Department of Education

P.S. 023 CARTER G. WOODSON

2010-11
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL: P.S. 023 CARTER G. WOODSON
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MARCH 2011

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 331400010023 **SCHOOL NAME:** P.S. 023 Carter G. Woodson

SCHOOL ADDRESS: 545 WILLOUGHBY AVENUE, BROOKLYN, NY, 11206

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:	Marion Jones
STUDENT REPRESENTATIVE: *(Required for high schools)*	

DISTRICT AND NETWORK INFORMATION

DISTRICT: 14 **CHILDREN FIRST NETWORK (CFN):** Children's First Network 306

NETWORK LEADER: MARGARITA NELL/Tatyana Ulubabova

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 member 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/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf). *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	Electronic Signature Approved. Comments: Yes Revised Narrative, Needs Assessment
Magdalene Poulos	UFT Member	Electronic Signature Approved. Comments: Agrees with the changes made.
Vivian Roth	UFT Chapter Leader	Electronic Signature Approved. Comments: Aress with the changes made
Marion Jones	PA/PTA President or Designated Co-President	Electronic Signature Approved. Comments: Yes
Ebony Fletcher	Parent	Electronic Signature Approved. Comments: Yes
Teresa Mojica	Parent	Electronic Signature Approved. Comments: approved

* Core (mandatory) SLT members.

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.

PS 23 is a small Title I school located in the Bedford Stuyvesant section of NY. We have approximately 300 students on our register. The school serves Pre-Kindergarten to 5th Grade and a staff of 58 including custodial staff.

The continuous movement of students due to personal housing issues in our changing community has continued to be a barrier for the school community. This is evident in our student mobility which houses two homeless shelters in the direct area. At PS 23 we feel that we are able to provide a secure and stabile environment.

Our task is to facilitate the development of our students into lifelong learners who are striving to achieve the essential knowledge and skills necessary to become productive, successful, respectful and responsible citizens in a safe and structured environment. We nurture the whole child.

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." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	P.S. 023 Carter G. Woodson								
District:	14	**DBN #:**	14K023	**School BEDS Code:**					
DEMOGRAPHICS									
Grades Served:	☑ Pre-K	☑ K	☑ 1	☑ 2	☑ 3	☑ 4	☑ 5	☐ 6	☐ 7
	☐ 8	☐ 9	☐ 10	☐ 11	☐ 12	☑ Ungraded			
Enrollment:				**Attendance:** - *% of days students attended**:					
(As of October 31)	2007-08	2008-09	2009-10	*(As of June 30)*			2007-08	2008-09	2009-10
Pre-K	18	17	18				92.1	93	TBD
Kindergarten	42	31	38						
Grade 1	58	61	45	**Student Stability** - *% of Enrollment*:					
Grade 2	68	59	60	*(As of June 30)*			2007-08	2008-09	2009-10
Grade 3	68	59	51				84.2	87.71	TBD
Grade 4	44	56	52						
Grade 5	43	40	51	**Poverty Rate** - *% of Enrollment*:					
Grade 6	0	0	0	*(As of October 31)*			2007-08	2008-09	2009-10
Grade 7	0	0	0				88.5	88.5	95.7
Grade 8	0	0	0						
Grade 9	0	0	0	**Students in Temporary Housing** - *Total Number*:					
Grade 10	0	0	0	*(As of June 30)*			2007-08	2008-09	2009-10
Grade 11	0	0	0				13	24	TBD
Grade 12	0	0	0						
Ungraded	1	0	2	**Recent Immigrants** - *Total Number*:					
Total	342	323	317	*(As of October 31)*			2007-08	2008-09	2009-10
							2	13	4
Special Education Enrollment:				**Suspensions:** ***(OSYD Reporting) - Total Number*:**					
(As October 31)	2007-08	2008-09	2009-10	*(As of June 30)*			2007-08	2008-09	2009-10
# in Self-Contained Classes	22	31	33	Principal Suspensions			7	5	TBD
# in Collaborative Team Teaching (CTT) Classes	5	7	9	Superintendent Suspensions			5	5	TBD
Number all others	13	16	19						
These students are included in the enrollment information above.				**Special High School Programs** - *Total Number*:					
				(As of October 31)			2007-08	2008-09	2009-10
English Language Learners (ELL) Enrollment: (BESIS Survey)				CTE Program Participants			0	0	0
(As of October 31)	2007-08	2008-09	2009-10	Early College HS Participants			0	0	0
# in Transitional Bilingual Classes	0	0	0						

# in Dual Lang. Programs	0	0	0	**Number of Staff** - *Includes all full-time staff*:			
# receiving ESL services only	37	39	33	*(As of October 31)*	2007-08	2008-09	2009-10
# ELLs with IEPs	2	3	8	Number of Teachers	27	30	TBD
These students are included in the General and Special Education enrollment information above.				Number of Administrators and Other Professionals	6	6	TBD
				Number of Educational Paraprofessionals	2	2	TBD
Overage Students (# entering students overage for grade)				**Teacher Qualifications:**			
(As of October 31)	2007-08	2008-09	2009-10	*(As of October 31)*	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	25.9	36.7	TBD
Ethnicity and Gender - *% of Enrollment:*				% more than 5 years teaching anywhere	22.2	26.7	TBD
(As of October 31)	2007-08	2008-09	2009-10	*% Masters Degree or higher*	70	77	TBD
American Indian or Alaska Native	0.3	0	0	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	100	100	TBD
Black or African American	53.5	50.5	55.5				
Hispanic or Latino	44.4	47.7	42.9				
Asian or Native Hawaiian/Other Pacific Isl.	1.2	1.9	1.3				
White	0.6	0	0				
Multi-racial							
Male	54.1	51.4	54.3				
Female	45.9	48.6	45.7				

