of these families have the opportunity to receive counseling, mentoring, and intervention to meet their specific academic and social needs.

3. Instruction by highly qualified staff.

All staff are certified and licensed to be teaching their current content area.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the School-wide Program to meet the State's student academic standards.

Lunch and learn professional development sessions are held in-house, teachers/staff are sent to workshops, and personnel from programs used in school provide workshops in-house (coach, lead teachers, LSO Workshop Calendar Days, and NYC DOE workshops)

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

A Human Resource Committee (school based) is utilized to attract highly qualified staff. Teachers are also involved in the interview process.

6. Strategies to increase parental involvement through means such as family literacy services.

Parent workshops, school events (e.g. carnivals, math game night, open house, brotherhood luncheon), and assemblies are held to celebrate student achievement. The parent coordinator also reaches out to parents on a regular basis.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

Walkthroughs of the school for local daycares are held, letters are sent home to parents, and a welcome package is distributed to future students.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Weekly grade conferences for teachers are used to discuss pros and cons of various assessments used and the impact of student achievement.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

In June, students are identified for intervention and registered for extended day. Intervention teachers meet with teachers to develop a plan for students based on their needs. Initial assessments are used to identify student's needs for academic intervention.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

The following programs have been provided for our students: fitness Gram, a Department of Health full-time nurse provides Asthma Awareness, Mighty Milers, Violence Prevention for a year, grades 4 and 5 receive leadership training ICE (in class enrichment), violence prevention and extracurricular activities (Karate, basketball, double-dutch, ballroom dancing, beading and quilting. The School Kitchen Coordinator helps students plan the lunch menu.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.

NCLB/SED Status: _____ **SURR¹ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Part B: For Title I Schools Identified for Improvement

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

¹ School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although

listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)² data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to

² To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

- **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

P.S. 23 reflected on all ELA resources available to teachers during the 2008-2009 school year. Teacher observations were conducted to see evidence of vertical and horizontal curriculum planning, as well as the utilization of school resources by teachers.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

PS 23 uses the Literacy by Design ELA curriculum on a school-wide basis. Teachers have access to a resource room for any additional materials needed to target individual student's needs. Technology programs such as Scantron, Destination Reading, Children's Progress, and Acuity are also available to meet each student's needs. Teachers are given the opportunity to meet and plan during common preps, and lunch and learn professional development sessions are held in-house to provide additional support and improvement within the ELA curriculum. At the end of the year, teachers are also provided ample time to create curriculum maps for the upcoming year, which are tailored to each grade's needs. A literacy intervention specialist and ESL teacher are also available for push-in/pull-out services to at-risk students.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

P.S. 23 reflected on all math resources available to teachers during the 2008-2009 school year. Teacher observations were conducted to see evidence of effective use of the Everyday Math curriculum in the classrooms.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Curriculum alignment to the math content strands is demonstrated through teacher instruction, student work, and student assessment results. Continued alignment with the content strands is ensured by means of professional development workshops, in-house lunch and learns, implementation of the Everyday Math curriculum, a teacher resource room where standards material is available, and common preps for teachers to plan lessons consistent across the grade.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Teacher observations were made to ensure students are frequently engaged in educationally relevant seatwork and classroom activities.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Implementation of Rigby's Literacy by Design, a balanced literacy program, drives teachers to rely less on direct instruction and utilize a five minute rule when teaching to the class. teachers also continue to follow the workshop model when planning lessons, which allows for a variety of instructional methods, genuine work produced by students, and small group and one-on-one conferences.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM³) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

³ To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Teacher observations were made to ensure students are frequently engaged in hands-on math activities. The technology schedule was reviewed to determine whether all students were receiving ample time in the computer lab. An inventory of classroom computers available to students was also taken.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Use of the Everyday Math curriculum enables students to be frequently engaged in active learning activities. Destination Math also allows students to have hands-on experience with computer technology.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

School data was examined to determine that 73% of teachers at PS 23 have five or less years of teaching experience.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

While the turnover rate of teachers at our school is low, data shows that 19 out of 26 teachers have less than five years teaching experience.

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

In-house mentoring is provided to new staff members by senior teachers. Lunch and learns are provided to help new teachers develop the confidence to teach new programs. New teachers are also sent to professional development workshops to become more familiar with the curriculum.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

P.S. 23 took inventory of the number of workshops and in-house learning opportunities teachers were provided in the area of ESL instruction.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

PS 23 has and will continue to provide after school professional development and in-house lunch and learns. Teachers are knowledgeable of these professional development opportunities and are encouraged to attend the sessions in order to strengthen their ESL instruction.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

P.S. 23 observed teachers' use of data binders. Each binder provided information regarding individual student's academic profile. Included in this information was their ELL classification and relevant data.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The ELL teacher analyzes data on all ELL students and provides results to the classroom teachers. In addition, all data is put into an ELL binder and placed in the main office for easy access by teachers.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

P.S. 23 took inventory that each teacher received a copy of their students' IEPs. The SETTS teacher maintained contact with each teacher regarding the IEPs.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

All general education teachers of student with IEPs are given a copy of each child's IEP. Professional development is offered in-house regarding the interpretation and application of IEPs. Teachers demonstrate their understanding of a child's IEP through differentiated instruction. In addition, an open line of communication exists between the SETSS and classroom teacher to discuss the child's needs.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students

are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

After examining student IEPs, it has been brought to our attention that some students need a behavioral plan

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The IEP goals do not reflect the necessary behavior modifications for some children.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

The classroom teachers will work with the SETTS teacher to design an appropriate behavior plan in line with the student's IEP.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

This appendix will not be required for 2009-10.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
PS 23 has 15 students presently in Temporary housing.
2. Please describe the services you are planning to provide to the STH population.
School secretary has and will continue to attend workshops in the following areas:
 - McKinney-Vento Homeless Assistance Act
 - Eligibility - who is covered
 - Strategies to implement enrollment
 - Families will be supported by providing transportation if needed
 - We are a universal school meals site – hot breakfast and lunch will be made available to students
 - Counseling services will be provided to support transitional and other needs

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.