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 (2009-10 Based on 2008-09 Performance):		
In Good Standing (IGS)	☑	
Improvement Year 1	☐	
Improvement Year 2	☐	
Corrective Action (CA) - Year 1	☐	
Corrective Action (CA) - Year 2	☐	
Restructuring Year 1	☐	
Restructuring Year 2	☐	
Restructuring Advanced	☐	
Individual Subject/Area AYP Outcomes:		
Elementary/Middle Level		**Secondary Level**
ELA:	Y	ELA:
Math:	Y	Math:
Science:	Y	Graduation Rate:
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:		

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate	Progress Target
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native							
Black or African American	√	√	–				
Hispanic or Latino	√	√	–				
Asian or Native Hawaiian/Other Pacific Islander	–	–	–				
White							
Multiracial							
Students with Disabilities	–	–	–				
Limited English Proficient	–	–	–				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	4	4	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY			
Progress Report Results - 2008-09		**Quality Review Results - 2008-09**	
Overall Letter Grade	A	**Overall Evaluation:**	
Overall Score	72.5	**Quality Statement Scores:**	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	15	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	15.3	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	40.7	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	1.5	Quality Statement 5: Monitor and Revise	

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
X* = Did Not Make AYP Due to Participation Rate Only	◊ = Outstanding

** = 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.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

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/Teacher 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 your 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 support this growth.

Despite a drop in overall student performance on the math and ELA state test, our students' progress still experienced growth. In the area of ELA, we performed 9.3 percentage points higher than our peer horizon. In math, we performed 11.4 percentage points higher than our peer horizon.

Differentiating to meet each student's individual needs has also been as area of strength. Utilizing data generated from Acuity, 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 2009-2010 NYC School Survey, we received a 13.8/15 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 goals, writing instruction, data analysis, and parent participation.

Toward the end of the 2009-2010 school year a mock quality review was conducted throughout the school. During this review it was noted that students had not taken ownership of the goals they created for the school year. In addition, the goals that were created were set for the long term, without short term objectives that allowed students to make concrete steps toward achieving their goals. When inquiring with students about their goals, many were unaware of what goals they had set and whether they were close to reaching them. As a result of this finding, we decide to focus one of our school goals on guiding all students in creating both long and short term learning goals

Another area of focus is teacher delivery of the writer's working shop. Through observation, student work, and the ELA state test and Eclas-2 results, it became apparent that implementation of the writer's workshop was inconsistent across the grades. When inquiring with teachers they shared that they did not fully understand the writer's workshop model and it would be helpful to receive additional professional development in the area of literacy instruction. In addition, use of the students'

writer's notebook was also inconsistent across the grades. In terms of student data, the 2010 ELA scores experienced a significant drop compared to the 2009 results. With the exception of the 5th grade level 4 scores; there was an average drop of 11% for all level 3 and 4 scores. In comparison, there was a 21.6% increase in level 1 scores from year 2009 to 2010. This drop in performance could be in part attributed to inconsistent and ineffective implementation of the writer's workshop. According to the 2009-2010 ECLAS-2 results, 38.4% of all current 2nd graders performed below level on the writing development and expression component of the assessment. In addition, 32% of the current 3rd grade performed below level on the same component. With less than 70% of students in the 2nd and 3rd grade writing on level, it was even further demonstrated that the effectiveness of the teachers' writing instruction needs to be addressed in the lower grades.

Analyzing student data according to subgroup is an area that also needs to be attended to on a more regular basis. According to the New York State test results, all subgroups, with the exception of students with disabilities, experienced an average decrease of 18.6% in level 3s on the ELA state test from year 2009 to 2010. In addition, all subgroups experienced an average increase of 30.6% on all level 1s on the ELA state test. Results from math state test experienced an average increase of 18% on all level 1s and 17.5% on all level 2s for each subgroup. As a result of this increase in level 1s and 2s on the ELA and math state test, most all subgroups experienced a drop in level 3s and 4s.

In addition, during classroom observations, it was noted that the focus tended to be on whole group instruction without attention to individual student's needs. While teachers were using the data to create lessons for the entire class, they were not using it for small group instruction on a frequent basis. This small group instruction is essential to helping those students in our subgroups to experience high academic achievement.

By examining the previous year's student portfolios, it was observed that the students' goals were not reflected in the work that was collected. It became apparent that teachers need to meet on a more regular basis to monitor the students' progress and ensure that they are creating original pieces of work that reflect their goals. Due to this finding we will also be focusing on student portfolios as one of our goals.

According to our 2009/2010, Environmental Survey 1% of parents took the survey online. This is an increase of 1% from the previous year. Encouraging parents to participate through the available technology is a priority for us since PS 23 is rapidly becoming a school of technology information.

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. Due to the neighborhood shelters, we have a high mobility rate, which poses a challenge for maintaining high parent involvement.

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 2010-11 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, Persistently Lowest-Achieving (PLA), 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 be aligned to the school's annual goals described in this section.*

Annual Goal	Short Description
Goal #1: By June 2011, P.S. 23K will guide all students in grades K-5 in creating and clarifying both long and short term learning goals so that teacher teams can focus on more strategic instruction and its effect on student learning.	On June 1, 2010 a Mock Quality Review was conducted at the Carter G. Elementary School. As a result of this review we determined that there is a need for the school community of PS23 to further develop systems and procedures for students to create and have ownership of their individualized school academic goals.
Goal #2: By November 2010 teachers will revisit the writer's workshop in order to clarify the process, procedures and units of study and to monitor student progress in order to solidify a cohesive writing program for the 2010/2011 school year across and between all classrooms and grades.	During the 2009/2010 school year PS 23 focused on enhancing the quality of writing by fostering a rich literacy environment. In the spring of 2009 we conducted a needs assessment, it was discovered that while writing was being implemented the process of writing and the writer's workshop model was not fully understood and needed to be revisited by our school community.
Goal #3: PS 23 will improve the level of detail available in the analysis of student data by summarizing student achievement monthly by subgroups to be shared with parents, administrators and colleagues.	In reviewing and discussing our student data we noticed that students were being provided with curriculum based instruction and instruction based on class needs. By analyzing student data and summarizing this data into subgroups for achievement there is a greater focus on developing specific areas for improvement and the ability to group students according to common needs.
Goal # 4: By October 2010 PS 23 will develop systems to support student ownership of progress using portfolios as a way to collect evidence of meeting goals.	Students will be expected to take ownership of their academic achievement by becoming personally involved in their academic progress in the means of portfolios.
Goal #5: By June 2011 there will be an 10% increased of parent participation in the use of technology for student achievement and communication.	According to our 2009/2010 Environmental Survey 1% of parents took the survey online. This is a difference of 1% from the previous year. PS 23 is rapidly becoming a school of technology information.There is a need for

	our parents to receive support and training in this area in order to assist their children.

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 2010-11 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, PLA, 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) : **English Language Arts (ELA), Mathematics, Science, and Social Studies**

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	Goal #1: By June 2011, P.S. 23K will guide all students in grades K-5 in creating and clarifying both long and short term learning goals so that teacher teams can focus on more strategic instruction and its effect on student learning.
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	Teachers will confer with students to create authentic goals. Students will create a minimum of four SMART Goals by September 30, 2010. Long term goals should be connected to short term goals. Every six weeks short term goals will be revisited by teacher and student and if mastered new goals will be created. By May 2011, all students should have met their long term goals.
Aligning Resources:Implications for Budget, Staffing/Training, and Schedule *Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.*	An Aussie (Title I School Success Grant) consultant will be available in grades K-1. CFN 306 literacy support will be available for grades 2 and 3. Grade conferences in the month of September 2011 on goal setting and creating SMART Goals as well as on going Professional Development will be provided on a regular basis to all teachers. NUA - National Urban Alliance (Tax Levy Fair Student Funding) will be made available to the school community to develop cognitive thinking strategies.

Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	Students will create authentic goals matched to their needs according to data results of ELCAS-2, EPAL, Acuity, Predictive assessments, NYS ELA/Math, and Science assessment. By May 2011 100% of students in grades K-5 will have created authentic long and short term goals that will support their individual academic achievement.

Subject Area (where relevant) : **English Language Arts**

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	Goal #2: By November 2010 teachers will revisit the writer's workshop in order to clarify the process, procedures and units of study and to monitor student progress in order to solidify a cohesive writing program for the 2010/2011 school year across and between all classrooms and grades.
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	Students in grades K - 5 will participate n the writer's workshop as part of their 90 minutes literacy block for a minimum of 2 days a week. Teachers will revisit training on the writing process and the workshop model of instruction. In addition, parents will be offered writing workshops to help increase parent participation in their children's progress. AUSSIE consultant will provide workshops and facilitate demonstration lessons on the writing workshop model of instruction in grades K - 2. These workshops will begin in September 2010 and continue as part of our grade conferences throughout the school year. Teachers will continue to maintain and utilize their personal writer's notebooks to be utilized as mentor text and to model for their students in doing something they, as teachers, are already doing.

Aligning Resources:Implications for Budget, Staffing/Training, and Schedule *Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.*	Online supplemental programs will be purchased as a continuation of support (Riverdeep: Destination Reading Title 1, ARRA). National Urban Alliance - NUA (Title I SWP) cognitive thinking strategies will be made available to teachers to assist in their development and usage of thinking maps and skills to enhance writing performance. Academic Intervention Teacher will provide support and training to school community (SWP)
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	The development of more proficient writers as a school community. Establish clear criteria for the writer's working process as it relates to the writer's workshop. Publishing parties at the completion of each writing unit. Use of citywide ITA assessment to develop writng 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

Subject Area
(where relevant) : _____

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	Goal #3: PS 23 will improve the level of detail available in the analysis of student data by summarizing student achievement monthly by subgroups to be shared with parents, administrators and colleagues.
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	Teachers in grades K-5 will analyze student achievement by looking at student data in various subgroups throughout their class/program. Teachers will plan specific strategies for various subgroups. Teachers will review strengths and weaknesses of various subgroups for planning. This will be supported by the AUSSIE consultant, Riverdeep consultant, AIS (Academic Intervention Service provider), SETSS (Special Education Teacher Support Services), ESL (English as a Second Language teacher). Teachers will participate in grade conferences, *Lunch and Learns* and professional development. Administrators will support

	this goal by formal and informal clinical observations.
Aligning Resources:Implications for Budget, Staffing/Training, and Schedule *Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.*	Funding for Academic Intervention Teacher will be provided with Title 1 SWP, Title 1 ARRA and 10% improved teacher quality allocations.
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	The analyzing and summarizing of student data by subgroups for achievement will foster a greater focus on developing specific areas of improvement and grouping according to specific needs. Teacher observations of student monthly achievement. By October 2010 teachers will have a total of three subgroups in place to be analyzed for student achievement. ARIS will be used as a tool for creating groups and monitoring success.

Subject Area
(where relevant) : _____

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	Goal # 4: By October 2010 PS 23 will develop systems to support student ownership of progress using portfolios as a way to collect evidence of meeting goals.

Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	By October 2010 all students in grades K - 5 will have pupil instructional plans (PIPs) in place. Teachers will consult with students in developing and creating a communication notebook to foster and develop ownership in their academic task. This will partner student PIPs and will be an ongoing tool for mastery of goals and teacher/student/parent communication. Administration will provide formal and informal clinical observations to support systems in place.
Aligning Resources:Implications for Budget, Staffing/Training, and Schedule *Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.*	AUSSIE consultant will provide support to teachers in the planning for student ownership and provide support for systems (Title 1 SWP) Common planning time will be provided to teachers for collaborating and creating systems (Fair Student Funding for cluster quota staff to provide coverage) Administrators will provide support and feedback to teachers in creating systems that ensure student ownership of academic progress (SWP Fair Student Funding),
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	Through teacher observations, common planning and systems will be evident in the classroom. Students ownership of their progress by personally communicating with staff, parents and peers.

Subject Area
(where relevant) : _____

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	Goal #5: By June 2011 there will be an 10% increased of parent participation in the use of technology for student achievement and communication.

Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	Parents will be provided with technology courses by the technology teacher and the English as a second Language teacher. The technology lab will provide open access at specific times during the week to support the needs of parents n the school community. Parents will joined their children in utilizing the new school web site - www.ps23woodson.org that was piloted and launched in the spring of 2009. A computer will be made available for parents to complete Department of Education applications (Pre-Kindergarten) and have access to ARIS Parent Link so that they may share in their children's progress and become familiar with the technology tools in use today.
Aligning Resources:Implications for Budget, Staffing/Training, and Schedule *Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.*	.
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	By June 2011 there will be an increase in the use of technology by parents of 10%. Parents will be able to use technology as a tool in assisting their children and communicating within the school community and beyond. By May 2011 there will be increase parent participation in parent workshops with a focus on technology

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: *All schools must complete Appendices 1, 2, 3, & 7. 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 Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6.* ***Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.*** *(Important Notes: Last year's Appendix 7 - School-level Reflection and Response to System-wide Curriculum Audit Findings - has sunset as a requirement. Last Year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)*

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

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	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K	9	9	**N/A**	**N/A**	2			
1	9	9	**N/A**	**N/A**	3			
2	15	15	**N/A**	**N/A**	2			
3	15	13	**N/A**	**N/A**	3			
4	30	24	26	26	2		1	2
5	36	24	9	**9**	4		1	7
6								
7								
8								
9								
10								
11								
12								

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

o 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.

o 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.

o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.

o 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. 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:	☐ Program - Wilson, Acuity, Scantron, Destination Reading, Literacy by Design guided reading materials Provided - Small group intervention - pull out and push in (during school), extended day (before school), after school program, Saturday Academy
Mathematics:	☐ Program - Targeted Mathematics Intervention, Destination Math, Acuity, Scantron
Science:	☐ Program – Measure Up, Science Lab, Houghton-Mifflin at-risk materials Provided – Small group intervention - push in and pull out (during school), extended day (before school)
Social Studies:	☐ Program – various test prep materials, New York City Then and Now Provided – Small group intervention (during school), extended day (before school)
At-risk Services Provided by the Guidance Counselor:	☐ Program – counselor created conflict resolution and counseling sessions Provided – one-to-one and small group counseling sessions during, before, and after school
At-risk Services Provided by the School Psychologist:	☐ Program – N/A Provided – N/A
At-risk Services Provided by the Social Worker:	☐ Program – ERSSA Provided – small group during school

At-risk Health-related Services:	☐ Program – asthma class, hygiene workshop, health and nutrition informational sessions Provided – 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 - Attach a copy of your school's current year (2010-2011) LAP narrative to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval

☐ There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
☐ We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
☐ We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
☑ Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

Section I. Student and School Information.

Grade Level(s)
K-5

Number of Students to be Served:
LEP 27
Non-LEP 0

Number of Teachers 1
Other Staff (Specify) 0
School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative
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.

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 2009-2010 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 March. The program has been designed in the following manner:

- ELA and Math class for beginner and intermediate students' grade 3-5 taking the ELA and Math Assessment in May. These students will meet 2 days a week for 2 hours for 27 sessions from November to March. Students will use Reading and Writing Non-Fiction in Level C and D, and Imagine Learning English software to differentiate instruction, 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 March to April. Students will use Empire State NYSELSAT Test Prep materials, 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 33 sessions will be used for this program.

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 2 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.

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.

Timeline: Six 1 hour sessions afterschool from 3:05 to 4:05 pm from December to February 2011.
Two 45 minutes Lunch and Learns

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

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

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

Section III. Title III Budget

–

School: 14K023
BEDS Code: 331400010023

Allocation Amount:		
Budget Category	**Budgeted Amount**	**Explanation of expenditures in this category as it relates to the program narrative for this title.**
Professional salaries (schools must account for fringe benefits)	5,208.24	ELL's Afterschool Program

- Per session - Per diem		Tuesday and Wednesday 3:05 pm – 5:05 pm 1 teacher x 33 sessions x 2 hours x $49.89 per session = $3,292.74 ELL's Saturday Academy: 1 teacher X 2 sessions X 4 hours X $49.89= $399.12 Professional Development: 6 teachers X 6 sessions X 1 hour $22.72 (training rate)=$817.92 1 Trainer X 6 sessions X 1 hr. $ 49.89 (per session rate) = $299.34 1 Parent Workshop Leader X 8 hours X 49.89=399.12
Purchased services - High quality staff and curriculum development contracts	N/A	N/A
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	6,291.76	Supplementary Materials for: TCM Reading and writing non-fiction kits in level D ELL supplemental Library –Multicultural and leveled books 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. $150 per student X 16 students= $2,400.00 Hardware purchased with other funding
Travel	N/A	N/A

Other	1,100.00	Parent Involvement- Refreshment/snacks $300.00 Parent Lending Library- multicultural and leveled books Literacy and Math Manipulatives $800.00
TOTAL	**0**	

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	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	319,002	54,469	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	3,191		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	15,951	*	
4. Enter the anticipated 10% set-aside for Professional Development:	31,000	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
98%

6. If the percentage of high quality teachers during 2009-2010 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.
There is one teacher that is not highly qualified at PS 23. This teacher would be offered tuition in an attempt to satisfy a tuition of $310 per credit to compensate this teacher for seeking highly qualified status. This teacher would have an appointment with the certification specialist with official transcripts to determine certification needs.

* Federal waiver granted; additional set-asiders for Title I ARRA are not required for these areas.

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND 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.

The Carter G. Woodson Elementary School

Parent Involvement Policy

PART I. GENERAL EXPECTATIONS

- 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.
- 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;
(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

- education, Title I meetings will be offered at different times and places.
- 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 2010-2011.

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.

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….
TO: convene an annual meeting for Title I parents to inform them of the Title I program and their right to be involved. TO: offer a flexible number of meetings at various times. TO: actively involve parents in planning, reviewing and improving the Title I programs and the parental involvement policy. TO: provide parents with timely information about all programs. TO: provide parents with standardized test results,, writing profile and work portfolios. TO: provide high quality curriculum and Instruction. TO: deal with communication issues between teachers and parents through: 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)	TO: become involved in developing, implementing, evaluating, and revising the school-parent involvement policy. TO: participate in school workshops, child rearing practices and teaching and learning strategies TO: work with his/her child/children on school work: 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. TO: make sure your children come to school on time at 8:40 AM or 8:05 AM if he/she is enrolled in the *program and are picked up at 3:00 PM.* TO: make sure that their children do their homework carefully. TO: make sure their children's TV watching is monitored. TO: get their children to bed by 9:00 PM. TO: monitor their child's attendance and lateness. TO: share responsibility for improved achievement.

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.	TO: communicate with his/her child's/children teachers about their educational needs. 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.

Principal_____
Parent Signature_____
DATE_____

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide 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.

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.

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

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 chorus, origami, basketball, art, guitar, salsa dance, culinary arts, filmmaking, and cheerleading, among many others.

o Help provide an enriched and accelerated curriculum.

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 origami,chorus, basketball, art, guitar, salsa, culinary arts, filmmaking, and cheerleading, among many others.

o Meet the educational needs of historically underserved populations.

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.

o 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.

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. The Renzulli technology program is a on-line web-based tool that empowers teachers to differentiate instruction based on individual student interest areas.

o 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.

3. Instruction by highly qualified staff.

Staff not highly qualified will be provided support.

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 Schoolwide 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, CFN 306 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 (pending 2010/2011 funding). The School Kitchen Coordinator helps students plan the lunch menu (School Food Partnership Program)

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

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

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	**Fund Source** *(I.e., Federal, State, or Local)*	**Program Funds Are "Conceptually"[1] Consolidated in the Schoolwide Program**			**Amount Contributed to Schoolwide Pool** *(Refer to Galaxy for school allocation amounts)*	**Check (X) in the left column below to verify that the school has met the intent and purposes[2] of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.**	
		Yes	**No**	**N/A**		**Check(x)**	**Page#(s)**
Title I, Part A (ARRA)	Federal	Yes			539,925	True	1, 2, 3, 4, 5
Title I, Part A	Federal	Yes			267,962	True	1,2,3,4,5

(Basic)							
Title II	Federal	Yes			19,364	True	1, 2, 3, 4, 5
Title III	Federal	Yes			15,000	True	1, 2, 3, 4, 5
Tax Levy	Federal	Yes			1,314,411	True	1, 2, 3, 4, 5

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[1]**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

[2]**Note**: The **intent and purposes of** the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.

- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program

- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.

- IDEA: To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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.
☐N/A

2. Ensure that planning for students served under this program is incorporated into existing school planning.
☐N/A

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;
☐N/A

b. Help provide an accelerated, high –quality curriculum, including applied learning; and
☐N/A

c. Minimize removing children from the regular classroom during regular school hours;
☐N/A

4. Coordinate with and support the regular educational program;
☐N/A

5. Provide instruction by highly qualified teachers;
☐N/A

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
☐N/A

7. Provide strategies to increase parental involvement; and
☐N/A

8. Coordinate and integrate Federal, State and local services and programs.
☐N/A

APPENDIX 7: 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

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Part A:

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.

- 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:

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).
   N/A
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
   ☐N/A
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 your Children First Network.
   N/A

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_14K023_110110-111001.doc

OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 3 Donald Conyers	District 14	School Number 023	School Name Carter G.Woodson

Principal Sharon Meade	Assistant Principal
Coach Joseph Mattina, Math Coach	Coach n/a
Teacher/Subject Area Carmen Sanchez, ESL	Guidance Counselor Candace Hanna
Teacher/Subject Area Magdalene Poulos, AIS	Parent
Teacher/Subject Area	Parent Coordinator Jason Rojas
Related Service Provider Catherine Misterka, SETSS	Other Robyn Burrows, Math Cluster
Network Leader Margarita Nell	Other

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	308	Total Number of ELLs	27	ELLs as Share of Total Student Population (%)	8.77%

Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here

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, AIS

Annually Evaluating ELLs Using the NYSESLAT
As mandated by the State Education Department, each spring, ELLs that 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 transition/non-entitlement letter.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K❄ 1❄ 2❄ 3❄ 4❄ 5❄ 6⭘ 7⭘ 8⭘ 9⭘ 10⭘ 11⭘ 12⭘

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% →	0	0	0	0	0	0								**0**

75%:25%)														
Dual Language (50%:50%)	0	0	0	0	0	0								**0**
Freestanding ESL														
Self-Contained														**0**
Push-In	1	1	1	1	1	1								**6**
Total	**1**	**1**	**1**	**1**	**1**	**1**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**6**

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	27	**Newcomers (ELLs receiving service 0-3 years)**	20	**Special Education**	6
SIFE	0	**ELLs receiving service 4-6 years**	7	**Long-Term (completed 6 years)**	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education.

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL	21	0	3	6	0	3	0	0	0	27
Total	**21**	**0**	**3**	**6**	**0**	**3**	**0**	**0**	**0**	27
Number of ELLs in a TBE program who are in alternate placement: 0										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**TOTAL**
Spanish														**0**
Chinese														**0**
Russian														**0**
Bengali														**0**
Urdu														**0**
Arabic														**0**
Haitian														**0**
French														**0**
Korean														**0**
Punjabi														**0**
Polish														**0**
Albanian														**0**
Yiddish														**0**
Other														**0**
TOTAL	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		**1**		**2**		**3**		**4**		**5**		**6**		**7**		**8**		**TOTAL**	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		**10**		**11**		**12**		**TOTAL**	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number): African-American: Asian: Hispanic/Latino: Native American: White (Non-Hispanic/Latino): Other:	

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**TOTAL**
Spanish	5	2	4	3	7	5								26
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other			1											1
TOTAL	5	2	5	3	7	5	0	0	0	0	0	0	0	27

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
    a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
    b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
    a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
    a. Describe your instructional plan for SIFE.
    b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
    c. Describe your plan for ELLs receiving service 4 to 6 years.
    d. Describe your plan for Long-Term ELLs (completed 6 years).
    e. Describe your plan for ELLs identified as having special needs.

Response to questions 1-4

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
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.

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.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	**Intermediate**	**Advanced**
ESL instruction for *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	**Intermediate**	**Advanced**
ESL instruction for *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

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

NLA Usage/Support	TBE
100%	
75%	
50%	
25%	
	Dual Language
100%	

75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Response to questions 5-14 here

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".

Transitional Support will be provided for all students who have met proficiency level on the NYSESLAT for two consecutive years. Students will be provided with intervention services to improve and maintain their academic skills. Student will also be placed in extended day program for a minimum of three times a week for 37 1/2 minutes, as well as participating in the afterschool reading and math program to continue scaffolded skills and strategies to maintain their proficiency in their academic subjects. Testing modifications will also be

implemented for the two consecutive years as transitional support for all students who achieved proficiency levels in english on the NYSESLAT assessment.

In our ESL Program we provide Native Language support with a bilingual/multicultural language library available to ELL students and teachers of ELL students in our ESL library. Parents of ELLs will also be provided with a multicultural/ bilingual library, along with a leveled library to allow parents with the opportunity to read to them at home in their native language. Students will also be able to receive native language support through our Imagine Learning technology programs in all of the modality of Listening, speaking, reading and writing.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

N/A

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Response to questions 1-3 here

Professional Development will continue to be conducted for new teachers, and continuing support for teachers who have completed their ESL hours with an ESL Study Group to assist them in instructing ELL students in their classrooms. 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 (modeling, contextualizing, bridging,meta-cognition and schema buidling) 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. 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.

E. Parental Involvement

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

Paste response to questions 1-4 here

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. We will also provide surveys for our parents to evaluate the needs of the parents.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	1	4	2	2	1	2								12
Intermediate(I)	0	2	3	3	0	4								12
Advanced (A)	1	0	2	2	5	1								11
Total	2	6	7	7	6	7	0	0	0	0	0	0	0	35

NYSESLAT Modality Analysis														
Modality	Proficiency	K	1	2	3	4	5	6	7	8	9	10	11	12

Aggregate	Level													
LISTENING /SPEAKING	B	1	0	0	0	0	0							
	I	0	0	0	0	0	0							
	A	0	0	0	1	1	2							
	P	1	6	7	6	5	4							
READING/ WRITING	B	1	0	0	1	0	0							
	I	0	2	1	3	3	3							
	A	0	2	2	4	1	2							
	P	1	2	3	0	2	1							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	6	2	0	0	8
4	2	3	1	0	6
5	5	0	1	0	6
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
3	4		1		1		1		7
4	0		3		1	1	1		6
5	3		2		1		0		6
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0			1	2		3		6
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	1		0		6		0		7
8									0
NYSAA Bilingual Spe Ed									0

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
    a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
    b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
    c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
    a. How are the English Proficient students (EPs) assessed in the second (target) language?
    b. What is the level of language proficiency in the second (target) language for EPs?
    c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

The ELA and Math Data Overview:

The 2009-2010 ELA data reflects that in grade 3, 29% of the students scored a level 3 and above, 35% scored a level 2 and 35% scored a level 1. This shows that there was a decrease from 2008 -2009 ELA data in level 3, and a decrease of levels 2's. However, there was an increase of level 1's. Grade 4 data reflects that 24% of the students scored a level 3 and above, 47% scored a level 2 and 29% scored a level 1. Grade 5 data reveals that there were 33% of the students that scored level 3 and above, 41% of the students scored level 2 and 25% scored level 1. This data also shows that there was a decrease in grades 4 in level 3, an decrease in level 2 and an increase in level 1's. The data also shows that grade 5 had an increase of level's 2's and a decrease in level 3's. In grade 3, 4 and 5 there were a total of 30% in level 1, 41% in level 2, 26% in level 3 and 3% in level 4. This information shows that there was an overall 18% decrease of level 3's and 4's compared with the Spring 2009 NYS ELA test.

The 2009 - 2010 math data reflects that in grade 3, 25% of the students scored a level 1, 43% scored a level 2 , 22% scored a level 3 and 10% scored a level 4. Grade 4 math data reflects that 6% of the students scored a level 1, 44% scored a level 2, 28% level 3 and 22% of the students scored at level 4. This data revealed that based on the 2009-2010 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 also reflects that 12% of the students scored a level 1, 31% scored a level 2, 49% scored a level 3 and 8% scored a level 4. This fifth grade data reflects a decrease in level 4's and an increase of level 2's. The data also shows that there was a small increase of levels 1 by 4% and the percentage for level 3 in grade 5 remained the same at 49% of the students are at level 3 proficiencylevel. In total grades 3, 4, and 5 students scored 14 % at level 1, 39% scored a level 2, 33% 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 26% and a decrease of level 4's by 10%.

Overview of NYSESLAT Data 2009-2010

The data shows that there was an overall decrease of 14% in the reading and writing modality of the NYSESLAT in beginning level students, a 1% decrease of intermediate level, 5% increase of advanced level students as compared to the 2008-2009 data and a 8% increase of Proficient students as compared to the 2008-2009 NYSESLAT scores. As for the listening and speaking modality of the NYSESLAT overall there was a increase of 1% in beginning level, an decrease of 13% in intermediate level, which increase our proficent levels by 18% and an decrease of 4% in advanced level students. Strand K-1 as per the data shows that there was a decrease of 23% beginnig level students, 7% increase in intermediate level, 7% increase in advanced level and 11% increase in proficient level students as compared to the 2008-2009 K-1 strand of the Reading and Writing NYSESLAT. Strand 2-4 of the Reading and Writing data shows that there was a 3% decrease of Beginning level students, 13% decrease of Intermediate level, 5% decrease of advanced level and an increase of 21% Proficient level as compared to the 2008-2009 NYSESLAT strand 2-4 scores.

Strand and Grade	Beginner	Intermediate	Advanced	Proficient
2009-2010 All Grades				
Listening and Speaking	3%	0%	12%	85%
2009-2011 All Grades				
Reading and Writing	6%	35%	32%	26%

2009-2010 K-1				
Listening and Speaking	13%	0%	0%	88%
2009-2010 K-1				
Reading and Writing	13%	25%	25%	38%
2009-2010 Grade 2-4				
Listening and Speaking	0%	0%	10%	90%
2009-2010 Grade 2-4				
Reading and Writing	5%	35%	35%	25%
2009-2010 Grade 5				
Listening and Speaking	0%	0%	33%	67%
2009-2010 Grade 5				
Reading and Writing	0%	50%	33%	17%

Number of ELLs by Grade from 2009-2010 student data

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.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		
	Other		
	Other		
	Other		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 023 Carter G. Woodson								
District:	14	**DBN:**	14K023	**School**		331400010023			
DEMOGRAPHICS									
Grades Served:	Pre-K	v	3	v	7		11		
	K	v	4	v	8		12		
	1	v	5	v	9		Ungraded		
	2	v	6		10				

Enrollment			
(As of October 31)	2008-09	2009-10	2010-11
Pre-K	17	18	18
Kindergarten	31	38	39
Grade 1	61	45	43
Grade 2	59	60	51
Grade 3	59	51	55
Grade 4	56	52	50
Grade 5	40	51	52
Grade 6	0	0	0
Grade 7	0	0	0
Grade 8	0	0	0
Grade 9	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0
Ungraded	0	2	0
Total	323	317	308

Attendance - % of days students attended:			
(As of June 30)	2007-08	2008-09	2009-10
	92.1	93.0	93.0

Student Stability - % of Enrollment:			
(As of June 30)	2007-08	2008-09	2009-10
	84.2	87.7	89.4

Poverty Rate - % of Enrollment:			
(As of October 31)	2008-09	2009-10	2010-11
	88.5	95.7	95.7

Students in Temporary Housing - Total Number:			
(As of June 30)	2007-08	2008-09	2009-10
	13	24	31

Recent Immigrants - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
	2	13	4

Special Education			
(As of October 31)	2008-09	2009-10	2010-11
# in Self-Contained Classes	31	33	30
# in Collaborative Team Teaching (CTT) Classes	7	9	8
Number all others	16	19	25
These students are included in the enrollment information above.			

Suspensions (OSYD Reporting) - Total Number:			
(As of June 30)	2007-08	2008-09	2009-10
Principal Suspensions	7	5	2
Superintendent Suspensions	5	5	6

Special High School Programs - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)			
(As of October 31)	2008-09	2009-10	2010-11
# in Transitional Bilingual Classes	0	0	TBD
# in Dual Lang. Programs	0	0	TBD
# receiving ESL services only	39	33	TBD
# ELLs with IEPs	3	8	TBD
These students are included in the General and Special Education enrollment information above.			

Number of Staff - Includes all full-time staff:			
(As of October 31)	2007-08	2008-09	2009-10
Number of Teachers	27	30	26
Number of Administrators and Other Professionals	6	6	6
Number of Educational Paraprofessionals	2	2	5

Overage Students (# entering students overage for				Teacher Qualifications:					
	2007-08	2008-09	2009-10	*(As of October 31)*			2007-08	2008-09	2009-10
(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			25.9	36.7	76.9
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere			22.2	26.7	26.9
(As of October 31)	2008-09	2009-10	2010-11	*% Masters Degree or higher*			70.0	77.0	76.9
American Indian or Alaska Native	0.0	0.0	0.0	% core classes taught by "highly qualified" teachers			100.0	100.0	95.2
Black or African American	50.5	55.5	59.7						
Hispanic or Latino	47.7	42.9	39.3						
Asian or Native Hawaiian/Other Pacific	1.9	1.3	0.6						
White	0.0	0.0	0.3						
Male	51.4	54.3	54.5						
Female	48.6	45.7	45.5						

2009-10 TITLE I STATUS

v	Title I								
	Title I								
	Non-Title								
Years the School				2007-08	2008-09	2009-10	2010-11		
				v	v	v	v		

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,							

Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase				**Category**		
	In Good			v	Basic	Focused	Comprehensive
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year						
	Corrective Action (CA) – Year						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		**Secondary Level**	
ELA:	v	ELA:	
Math:	v	Math:	
Science:	v	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**	Progress Target
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native							
Black or African American	v	v	-				
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White							
Multiracial							
Students with Disabilities	-	-	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	4	4	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		**Quality Review Results – 2009-10**	
Overall Letter Grade:	A	**Overall Evaluation:**	NR
Overall Score:	59	**Quality Statement Scores:**	
Category Scores:		Quality Statement 1: Gather Data	
School Environment:	13.8	Quality Statement 2: Plan and Set Goals	
(Comprises 15% of the		Quality Statement 3: Align Instructional Strategy to Goals	
School Performance:	4.7	Quality Statement 4: Align Capacity Building to Goals	
(Comprises 25% of the		Quality Statement 5: Monitor and Revise	
Student Progress:	35.2		
(Comprises 60% of the			
Additional Credit:	5.3		

KEY: AYP STATUS	**KEY: QUALITY REVIEW SCORE**
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
– = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = 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.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf