



**P.S. 23, THE NEW CHILDREN'S SCHOOL**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: 10X023**  
**ADDRESS: 2151 WASHINGTON AVE., BRONX, NY 10457**  
**TELEPHONE: (718) 584-3992**  
**FAX: (718) 584-7252**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** P.S. 23      **SCHOOL NAME:** The New Children's School

**SCHOOL ADDRESS:** 2151 Washington Avenue, Bronx, NY, 10457

**SCHOOL TELEPHONE:** (718) 584-3992      **FAX:** (718) 584-7252

**SCHOOL CONTACT PERSON:** Susan Rolon Nelson      **EMAIL ADDRESS:** srolon@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** \_\_\_\_\_

**PRINCIPAL:** Shirley Torres

**UFT CHAPTER LEADER:** Diana Drake Behan

**PARENTS' ASSOCIATION PRESIDENT:** Jacqueline Rivera

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* N/A

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 10      **CHILDREN FIRST NETWORK (CFN):** 109

**NETWORK LEADER:** Maria Quail

**SUPERINTENDENT:** Sonia Menendez

**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
Shirley Torres	*Principal or Designee	
Diana Behan	*UFT Chapter Chairperson or Designee	
Jacqueline Rivera	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Blanca Ayala	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Mildred Gonzalez	Member/Teacher	
Esther Nuñez	Member/Teacher	
Magaly Cordova	Member/Parent	
Lilibeth Castillo	Member/PA Treasurer	
Aida L. Suren	Member/PA Vice President	
Milagros Garcia	Member/ PA Secretary	
	Member/	

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

\* 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.

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P.S. 23 is located in the Belmont section of the Bronx. We are committed to providing a high quality education to a full spectrum of students in Pre-Kindergarten through Second Grade, drawn from our immediate community as well as from overcrowded schools throughout our District. We are proud to meet the challenge of serving our high needs population, including multiply handicapped students sent to our barrier-free school from across the District, as well as transient students and their families.

We strive to be a fully-inclusive school, with our special education student population comprising approximately one third of our student body. A broad spectrum of special needs students require a range of settings, from self-contained classrooms to general education settings with related services. Specifically, our special education classes consist of: Pre-Kindergarten through Second Grade Integrated Co-Teaching (ICT) classes, as well as Kindergarten through Second Grade monolingual and bilingual (English-Spanish) self-contained classes. We provide a full range of related services to support our special needs youngsters, including: monolingual and bilingual speech and counseling services, adaptive physical education, and occupational and physical therapy. We also support our students' 504 health and physical needs.

Additionally, we focus on meeting the unique needs of our English Language Learners (ELLs), who comprise approximately 13% of our overall student population. We differentiate instruction and support services in order to target our ELLs' various language learning styles; our programs include: self-contained English as a Second Language (ESL); push-in/pull-out ESL; "at risk" ESL as well as continued ESL support for our transitional students; and self-contained Transitional Bilingual special education classes.

The mission of our school community is to create and support a learning environment where children, staff, and parents can learn, share, and grow together. We hold ourselves accountable for every student's ongoing progress and success. The school endeavors to provide all children with developmentally appropriate instruction, holistic in nature, while inspiring students to become lifelong learners.

In particular, within our instructional mission, we strive to support each and every child to reach his or her fullest potential, realizing their unique individual strengths and talents, as well as achieving NYS Performance Standards in all areas as we transition to the Common Core State Standards through 2014.

As a community of learners, we encourage and value the personal growth of every individual and strive to create an atmosphere of continuous learning and exploration. Through sharing, dialogue, and immersion in ongoing research, we support each other in this endeavor, ensuring quality professional practice. We utilize research-based strategies to support all children moving towards meeting and exceeding grade standards, through careful tracking and analysis of a wide range of related student data.

We work cooperatively with our Community Superintendent and our Network to embrace and promote the basic tenets of their overall vision for all our Community Schools. We align our Comprehensive Educational Goals with the expressed goals of our Chancellor, the NYC Department of Education, the NYS Performance Standards, and the Common Core State Standards.

**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot (SDAS)**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 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					
<b>School Name:</b>	P.S. 23				
<b>District:</b>	10	<b>DBN #:</b>	10x023	<b>School BEDS Code:</b>	3210000100023

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<input checked="" type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	36	35	35				90.9		
Kindergarten	178	170	167						
Grade 1	175	175	216	<b>Student Stability: % of Enrollment</b>					
Grade 2	168	168	149	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	0	0	0		83.6	90.6			
Grade 4	0	0	0						
Grade 5	0	0	0	<b>Poverty Rate: % of Enrollment</b>					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		84.9	84.9	91.1		
Grade 8	0	0	0						
Grade 9	0	0	0	<b>Students in Temporary Housing: Total Number</b>					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		37	14	12		
Grade 12	0	0	0						
Ungraded	12	0	12	<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	569	586	579		9	13	8		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	121	119	116	Principal Suspensions	0	0	3		
No. in Collaborative Team Teaching (CTT) Classes	66	68	66	Superintendent Suspensions	1	0	0		
Number all others	18	22	24						
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b> (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	36	36	36	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	0	Early College HS Participants	0	0	0
# receiving ESL services only	61	78		<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs				(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	64	66	
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	41	36	
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals			
	0	0	0				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
American Indian or Alaska Native	0.4	0.2	0.3	Percent more than two years teaching in this school	65.6	71.2	
Black or African American	31.1	27.5	28.0	Percent more than five years teaching anywhere	50.0	50.0	
Hispanic or Latino	66.8	69.3	65.8				
Asian or Native Hawaiian/Other Pacific Isl.	0.7	1.5	1.0	Percent Masters Degree or higher	73.0	79.0	100.0
White	1.0	0.9	1.6	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	85.3	91.3	100.0
Multi-racial							
<b>Male</b>	61.5	59.7	59.2				
<b>Female</b>	38.5	40.3	40.8				

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance): In Good Standing</b>	

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>		<u>Category (Check ✓)</u>		
		Basic	Focused	Comprehensive
In Good Standing (IGS)	✓			
Improvement (year 1)				
Improvement (year 2)				
Corrective Action (year 1)				
Corrective Action (year 2)				
Restructuring (year 1)				
Restructuring (year 2)				
Restructuring (Advanced)				

<b>Individual Subject/Area Outcomes</b>	<b>Elementary/Middle Level (✓)</b>		<b>Secondary Level (✓)</b>	
	ELA:	✓	ELA:	
	Math:	✓	Math:	
	Science:		Grad. Rate:	

**This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:**

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

**Key: AYP Status**

✓	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
✓ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

*Note: NCLB/SED accountability reports are not available for District 75 schools.*

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

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
Overall Letter Grade	N/A	Overall Evaluation:	Well-Developed
Overall Score	N/A	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	Well-Developed
School Environment (Comprises 15% of the Overall Score)	N/A	Quality Statement 2: Plan and Set Goals	Well-Developed
School Performance (Comprises 25% of the Overall Score)	N/A	Quality Statement 3: Align Instructional Strategy to Goals	Well-Developed
Student Progress (Comprises 60% of the Overall Score)	N/A	Quality Statement 4: Align Capacity Building to Goals	Well-Developed
Additional Credit	N/A	Quality Statement 5: Monitor and Revise	Proficient
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## 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 school's 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?
- 

### What student performance trends can you identify?

#### Backmapping for NYSED Assessment Data

Based upon our school's overall historical data, we have identified literacy as the area most in need of improvement, even though we have made gains across all NCLB student populations, culminating in our removal from the New York State SINI list as of 2008-2009. We have further identified that student performance is tied greatly to the need to improve comprehension in reading, and we are currently targeting our efforts on developing academic oral language and increasing vocabulary for all our children, with the goal of increasing student performance in the area of reading.

The third grade ELA reported scores in 2009-2010 identified all sub-groups as making AYP (annual yearly progress) using Safe Harbor.

The third grade Math reported scores in 2009-2010 identified all sub-groups as exceeding the AYP (annual yearly progress).

Based on the performance of our students on the third grade exam in ELA, described above, we have chosen to continue to focus on improving literacy instruction within our school, and have taken building comprehension through academic vocabulary development and oral language as our primary school goal. Oral language is crucial to a child's literacy development, including listening, speaking, reading, and writing skills. The development of oral language through storytelling will be increased, therefore increasing the students' fluency in writing.

## **Formative Assessments**

We continue to compare student progress to standard-based benchmarks across the school year (TCRWP Assessment Pro), and the city. Ongoing training is provided on how to maximize student online data and information to drive instruction for the entire teaching staff. Additional training is focused to support their assessment structures required monthly for planning and differentiated instruction.

The Principal, Assistant Principals, the Literacy and Math coaches, as well as, the AIS teachers in math and reading all track and follow school-wide progress of each child and make collaborative decisions about selection of leveled students four times per year for all assessments except TCRWP assessments which will be implemented three times per year. All students performing in Quartile I or Quartile II will be picked for AIS service starting in November. Students in Quartile III and Quartile IV will be offered an afterschool program in Reading and Writing. Analysis and reorganization of students in need of support is done fall, winter, spring and across the year as needed.

Official assessment data in literacy is reviewed on a school-wide level on a quarterly basis, and is used as a basis for literacy support and intervention. Math data is reviewed quarterly, and is also utilized to determine AIS support groupings.

## **What have been the greatest accomplishments over the last couple of years?**

We were identified as one of the top four performing early childhood schools eligible for the CSA Performance Increase. This accolade was based on the progress demonstrated by our former students in the 2005-2006 data. Our school showed a 76.9 percentile gain in English Language Arts and in Mathematics, compared to all other Pre-Kindergarten through Second Grade schools.

We have been Well-Developed in all of our Quality Reviews, demonstrating consistency in our rigorous structures, across our school and across grades.

We have also been a focus school chosen by the Schools Attuned program and have 20 staff members trained by the Schools Attuned Institute. We have been named a School of Distinction for Schools Attuned with 29 staff members trained in the program process.

P.S. 23 has been selected as a Collaborative Community of Practice school for both literacy and mathematics, by the Department of Education. We were also a Math Mentor school for three years, named by both the Department of Education and Math in the City project at CUNY, with five participating mentee schools and their principals.

We were one of the original participating schools in the University of Pittsburgh Principles of Learning Project (IFL), heavily focusing on Accountable Talk, Clear Expectations, Academic Rigor in a Thinking Curriculum, and Socializing Intelligence.

We are very proud of our Circular 6 study groups around developing test preparation curriculum, grade level checklists to guide instructional literacy planning for student needs, science curriculum development, grade-by-grade social studies curriculum mapping and planning, Smart Board peer teaching, as well as special professional learning projects approved after careful selection and discussion. In addition, two Circular 6 study groups meet and discuss their work in regard to Students with Disabilities and English-Language-Learners.

Every teacher has a formidable Teacher Professional Library in their classrooms. Our tenured staff work on professional performance reviews, which are yearlong studies focused on a sampling of students and

their developing classes. Selection of children is based on a low, middle, and high performance level, using observational and strategy based criteria.

We are also very proud of our self-developed gymnasium facility, dedicated to the needs of our most physically challenged students.

In 2008-2009 a \$220,000 technology grant, half given by the Borough President and half given by our Councilman, gave us the opportunity to upgrade our computer lab, and to upgrade technology throughout the school.

### **What are the most significant aids or barriers to the school's continuous improvement?**

#### ***Aids to Continuous Improvement***

- A strong history and established culture of collaborative focused study around identified student needs and planning to increase capacity among our learning community.
- A strong commitment amongst administrative leadership and teacher leadership deepens our school practice and the sharing of best practices amongst our senior and developing staff.
- Continuity and consistency across classrooms and across grades involving both horizontal and vertical planning helps to ensure appropriate curriculum development and student scaffolding. Additionally, we have reorganized the units of study to maximize teacher planning and student immersion in the areas of reading and writing.
- A strong commitment to teacher training and staff development through: Circular 6 teacher study groups; professional partnership of every new teacher; performance based study for tenured teachers.
- Ongoing focus of core curriculum amongst the administrative staff and the teacher staff to develop tools for assessment and ongoing monitoring of student progress: TCRWP standards-based narrative checklist; school-developed standards-based math assessment; teacher observation checklist (math and literacy); classroom observational checklist to assist teachers in ensuring development of consistency in environments and planning across the grades; consistency of data collection systems across the school updated four times per year to ensure focus on all four quartile leveled students as well as supporting selection of participating students for AIS services; a well-developed IST/AIT (Academic Intervention Team) who review and plan for student needs throughout the year.

#### ***Barriers to Continuous Improvement***

- Special education students compose 35% of our student population and many of them are bused to our school daily.
- Many of our students are language latent, learning disabled, and second language learners.
- Some of our special education students are also on the autistic spectrum and improperly labeled as language impaired.

- We have had difficulty engaging our parent population in a close relationship with the school. We continue to reach out through our parent coordinator in hope to build momentum and engagement of the parents to the school.

## 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.

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### **1. Literacy Goal:**

- a. Oral language provides the foundation for literacy development. Oral language is crucial to a child's literacy development, including listening, speaking, reading, and writing skills. In order to build communities within the classrooms, the development of oral language through storytelling will be increased, therefore increasing the students' fluency in writing.
- b. To ensure that all teachers use data consistently to differentiate instruction in the literacy areas to increase the writing skills of students. This is based on recommendations for improvement for the school from our April 2010 Quality Review.

#### **Measurable Objective:**

From November 2010 to June 2011, the percentage of students attaining an improvement of at least one level on the writing continuum in Kindergarten, Grade One and Grade Two will increase by a minimum of 25% in each classroom, as measured by the Periodic Assessment - TCRWP Writing Assessment.

### **2. Mathematics Goal:**

Development of mathematical written language skills must be addressed in Second Grade as an integral part of the daily math curriculum. Given the close relationship between math and language, we could expect that students with well-developed oral language skills and appropriate instruction in math will be able to transition their thought processes onto paper. Having children justify their answers conveys to them that math makes sense.

#### **Measurable Objective:**

By June 2011, 25% of students in each Second Grade class will be able to justify their mathematical conclusions, communicate them to others [through their writing] and respond to the arguments of others as per the Common Core State Standard 3: *Construct viable arguments and critique the reasoning of others.*

3. **Phase 1 Goal:**

To use the Phase 1 Special Education Initiative to support both our struggling Special Education and General Education students in the least restrictive environment. We will look at how we are servicing our special needs students and improve our systems of support in order to increase academic achievement while keeping them "home zoned".

**Measurable Objective:**

During the 2010-2011 school year, we will use the full flexibility of the continuum in an innovative and individualized way in order to increase academic achievement for both special and general education students who are home-zoned to our school. We will increase our home-zoned population by 20% by June, 2011.

4. **Parental Involvement Goal:**

To continue to increase parental school involvement in activities and events in support of strengthening student academic achievement. Research has proven that increased parent participation has supported student academic achievement.

**Measurable Objective:**

During the 2010-2011 school year, we will continue to increase our parent participation rate in parent workshops and open school nights by 5%, as compared to the 2009-2010 school year.

5. **Academic Intervention Service Goal:**

To continue to develop the use of the Response to Intervention Plan (RTI) as a multi-tiered approach to early identification and support of students with learning and behavior needs. Periodic assessment systems, selected by the school, will be used to identify struggling learners who will be provided with interventions at increasing levels of intensity to accelerate their learning rate increasing the number of students advancing to at least the next quartile within a school year.

**Measurable Objective:**

We will reduce the number of initial referrals, initiated by the school, for full evaluation by 20% by June 2011.



**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):** Literacy

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>a. Oral language provides the foundation for literacy development. Oral language is crucial to a child's literacy development, including listening, speaking, reading, and writing skills. In order to build communities within the classrooms, the development of oral language through storytelling will be increased, therefore increasing the students' fluency in writing.</p> <p>b. To ensure that all teachers use data consistently to differentiate instruction in the literacy areas to increase the writing skills of students. This is based on recommendations for improvement for the school from our April 2010 Quality Review.</p> <p><b><u>Measurable Objective:</u></b> From November 2010 to June 2011, the percentage of students attaining an improvement of at least one level on the writing continuum in Kindergarten, Grade One and Grade Two will increase by a minimum of 25% in each classroom, as measured by the Periodic Assessment - TCRWP Writing Assessment.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Teachers will begin to become familiar with the new ELA Common Core Standards as a means of increasing English Language Arts achievement.</li> <li>• To have teachers include <b>listening</b> as an integral part of reading and writing instruction.</li> <li>• To develop oral language through storytelling during the extended morning (Mon.-Fri.) in order to have the students <b>think</b> about what they want to say, <b>verbalize</b> their</li> </ul>

	<p>thoughts, and <b>write</b> about what they said.</p> <ul style="list-style-type: none"> <li>• To have teachers include daily oral sharing as an important activity in their classrooms.</li> <li>• To assist teachers in helping the students say, think, draw (sketch) and write across the grades.</li> <li>• To have teachers help students understand and make connections to their reading through social interactions in which students listen to and build upon each other's responses to texts.</li> <li>• To assist teachers in providing ample opportunities for students to talk about familiar topics and then share their thoughts with each other leading to writing down their thoughts and ideas.</li> <li>• To have teachers have regular conferences with individual students about their writing, thereby enabling students to improve the quality of their work, as well as increase the amount (volume) of writing produced.</li> <li>• To work with our Literacy Coach and our Teachers College Consultant to continue to develop strategies using the TCRWP Assessment Data Indicators for planning mini-lessons for whole group, small group guided-instruction and individualized instruction to support our diverse student population in the development of writing.</li> <li>• To assist teachers in setting both short term and long-term goals for all of our students based upon the TCRWP Assessment Benchmark continuum.</li> <li>• To support our readers and writers in deepening their comprehension using support strategies as identified from our Teachers College Reading and Writing Units of Study and the Common Core Standards across the year for our diverse community of learners.</li> <li>• To ensure that all teachers utilize the Teachers College Reading and Writing Assessments and the Common Core Standards as guides to determine student needs in order to plan for differentiated instruction as per recommended in the 2010 Quality Review.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will</i></p>	<ul style="list-style-type: none"> <li>• Title I SWP</li> <li>• Title I ARRA SWP</li> <li>• Title I 5% for Highly Qualified Teachers</li> <li>• TL DY0 Assessment</li> </ul>

<p><i>support the actions/strategies/ activities described in this action plan.</i></p>	
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• TCRWP Assessment Pro results in November 2010, March 2011 and June 2011 to track the students' progress from their writing baseline in September 2010. The results from each period will affect the continued direction of instruction.</li> <li>• The students will have the ability to use expressive language which communicates ideas, organization and structure, vocabulary, style and voice, conventions, and nonverbal communication elements in ways that connect to knowledge about text usage in reading and writing.</li> <li>• Teachers will listen to each student in the classroom during informal interactions to determine which students are using oral language flexibly and readily to understand and express conceptual meanings with others in the classroom. Teachers will analyze the student's performance by asking themselves the following questions:  <u>Syntax</u>            "Does the child use this language at home or in social situations?"            "Is the child aware that school language and home language differ?" (Look for play situations where the child is "playing" school.)   <u>Vocabulary</u>            "Is the child using language that is more familiar and affective?"            "Is the child using language that is comparative and formal?"            "Is the child able to separate description based on form and function?"   <u>Elaboration</u>            "Does the child use analogies and/or metaphors to connect ideas and experiences?"            "Does the child string events or ideas, rather than using categories of ideas and events?"</li> </ul> <ul style="list-style-type: none"> <li>• Classroom teachers will revisit their differentiated groupings on a monthly basis to track and address student progress in writing.</li> <li>• Interim progress will also be monitored by school leadership as of January 14, 2011.</li> </ul>

**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):** Mathematics

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Development of mathematical written language skills must be addressed in Second Grade as an integral part of the daily math curriculum. Given the close relationship between math and language, we could expect that students with well-developed oral language skills and appropriate instruction in math will be able to transition their thought processes onto paper. Having children justify their answers conveys to them that math makes sense.</p> <p><b><u>Measurable Objective:</u></b> By June 2011, 25% of students in each Second Grade class will be able to justify their mathematical conclusions, communicate them to others [through their writing] and respond to the arguments of others as per the Common Core State Standard 3: <i>Construct viable arguments and critique the reasoning of others.</i></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Teachers will begin to become familiar with the new Mathematics Common Core Standards as a means of increasing mathematical achievement.</li> <li>• Teachers will utilize the services of our Math AUSSIE consultant as a resource for modeling and training in the Common Core State Standards and in the implementation of mathematical writing.</li> <li>• Teachers will utilize the services of the school based math coach, as well as the Network Instructional Coach in training and implementation of the Common Core State Standards.</li> </ul>

	<ul style="list-style-type: none"> <li>• Teachers will attend Network sponsored Math Calendar Days and turnkey information to the rest of the staff</li> <li>• Beginning in November, students will begin to write everyday during math time in order to accustom them to writing in math.</li> <li>• Teachers will help students to learn to justify their answers by asking good questions and having children talk about their thinking and reasoning as they answer the questions.</li> <li>• Students will learn to demonstrate their thinking from the teacher's modeling of questions and from other students' explanations.</li> <li>• The students will <b>think</b> about what they want to say, <b>verbalize</b> their thoughts, and <b>write</b> about what they said.</li> <li>• Teachers will help students to look at problems in different ways. Students will be helped to justify their answers through pictures, manipulatives or through the development of a table.</li> <li>• Teachers will encourage students to verbalize <b>WHY</b> they think the answer they arrived at is correct.</li> <li>• Teachers will help students model good questioning and thinking before they begin working in groups or on their own.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>• Title I SWP</li> <li>• Title I 5% for Highly Qualified Teachers</li> <li>• Tax Levy FSF</li> <li>• Title IIA Supplemental</li> </ul>

**Indicators of Interim Progress and/or Accomplishment**

*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*

- Second grade classes will maintain both a Class Math Journal as well as individual Math Journals reflective of their thinking.
- Students will include written explanations of their thinking on unit assessments in order to prepare students for standardized testing in third grade.
- Weekly, End of Unit Assessments and conferencing will be used to measure interim progress, accomplishments and to set individual and group goals.

**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):** Phase 1 Goal

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To use the Phase 1 Special Education Initiative to support both our struggling Special Education and General Education students in the least restrictive environment. We will look at how we are servicing our special needs students and improve our systems of support in order to increase academic achievement while keeping them “home zoned”.</p> <p><b><u>Measurable Objective:</u></b> During the 2010-2011 school year, we will use the full flexibility of the continuum in an innovative and individualized way in order to increase academic achievement for both special and general education students who are home-zoned to our school. We will increase our home-zoned population by 20% by June, 2011.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• The school in collaboration with the parent during the IEP process will begin to look at the student’s IEP, the student’s strengths and needs and then structure an instructional program that best meet their needs.</li> <li>• We will use the full flexibility of the continuum to look at a wider array of special education service options.</li> <li>• To ensure that each teacher assess the needs of the students in order to monitor progress. This may lead to students having multiple program recommendations.</li> <li>• We will look at our staff to see who can best serve both general education and special education students. Identify who is knowledgeable about reading programs, multisensory approach and special education strategies.</li> <li>• To problem solve to ensure that we have the instructional and scheduling flexibility</li> </ul>

- needed to meet the diverse needs of students with disabilities and non-disabilities.
- To support our at risk *General Education* students and our *Special Education* students by implementing an *Academic Support Class* that will be full-time for the *Special Education* students and part-time for the *General Education* students with parent's permission. To ensure that we have dually licensed teacher to staff this program.
  - To support our at risk *General Education* students by using the *Consultant Teacher Model*.
  - Participate in *CFN 109* professional development supporting the implementation of *Phase 1*.
  - Participate in *TCRWP* professional development supporting literacy achievement through *Phase 1* implementation, including:
    - *Calendar Days* targeted towards self-contained teachers and viewing every teacher as an inclusion teacher
    - *Institutes* during the 2010-2011 school year, addressing the following topics: tools and supports for writers; studying models of collaboration; writing about reading; using students' assessments to create standards-based goals
    - Information will be turn keyed with larger school community
  - Establish an *IEP/AIT* team to identify students for possible transitions using: *IEP* goals; assessment data; state tests; teacher recommendations; etc.
  - Meeting times to discuss progress, monitor goals, and get teacher feedback
  - Continuous training with teachers, paraprofessionals, and related service providers
  - To support a weekly study group of teachers of *Special Education (Self Contained / CTT)* that supplements a differentiated curriculum to support the use of academic vocabulary in writing, and the use of graphic organizers to plan writing.
  - To increase the participation of special education students in our after-school programs.

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>• Dually Licensed Classroom Teacher -TLFSF Funds</li> <li>• Assistant Principal in charge of Special Education -TLFSF Funds</li> <li>• School_Assessment Team (Formerly SBST) - TLSBST Shared Funds</li> <li>• Materials to support instruction TLFSF Funds and Title 1 SWP</li> <li>• Special Education Teacher - TLFSF Funds</li> <li>• SETSS Teacher -TLFSF Funds</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Classroom Teachers on a monthly basis will track student's progress.</li> <li>• Interim progress will also be monitored by support staff.</li> <li>• There will be an increase in the number of Special Education students that are home-zoned to us by at least 20% .</li> </ul>

**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):** Parental Involvement Goal

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To continue to increase parental school involvement in activities and events in support of strengthening student academic achievement. Research has proven that increased parent participation has supported student academic achievement.</p> <p><b><u>Measurable Objective:</u></b> During the 2010-2011 school year, we will increase our parent participation rate in parent workshops and open school nights by 5%, as compared to the 2009-2010 school year.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Teachers will bring in parents monthly to strengthen home-school connections. This will lay the groundwork for parent partnerships throughout the grades. Teachers will share goals for curriculum work for upcoming units.</li> <li>• Parents will be engaged through stronger communication by initiatives such as, a periodic class newsletter.</li> <li>• Parent Coordinator will provide parents with a survey to gauge parent needs and interests in order to generate workshops and activities at the beginning of the school year. The results will be analyzed by the Parent Coordinator throughout the fall, and shared with school leaders in order to guide family involvement actions.</li> <li>• Schedule activities to accommodate parent schedules. This will occur in all activities throughout the year.</li> <li>• Parent Coordinator will continue to encourage parents to become active members of the Parents Association. Elections will be held at the beginning of the year; meetings will occur on a regular basis throughout the year during the day and evenings..</li> </ul>

- Recruit class parents on each of the grade levels so that they may actively communicate and disseminate school information with other class parents. This will be facilitated by the Parent Coordinator and classroom teachers at the beginning of the year.
- Recruit parents to become members of the School Leadership Team on a consistent basis. This will be facilitated by the Parent Coordinator and school leadership at the beginning of the year. Meetings will occur one to two times monthly.
- Parent coordinator will generate and distribute the school's monthly calendar, newsletters, flyers, and notices, listing activities and events. This will occur monthly, in addition to on an as-needed basis.
- Schedule monthly parent/principal meetings on a consistent basis. This will begin in October, and occur throughout the year.
- To continue to recruit the parents for the weekly ESL workshop series. This will support parents in attaining language proficiency and technology skills, as well as engaging in their children's homework. This will be facilitated by the Parent Coordinator and ESL teacher. Recruiting will occur in the late fall, and again in the winter and spring as space allows.
- To revitalize the Department of Education Parent Volunteer Program (Learning Leaders) at P.S. 23.
- Parents will receive a "Periodic Report" measuring students' current level of achievement in Reading with their term report. This will occur, minimally, on a quarterly basis.
- School documents will be translated into Spanish. This will be ongoing throughout the school year.
- Parent Coordinator will continue to conduct and support ARIS Parent Link training. This will occur weekly at the beginning of the year, and then on an as-needed basis throughout the school year.
- Bilingual staff members will serve as interpreters to facilitate better communication with non-English speaking parents. This will be ongoing throughout the school year.

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>• Tax Levy Fair Student Funding</li> <li>• Title III Grant</li> <li>• Funding uses include: weekend family literacy fair 2x times this year (materials and per session); regular parent workshops (e.g., Parent ESL; materials and per session); ongoing family celebrations within classrooms (materials); translation services, oral and written</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Increase parental participation in school events as documented by the sign-in sheets kept by the Parent Coordinator.</li> <li>• Parent participation in the Learning Environment Survey will show an additional increase of at least 5% since 2009-2010.</li> <li>• Parent participation in school surveys will increase.</li> <li>• An increase in parent members in all relevant school committees.</li> <li>• Agendas and minutes of Parent Association meetings and workshops.</li> <li>• Agendas and minutes of School Leadership Team meetings.</li> <li>• Translated official school documents.</li> <li>• Bilingual staff members will be assigned to all parent workshops, as well as made available on each school floor during Parent-Teacher Conferences.</li> </ul>

## 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):** Academic Intervention Service Goal

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To continue to develop the use of the Response to Intervention Plan (RTI) as a multi-tiered approach to early identification and support of students with learning and behavior needs. Periodic assessment systems, selected by the school, will be used to identify struggling learners who will be provided with interventions at increasing levels of intensity to accelerate their learning rate increasing the number of students advancing to at least the next quartile within a school year and reducing the number of school referrals.</p> <p><b><u>Measurable Objective:</u></b></p> <ul style="list-style-type: none"> <li>• We will reduce the number of initial school generated referrals for a full evaluation by 20% by June 2011.</li> <li>• To reduce the number of initial parent generated referrals for full evaluation by 5% by June, 2011.</li> </ul>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• To support at risk learners in implementing our Response to Intervention Plan by our reading specialists.</li> <li>• To continue to closely monitor progress against both long and short term goals in order that the intensity and duration of the intervention can be individualized according to the student's response to instruction.</li> <li>• To ensure our students in need of support in a curriculum is clearly developed around their assessed needs and organized around major concepts specified in their grade NYS ELA and Math Standards Performance Indicators.</li> </ul>

	<ul style="list-style-type: none"> <li>• To ensure that the teachers are fully utilizing the TCRWP Assessments to guide and develop meaningful student need centered planning and instruction.</li> <li>• To ensure that the students become actively involved in their own learning process and goal setting during literacy conferences by co-constructing next steps and goal setting based on their assessed needs to move closer towards achieving or exceeding required standards in the ELA (Reading and Writing) and Math.</li> <li>• The RTI plan will encompass and support targeted needs of our diverse learners. The RTI services will be provided by a variety of personnel including general education teachers, special education teachers, and specialists. All Quartile 1 and Quartile 2 students will be provided with some level of intervention services that will be tailored to the needs of the individual student. Intervention services will be provided in a 3 tiered system.</li> <li>• To continue to observe students reviewed by the Academic Intervention Team as a follow-up to ensure proper matching resulting in observed progress of students in ELA and Math</li> <li>• To continue to problem solve issues around supporting children who have not demonstrated significant improvement in reading, writing, and math through review of authentic student work and ongoing samples from student growth portfolios</li> <li>• To ensure full participation of Academic Intervention Team Members, Grade Supervisors, Classroom Teachers, AIS Service Providers as well as appropriate resource personnel from across the school in order to clarify the specific needs of the students.</li> <li>• To offer you who wish to refer their child to special education alternate options to address their child's specific needs in lieu of a full referral.</li> <li>• To look into training the school psychologist along with other key school personnel in the use of P.A.L. program for both assessment and intervention for at risk students.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will</i></p>	<ul style="list-style-type: none"> <li>• AIS Math Teacher (Title IIA Supplemental)</li> <li>• Grade Supervisors (Fair Student Funding)</li> <li>• Classroom Teachers (Fair Student Funding)</li> <li>• AIS Reading Teachers (Title 1 SWP Funding)</li> <li>• Academic Intervention Team Members (Fair Student Funding)</li> </ul>

<p><i>support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>• Related Service Providers (TL SBST Shared)</li> <li>• SETSS Teacher (Tax Levy FSF)</li> <li>• APE Teacher (TL APE Shared)</li> <li>• School Psychologist (TL SBST Shared)</li> <li>• After School Supplemental Literacy and Math Program (Title 1 School-wide)</li> <li>• Materials to support instruction (Fair Student Funding and Title 1 SWP)</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Assessed movement as determined by the TCRWP assessments by quartiles across the year</li> <li>• Authentic Student Work matched to the Common Core Standards</li> <li>• Amount of referrals logged in and tracked on a weekly basis.</li> <li>• 201 log for any action that would require an evaluation.</li> <li>• Instrument of measure would be the 201 log printed twice a month.</li> <li>• Projected gains would be an increase in the number of children advancing at least 1 quartile and a 20 % reduction in the number of initial referrals to special education</li> </ul>

## **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), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also 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 – SED REQUIREMENT FOR ALL SCHOOLS**

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

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

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

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

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

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

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

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	48	0	N/A	N/A	At-risk services provided as needed to all students.	At-risk services provided as needed to all students.	At-risk services provided as needed to all students.	At-risk services provided as needed to all students.
1	66 (7 week cycles)	70 (7 week cycles)	N/A	N/A	At-risk services provided as needed to all students. (4 students are being seen regularly at present.)	At-risk services provided as needed to all students.	At-risk services provided as needed to all students. (2 students are being seen regularly at present.)	At-risk services provided as needed to all students.
2	50 (afterschool program)	50 (afterschool program)	N/A	N/A	At-risk services provided as needed to all students.	At-risk services provided as needed to all students.	At-risk services provided as needed to all students.	At-risk services provided as needed to all students.
3								
4								
5								
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11								
12								

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

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

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> 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.).
<b>ELA:</b>	<ul style="list-style-type: none"> <li>• Small group guided reading, provided during the day (<b>All grades</b>)</li> <li>• Phonics intervention, small group, provided during the day (<b>All grades</b>)</li> <li>• Wilson, small group, provided during the day</li> <li>• Small group literacy intervention, provided after school (<b>Grades 1 &amp; 2</b>)</li> <li>• Small group literacy language development for ELLs, provided after school (<b>Grades 1 &amp; 2</b>)</li> </ul>
<b>Mathematics:</b>	<ul style="list-style-type: none"> <li>• Small group guided math, provided during the day (<b>Grades 1</b>)</li> <li>• Small group math intervention, provided after school (<b>Grades 1 &amp; 2</b>)</li> <li>• Small group math vocabulary instruction for ELLs, provided after school (<b>Grades 1 &amp; 2</b>)</li> </ul>
<b>Science:</b>	N/A
<b>Social Studies:</b>	N/A
<b>At-risk Services Provided by the Guidance Counselor:</b>	<ul style="list-style-type: none"> <li>• Services provided by guidance counselors around social skills and emotional discipline, one-to-one or small group (<b>All grades</b>) (<b>as needed</b>)</li> </ul>
<b>At-risk Services Provided by the School Psychologist:</b>	<ul style="list-style-type: none"> <li>• At-risk observations provided by school psychologist, one to one (<b>All grades</b>) (<b>as needed</b>)</li> </ul>
<b>At-risk Services Provided by the Social Worker:</b>	<ul style="list-style-type: none"> <li>• Services provided by social worker at-risk around social-emotional development, one-to-one (<b>All grades</b>) (<b>as needed</b>)</li> </ul>
<b>At-risk Health-related Services:</b>	<ul style="list-style-type: none"> <li>• At-risk 504 services provided by health coordinator and registered nurse, one-to-one (<b>All grades</b>) (<b>as needed</b>)</li> </ul>

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

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

**Part I: School ELL Profile**

**A. Language Allocation Policy Team Composition**

<b>SSO/District:</b> CFN 109/District 10	<b>School:</b> P.S. 23
<b>Principal:</b> Shirley Torres	<b>Assistant Principal:</b> Carole Cooke
<b>Coach:</b> Diana Drake Behan (Literacy)	<b>Coach:</b> Elise Lucas (Mathematics)
<b>ESL Teacher(s):</b> Jennifer Irurueta	<b>Guidance Counselor(s):</b> Margaret Halvey Jeannie. Maldonado
<b>Teacher (Subject):</b> Roselina Monegro (Bilingual/Reading)	<b>Parent:</b> Jacqueline Rivera (PA President)
<b>Teacher (Subject):</b> Elizabeth Gonzalez (IEP Teacher)	<b>Parent Coordinator:</b> Yvonne Flores-Gonzalez
<b>Related Service Teacher:</b> Maria Aponte (Bilingual Speech)	<b>SAF:</b> Sonia Menendez
<b>Network Leader:</b> Maria Quail	<b>Other:</b>

**B. Teacher Qualifications**

Please provide a report of all staff members’ certifications in this section.

Number of Certified ESL Teachers	<b>1</b>	Number of Certified Bilingual Teachers	<b>3</b>	Number of Certified NLA/FL Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>2</b>	Number of Teachers without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>488</b>	Total Number of ELLs	<b>93</b>	ELLs as Share of Total Student Population	<b>19.06%</b>
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#### Part II: ELL Identification Process

1. Describe the steps followed for the initial identification of children 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).

#### Home Language Identification Survey (HLIS):

- A. The HLIS is administered to every parent/guardian registering his/her child, along with the official registration packet. Additionally, the individual responsible for registration (bilingual pupil accounting secretary, bilingual parent coordinator, and/or ESL teacher(s)) administers an oral interview to support the parent in completing the HLIS, when necessary.
- B. The ESL teacher works in coordination with the pupil accounting secretary to screen all registration packets, and immediately collect HLIS paperwork. They then complete each HLIS for school use, noting students who are eligible for the LAB-R.
- C. The ESL teacher continues to communicate with the pupil accounting secretary around new registrants throughout the year. The ESL teacher also regularly reviews updated ATS reports, in search of any new ELLs in the school (e.g., RLAT, RLER, etc.)

#### Language Assessment Battery - Revised (LAB-R):

- A. The ESL teacher reviews all LAB-R regulations. The ESL teacher then assesses each child eligible for the LAB-R, within 10 days of the child's registration. Scores are recorded in a spreadsheet.
- B. Students who do not pass the cut off score for the LAB-R, and who have a home language of Spanish, are then administered the Spanish LAB.

### **New York State English as a Second Language Achievement Test (NYSESLAT):**

- A. Each spring, the ESL teacher works in collaboration with the Principal to organize the school-wide administration of the NYSESLAT. Initially, the ESL teacher consults the RLER and RLAT to determine NYSESLAT eligibility, and cross references these reports with class rosters.
- B. The ESL teacher then consults with the IEP teacher, in order to review students' IEP's, as well as the RSPE, for any testing modifications. The ESL teacher and Principal use this information to create testing groups, and ensure that students receive all appropriate modifications.
- C. Each testing group is assigned two monitors, one of whom is a bilingual or ESL certified teacher. All teachers of ELLs are trained in NYSESLAT administration during weekly professional development sessions. This training includes review of appropriate testing procedures.
- D. Test materials are distributed and collected daily, and maintained in a secure location.
- E. Teachers of ELLs collaborate to bubble and review students' answer documents, ensuring that documents are completed properly, and that all materials are packaged properly.

### **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.**

After the screening (e.g. HLIS) and assessment (e.g. LAB-R) of all students with a home language other than English, as appropriate, official letters are sent home to families, in order to inform them of entitlement or non-entitlement to ELL services. (Letters are also sent to families of students who have previously tested proficient on the NYSESLAT.)

Parents of new ELL's, as per LAB-R assessment, are invited to a parent orientation session, through letters sent home as well as follow-up phone calls. Sessions are held at a range of times, including morning and evening, in order to accommodate parents' schedules. Letters are translated.

During the orientation session, the ESL teacher(s), in collaboration with the principal, and parent coordinator, explain the ELL identification process to parents. Parents are shown the NYCDOE video, in their home language (when available), and then provided the opportunity to ask follow-up questions. Official information packets, and other mandated materials, are also provided to parents.

Make-up sessions are scheduled for parents who are unable to attend initial sessions. School staff reaches out to these parents via back packed letters, phone calls, and in-person appointments.

**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.)**

As explained above, entitlement letters are generated by LAB-R results. All students who fall below LAB-R cut-off have back packed letters sent home, inviting parents to an orientation session. Program Selection forms are distributed and completed during ELL parent orientation sessions, as information is given and support is provided.

**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.**

Criteria and procedures are explained in detail in above responses.

**Identification:**

- HLIS forms are completed by parents with student registration, with support by trained bilingual staff member (ESL teacher, bilingual pupil accounting secretary, bilingual parent coordinator).
- HLIS forms are reviewed by ESL teacher with a team, and corroborated with ATS OTELE data (from BIOS and RESI report).
- Based on these results, ESL teacher administers the LAB-R to students who are deemed eligible (as per HLIS response data, as validated by ATS RLER report), and Spanish LAB where appropriate.

**Program selection:**

- Parents attend an ELL parent orientation session, where they view an official NYCDOE video, as well as have the opportunity to ask questions/receive information from appropriate trained bilingual staff (ESL teacher(s), parent coordinator, principal).
- Parents complete Program Selection forms, and students are placed according to parent choice.

**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?**

According to our Parent Survey and Parent Program Selection forms, parents have requested ESL programs for their children when entering for the first time into our school. At P.S. 23 according to parent request, a push-in/pull-out ESL program in Kindergarten, first grade, and second grade is offered.

**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.**

A Transitional Bilingual Program (TBE) at P.S. 23 has recently been only for bilingual special education students. The students in this program have received this placement when evaluated through the Committee of Special Education (CSE). Parents have input into program selection during the evaluation and referral process, and a decision is made in consultation with a bilingual psychologist prior to the student entering our school. The Individual Educational Plan (IEP) of the student determines his/her placement into a program.

The programs at P.S. 23 offered to ELLs are aligned with parent selections. All of the students are assessed and appropriately placed in a program as selected by their parents.

**Part III: ELL Demographics**

**A. ELL Programs**

ELL Program Breakdown										
	K	1	2	3	4	5	6	7	8	Total
Transitional Bilingual Education	0	2	1							3
Dual Language	0	0	0							0
Freestanding ESL										
Self-Contained	0	0	0							0
Push-In/Pull Out	3	2	2							7
<b>Total</b>	<b>3</b>	<b>4</b>	<b>3</b>							<b>10</b>

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	93	Newcomers (0-3 years of service)	92	Special Education	51
SIFE	0	ELLs receiving 4-6 years of service	1	Long-Term (>6 years of service)	0

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long Term ELLs (completed 6 years)			Total
	All	SIFE	Sp Ed	All	SIFE	Sp Ed	All	SIFE	Sp Ed	
Transitional Bilingual	0	0	22	0	0	1	0	0	0	23
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	93	0	29	0	0	0	0	0	0	93
<b>Total</b>	<b>93</b>	<b>0</b>	<b>51</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>93</b>

Number of ELLs in a TBE program who are in alternate placement: 19

### 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	Total
Spanish	0	14	9							23

*Note: All language other than Spanish are N/A (our exclusive bilingual program is Spanish-English)*

Freestanding English as a Second Language										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	Total
Spanish	24	15	28							67
Chinese										

<b>Bengali</b>										
<b>Arabic</b>										
<b>French</b>										
<b>Other</b>	<b>3</b>									<b>3</b>
<b>Total</b>	<b>27</b>	<b>15</b>	<b>28</b>							<b>70</b>

**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)? If pull-out, specify the length of time, group, and plans for moving these students into a push-in model.**

Within our Free-Standing ESL program, we use two organizational models:

**Push-In / Pull-Out.**

*Push-In* is our primary model of ESL instruction. Our Principal ensures that students requiring ESL services are clustered in particular classes, and allows ESL teachers to organize their schedules to push into these classes and collaborate with the classroom teachers. This occurs in each grade (Kindergarten, Grade 1, and Grade 2); and in a range of settings (General Education, Special Education, and Integrated Team Teaching (ITT)).

*Pull-Out* is used in conjunction with the Push-In model, in order to give children additional support, and differentiate according to their language needs. For example, an ESL teacher pushes into a second grade class to service children on all proficiency levels. That teacher additionally pulls out children at Beginning and Intermediate proficiency levels in order to give them supplemental periods of ESL instruction (one unit per week in addition to what is given in push-in), in a small group setting that has proven to be most effective for intervention.

*Pull-Out* is also used with some second grade children who are in several different classes due to IEP requirements (e.g. self-contained special education; ITT; general education with related services; etc.). In this case, the ESL teacher pulls these children together for small group instruction in the ESL room. Units of instruction are determined by students' proficiency levels, with 1 unit for Advanced students, and 2 units for Beginning and Intermediate students. The ESL teacher has articulation periods with the classroom teachers, in order to assure that their instruction aligns, thus simulating a "Push-In" model across the classrooms.

- 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])?**

As explained above, there is a variety of program models.

The *Heterogeneous model* is the predominant model used in ESL instruction. This model is used in all Push-In class settings, where ESL students are clustered.

A *Homogeneous model* is used occasionally in intervention, where an ESL teacher may pull-out students with similar language learning needs in order to provide them with targeted supplemental support.

**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?**

ELL staff is organized to ensure that mandated ESL, ELA, and NLA periods are delivered as per requirements delineated in CR Part 154, based on NYSESLAT proficiency levels (or LAB-R where NYSESLAT is not available).

Across all program models, ESL periods remain the same: 1 unit for Advanced students, and 2 units for Beginning and Intermediate students.

Additionally, Advanced students receive 1 unit of ELA instruction.

Within a *TBE model*, students also receive NLA instruction. This equates to 90 minutes per day for Beginning and Intermediate, and 45 minutes per day for Advanced. Additionally, TBE classes must take into account the ratio of Native Language to English support: 60:40 for Beginning; 50:50 for Intermediate; and 25:75 for Advanced.

Certified bilingual teachers deliver program instruction within the TBE model. These teachers are trained in all appropriate policy and regulations, and attend weekly professional development sessions that address compliance with these mandates. Through these sessions, teachers are able to monitor their periods of instruction, and analyze their students' assessment results that drive the language of instruction throughout these periods.

In the *ESL model*, teachers are similarly involved in professional development for teachers of ELL's, and so are well-versed in mandates for ELL instruction. Students across the three grades are able to receive mandated periods of service, based on their NYSESLAT results (or LAB-R, where appropriate).

**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.**

We concentrate on **Content-Area Instruction as a LAP principle**, as relevant and contextualized instruction makes language learning more salient.

We use *ongoing assessment* to modify language allocation in instruction throughout the year, so as to most appropriately scaffold students' developing language proficiency (as students progress in response to instruction), across all program models (ESL and TBE). This strategy incorporates the principle of *Academic Rigor*, as teachers scaffold students to perform at the height of the *Zone of Proximal Development*. Teachers, equipped with a current and comprehensive view of their students' levels of language proficiency within each modality, are best able to plan for instruction that both supports and challenges their students (with the most appropriate allocation of native and target languages) on their way to meeting and exceeding *New York State standards*. We then focus on *integrating these cognitive approaches throughout the subject areas*. This extends language learning, as well as promotes content comprehension.

We utilize *multiple ELL-appropriate resources* to support our children in content-area learning. These include sets of grade- and theme-relevant non-fiction big books and sets of non-fiction ELL-appropriate guided reading books (e.g., PM readers in English and Spanish, Rigby "Sails" program), as well as a variety of literacy and interactive materials from the "On Our Way to English" and "Avenues" programs (designed for ESL instruction). We also have full classroom libraries with grade appropriate themed and genre books. The classrooms also have books in their native language.

Instruction is provided in a classroom environment that supports *academic language development*. Characteristics of this type of encouraging environment include comprehensible input, low affective filter, and error acceptance. In addition, students practice language while processing complex and abstract ideas. This scaffolded curriculum is driven by standards-based instruction in order to promote high student achievement.

#### 4. How do you differentiate instruction for ELL subgroups?

##### a. Describe your instructional plan for SIFE.

**N/A**

(SIFE students are in third grade and above; our school's terminal grade is second grade.)

##### 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.

As a K-2 school, all of our students have been receiving service for 3 years or less. Our overall instructional plan is detailed in the sections above.

*A plan for newcomers* centers on easing children's adjustment to our school, and fostering a welcoming environment. Classroom instruction, as always, must be sensitive to how the differences between a student's home culture and their new culture may impact their both their learning style and general behavior/interaction. In addition, sensitivity must be paid to particular issues that may arise in the families of newcomers, such as immigration, home ownership, and English language learning at the parent level.

With newcomers in the beginning stages of language acquisition, teachers make language comprehensible by modifying their speech (e.g., slower rate, simpler grammatical structures, restricted length of communication) and making use of extra linguistic cues (i.e., gestures, actions, and pictures) to convey meaning. Reading activities provide opportunities for further language input. Predictable books are particularly useful because of their highly repetitive language and simplified text. Chants and songs also offer students the opportunity to gain familiarity with content vocabulary and language patterns. Teachers can scaffold the language of the text through engagements such as read-alouds and shared reading.

Additionally, materials to support English Language learning families of newcomers are supported through p.m. parent workshops where parents have computer access to use Ellis Language Learning Computer Program in which they work on their own or on their own pace on the computer. Another means of support for parents include parent orientation and parent ESL courses.

We also take into account our responsibility to prepare these students for ELA testing, as required by NCLB. Though children are not administered the ELA exam within our school (as this occurs after they have moved beyond our school, and entered third grade), we incorporate preparation for this exam into our instruction. Children simulate the ELA preparation and examination process through the administration of the EPAL in second grade. In addition, reading specialists construct test preparation curriculum and materials to support classroom teachers, and revisit these on an ongoing basis.

Our ELLs are fully included in this instruction. Furthermore, our comprehensive preparation for the NYSESLAT addresses skills similar to those that students need to succeed on the ELA.

**c. Describe your plan for ELLs receiving service 4 to 6 years.**

**N/A**

(As a K-2 school, all of our students have been receiving service for 3 years or less.)

**d. Describe your plan for Long-Term ELLs (completed 6 years).**

**N/A**

(As a K-2 school, all of our students have been receiving service for 3 years or less.)

**e. Describe your plan for ELLs identified as having special needs.**

A large portion of our ELL population has been identified as having special needs. These students have IEP's, and receive a range of special education services: from self-contained 12:1:1 classes, to ITT classes, to general education classes with related services.

During intake, we place students in special education when appropriate, according to evaluation by the CSE, as well as their IEP. Based on CSE and IEP recommendations, ELL's are placed either within our TBE special education self-contained classes, or in monolingual

classes with ESL services. Students are re-evaluated as necessary by our Instructional Support Team. Later, students are mainstreamed where appropriate.

### 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.**

All of our ELLs receive Academic Intervention Services (AIS) according to their assessed needs.

#### **Mathematics:**

Based on baseline and unit assessments in mathematics, students are assigned to small group intervention with our mathematics AIS providers. Additionally, students receive support through our Title III after-school program, which focuses on building comprehension through targeting oral language and academic vocabulary.

#### **Literacy:**

As literacy is a fundamental element of language learning, students receive a comprehensive range of support services in developing their reading and writing skills.

- Targeted students work with guided reading specialists one-on-one or in small intervention groups; language of instruction is according to student need (English or Spanish, based on dominant language in literacy).
- All students receive small group instruction during their literacy block, with the support of additional teachers in addition to their classroom teacher.
- All ELL students are eligible for our Title III after-school program, in which literacy is addressed by a bilingual certified literacy specialist.

**6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.**

Students who reach proficiency (according to NYSESLAT results) *continue to be supported* by our ELL program. These students are placed in monolingual classes, with Advanced level ESL students, as well as English-dominant students. Newly proficient students (along with Advanced level ESL students) are supported by a certified ESL teacher in push-in periods (minimum of 180 minutes/week), particularly during the literacy block.

**7. What new programs or improvements will be considered for the upcoming school year?**

For the current school year, we have focused on our **professional development program** for teachers of ELLs as an avenue for improving our ELL instructional program.

- We have brought together ESL and bilingual teachers, along with teachers of classes in which ESL students are clustered. We know that **professional collaboration** is essential to teachers' success with students, and designed our professional development around teachers' reported and observed strengths and needs. These teachers met prior to the school year to plan for their course of study throughout the school year, and continue to meet on a weekly basis throughout the year.
- Our P.D. group utilizes **technology** as a professional learning tool, in order to simulate our students' own learning through technology, and to become more familiar with this instructional tool.
- In order to remain apprised of **current research and instructional methodology**, each teacher is responsible for attending external professional development workshops, and turn keying information to the entire group.
- Each month, our teachers **review upcoming curriculum in order to adapt instructional methodology** to address the language learning needs of our students. Our main focus is on **oral language development** and **academic vocabulary**, using visual aids and graphic organizers to support comprehension.
- Each month, our teachers **analyze student assessments**, in order to determine how to best use these assessments to guide **data-informed instruction**, and differentiate according to students' needs across all language modalities. Towards that end, we have developed a schedule for oral language assessment, and modified existing literacy assessment schedules to show a true comprehensive view of our students' language abilities.

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

We have not discontinued any programs or services for ELLs.

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

ELL's are fully incorporated into our broader school community, and so receive equal access along with supplemental support. They have equal opportunity to participate in all school programs (arts, labs, etc.).

Additionally, we have a Title III after-school program tailored to the needs of our ELL's. Our literacy program is led by a bilingual-certified reading specialist, and includes other ELL trained teachers. Our mathematics program focuses on academic vocabulary to enhance comprehension.

Furthermore, we use our Title III parent ESL program to support student achievement. During this time, trained ELL teachers facilitate parents in helping their children with their homework, in addition to their own English language development.

**10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?**

We utilize a comprehensive range of materials to support our ELLs' language development, in English as well as their native language.

Our primary programs include:

- ***Avenues*** (Hampton-Brown): Language-rich resources, focusing on basic and academic vocabulary development. Grade-level content with connections to science and social studies. Standards-based with specialized strategies. Data-driven instruction with multi-level assessment.
- ***ELLIS*** (Pearson): Leverages the power of technology to move ELL's toward English fluency. Management utilities, reporting features and comprehensive curriculum to address a wide range of proficiency levels. Lessons designed to move learners immediately from observer to participant. Closely follows the natural pattern of language acquisition via research-based instructional methodology.
- ***Empire State NYSESLAT*** (Continental Press): Clear and concise skill reinforcement to support curriculum goals, promote success on the NYSESLAT, and help students overcome daily language barriers. Comprehensive teacher manuals to support targeted instruction in student books, in addition to clear audio CDs.
- ***Getting Ready for the NYSESLAT*** (Attanasio): Through this program, teachers are able to: identify and put into practice the best strategies in standards-based instruction; identify the skills that are needed to succeed for accountability purposes; use ongoing assessment activities to measure progress in attaining English language proficiency; transition students from the NYSESLAT to the ELA test; familiarize students with the structure of the NYSESLAT and the ELA.
- ***On Our Way to English*** (Rigby): Designed to meet the differing rates at which English language learners develop language and literacy skills. Bridges language, literacy, and content to build grade-level achievement and maximum yearly progress. Enables: assessment in language and literacy as separate developmental processes, in order to target and differentiate instruction based on individual needs; monitoring and reporting student progress; using a unique leveling system to address both language and reading characteristics; using content-based learning to develop academic language.
- ***PM Readers*** (Rigby): Low ratio of 1:20 new word introduction. Steady development of sentence structure. Meaningful stories with a clear climax and resolution. Repetition and review of high-frequency words meet the learning and teaching needs of every classroom.
- ***Sails Literacy Series*** (Rigby): Resource for Guided Reading and Writing, Reciprocal Reading and Independent Reading. Engaging visuals and subjects will motivate students to read for pleasure and for information. Series develops: analytical thinking skills; decoding and comprehension skills; understanding of fiction and non-fiction; and understanding of purpose, structure and genre.

**11. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?**

Native language support is provided to students in all program models.

***TBE:*** Native language instruction is delivered in units and ratio mandated by CR Part 154, as described above, driven by language proficiency determined by the NYSESLAT (or LAB-R where applicable). In addition, teachers differentiate by language modality in "mini-mini-lessons," offering small group instruction during students' independent practice, to support each student in the language and modality he requires. Native language is taught in literacy, as well as content areas.

***ESL:*** The ESL teacher is proficient in the Spanish language, and is able to support students utilizing cognates (research-proven methodology for developing comprehension in academic vocabulary, as advocated by Dr. Jim Cummins). Additionally, peer tutoring occurs across multiple languages. Native language texts are available for students, and utilized to build a base from which students can transfer literacy skills.

**12. Do required services support, and resources correspond to ELLs' age and grade levels?**

All of our required services and resources are aligned with our ELLs' needs as per their age and grade level, as well as program model and language proficiency level. ELLs are grouped with their grade-appropriate peers, and fully participate in grade-level instruction.

**13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.**

Prior to the beginning of the year, newly enrolled ELL students and their families receive transitional support. They are guided through the registration process by our trained bilingual pupil accounting secretary, who is able to support them in all logistical aspects. In addition, our bilingual parent coordinator supports the family's transition to the school, through school tours and information. The parent coordinator is able to provide information about bilingual and ESL services available to the students and their families.

## 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.)

As described earlier, comprehensive professional development for teachers of ELLs has always been a primary focus of our program (building upon years past).

**Teachers** will continue to be supported in a variety of ways in order to ensure their knowledge of standards-based curriculum.

- Fundamental teacher training is designed around informing our Bilingual/ESL staff of **pertinent ELL policy** (including the **allocation of English and Native Language** throughout instruction drawing on the LAP Principles of a **Coherent LAP and High Quality Teachers**), as well as key instructional materials available within the school. These workshops allow teachers to be informed and “on the same page,” and thus most effectively plan together.
- Our weekly professional development sessions are driven by our **school goal of building content knowledge and comprehension through oral language development and academic vocabulary**. Our work includes monthly curriculum modification in order to use **visual supports and graphic organizers** to allow for comprehensible input for our ELL's, in order to support their development of oral language and academic vocabulary (which research has proven to be the “gateway” to comprehension, particularly for language learners) in literacy and all content areas.
- This training also encompasses aligning Bilingual literacy instruction with the **Teachers College Reading and Writing Project curriculum**, including creating corresponding mentor text libraries and curriculum mapping.
- Our work encompasses a focus on **assessment-driven/data-informed instruction**. We look closely at results from students' **NYSESLAT** performance in order to guide our instruction for the upcoming year, and analyze the results in terms of the language modalities (speaking, listening, reading, and writing) in order to plan for guided small group instruction. Additionally, we engage in professional protocols to decompose formative assessments and student work, including our **TCRWP assessment**, and **oral language assessment**. Our group has worked to develop a bilingual literacy assessment to coordinate with the monolingual assessment used school-wide.
- This training also involves a study group on “**Strategies and Skills for the Improvement of Student Academic Progress and Linguistic Proficiency**” using the enrichment materials/activities for the **NYSESLAT**.
- Regular meetings during planning and professional development periods allow teachers to engage in **collaborative planning**.
- In order to remain current with ELL practice and research, members of our ESL/bilingual department regularly attend outside professional development. Professional development activities include: Quality Teachers of English Learners (QTEL); compliance and instruction workshops offered through the Bilingual Education Technical Assistance Center (BETAC) in the Bronx; and additional

content-based workshops offered through the New York City Department of Education and partnerships with universities including Fordham University, Lehman College, and Hostos University.

**2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?**

**N/A**

(As our terminal grade is second grade, our students do not transition from our school into middle school or high school.)

**3. Describe the minimum 7.5 hours of ELL training for all staff, other than those who hold ESL and bilingual licenses, as per José P.**

Staff who work with ELL's, who do not hold ESL or bilingual licenses, are invited to attend our weekly ELL professional development sessions (including: teachers, School Base Support Team (SBST), and reading/ math AIS teachers). These sessions last for 45 to 90 minutes, and occur regularly on Friday's. Teachers are able to arrange their preparatory periods in order to attend, as the topics pertain to them.

Additionally, teachers turnkey relevant external professional development during regular grade and specialty meetings. These meetings last 50 minutes, and occur monthly. They are attended by teachers, administrators, and relevant specialty and Academic Intervention Service (AIS) providers.

## Parental Involvement

**1. Describe parent involvement in your school, including parents of ELLs.**

P.S. 23 has developed a **Title I Parent Involvement Policy**. The purpose of the policy is to help parents navigate through the NYC school system, and to become partners in their children's education. This plan has been developed in consultation with parents across the years, and modified as the needs of our parents have changed. Assessed, as well as requested needs of the families who comprise our school community have impacted on our plan each year. We utilize our **parent questionnaire** at the beginning of each school year to identify interests, strengths and needs of our parent community. Parents are provided with all translated materials. Translation Unit from DOE used for other languages, **Families in temporary housing** and **foster care parents** will receive targeted support from our Parent Coordinator, Guidance Department, and our Health Coordinator. Specific help groups and workshops will be employed according to family need. Our Parent Coordinator is in place to support parents with identified needs, while employing Epstein's six types of parent involvement to increase community engagement. The success of our parent program will be based upon increased parent involvement across the year.

**Parent and student rights and responsibilities** are set with clear expectations in the Principal's beginning of the year letter to parent as well as in our School Parent Handbook. Additionally, Parent Curriculum Orientation, which takes place at the beginning of the school year, also includes Student and Parents Rights and Responsibilities as it applies to daily classroom practice.

Parents are able to address their particular concerns through contacting their child's teacher, through calling the school or writing a note to the teacher in the appointment binders located in the school lobby. Parents may also request a meeting with the resource staff that will provide them with additional assistance for any social emotional and educational problems they may identify, i.e.: Guidance Counselor, Health Coordinator, Grade Supervisor, Principal, or a member of our School Based Support Team.

All parents upon registration are automatically members of the **P.S. 23 Parent Association (PA)**. Board members of the PA are included in the School Leadership Team (SLT), along with any other elected parents. PA members also meet with the Principal on a regular basis.

## **2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?**

We involve community based organizations and businesses in school activities, including: 48th Precinct, Fresh Air Fund, FDNY, Health First, Bronx Healthy Hearts, St. Barnabas Community Hospital Services, Fordham Tremont Mental Health Services, Union Community Health Centers, Community Board 6, etc.

## **3. How do you evaluate the needs of the parents?**

As described above, an initial needs assessment is administered to parents in the form of a beginning of the year **parent survey**, sent home to every family. Our parent coordinator compiles and analyzes data from this survey, and shares it publicly. The parent coordinator uses data from this survey to design workshops and outreach for the year.

## **4. How do your parental involvement activities address the needs of the parents?**

Our parent involvement is designed to be varied and address the range of the needs of our families. **Parent workshops** are conducted on an ongoing basis. Workshop times span mornings, evenings, and weekends, and include childcare. Translation is available at all workshops. Topics include: asthma, sexual abuse, domestic violence, foster care, parenting, nutrition, conflict resolutions and fire safety as a basic program structure and parent requested topics. Additionally, workshops in English Language Arts and Mathematics engage parents with strategies to support their children. ESL for Parents is offered through our Title III grant, and occurs weekly. Our Guidance Counselor, Health Coordinator, and Parent Coordinator as well as our Social Worker and Bilingual Psychologist work to identify speakers or support CBO personnel who can deliver workshops to parent groups based on their expressed needs and interests.

**Part IV: Assessment Analysis**

**A. Assessment Analysis**

Overall NYSESLAT Proficiency Results (LAB-R for New Admits)										
	K	1	2	3	4	5	6	7	8	Total
<b>Beginner</b>	27	25	6							58
<b>Intermediate</b>		3	11							14
<b>Advanced</b>		1	20							21
<b>Total Tested</b>	27	29	37							93

NYSESLAT Modality Analysis										
Modality	Level	K	1	2	3	4	5	6	7	8
<b>Listening/ Speaking</b>	<b>B</b>		2	4						
	<b>I</b>		13	7						
	<b>A</b>		12	18						
<b>Reading/ Writing</b>	<b>B</b>		25	9						
	<b>I</b>		3	10						
	<b>A</b>			7						

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

Based on analysis of standardized assessments, we see growth in our students' English language skills across the course of a three year program, as students' NYSESLAT overall proficiency levels increase from Kindergarten, to first grade, to second grade. Across all grades and language proficiency levels, it has been noticed that most of our children perform strongly in **listening and speaking**, and struggle more in **reading and writing**. Our students gain in proficiency in reading and writing progressively, from Kindergarten to second grade.

**2. How will patterns across NYSESLAT modalities – reading/writing and listening/speaking – affect instructional decisions?**

As previously described, our work amongst teachers of ELL's encompasses a focus on **assessment-driven/data-informed instruction**. We look closely at results from students' **NYSESLAT** performance in order to guide our instruction for the upcoming year, and analyze the results in terms of the language modalities (speaking, listening, reading, and writing) in order to plan for guided small group instruction.

**3. 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?**

**Transitional Bilingual Education (TBE)**

Based on analysis of standardized assessments, we see growth in our students' English language skills across the course of a three year program, as students' NYSESLAT overall proficiency levels increase from Kindergarten, to first grade, to second grade. Across all grades and language proficiency levels, it has been noticed that most of our children perform strongly in **listening and speaking**, and struggle more in **reading and writing**. Our students gain in proficiency in reading and writing progressively, from Kindergarten to second grade.

ELL's in our TBE program are assessed in all elements of literacy in the native language: EDL reading assessment; EI SOL letter and sound identification;

EI SOL high frequency words; and TCRWP narrative writing checklist. We find that in Kindergarten and first grade, these ELL's are generally dominant in native language literacy, over literacy in English. As students transfer their native language skills in their third year of instruction, we find that there are more second graders who have more strength in English literacy.

**English as a Second Language (ESL)**

Based on analysis of standardized assessments, we see growth in our students' English language skills across the course of a three year program, as students' NYSESLAT overall proficiency levels increase from Kindergarten, to first grade, to second grade. Across all grades and language proficiency levels, it has been noticed that most of our children perform strongly in **listening and speaking**, and struggle more in **reading and writing**. Our students gain in proficiency in reading and writing progressively, from Kindergarten to second grade.

ELL's participating in our ESL program are not formally assessed in native language. New arrivals are given a baseline assessment in native language by the bilingual-certified guided reading teacher, and given support in native language literacy as needed.

**b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.**

**Transitional Bilingual Education (TBE) and English as a Second Language (ESL)**

The Principal has arranged for professional development and instruction that responds to findings from our ongoing assessments.

As described above, periodic assessments for ELL's are analyzed by teachers in our **weekly ELL professional development group**. Additionally, our teachers participate in staff development with the **TCRWP consultant**. This training focuses on analyzing assessment data, and using this data to inform instruction.

For example, we have found from periodic assessments that our students are strong in phonemic awareness, and struggling in reading comprehension. The Principal and Literacy Coach have worked with the TCRWP consultant for her to support teachers in strategies that address comprehension. This includes storytelling model lessons, as well as read alouds and Accountable Talk.

**c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?**

**Transitional Bilingual Education (TBE) and English as a Second Language (ESL)**

Our periodic assessments are reflecting similar results as our formal assessments (e.g. NYSESLAT and LAB-R). For TBE, we see that students develop first in their native language skills, and then transfer these skills to English language proficiency. For all ELL's, students first build a base in oral language proficiency, and then are able to develop literacy skills.

**4. For dual language programs, answer the following.**

N/A

**5. Describe how you evaluate the success of your programs for ELLs.**

We closely monitor **assessment data**, in English as well as native language, to determine the academic success of our instructional approach to our ELL programs. Assessment data is reviewed officially by school leadership on a quarterly basis, through paper and online reporting. Teachers monitor their own assessment data on an ongoing basis, in all modalities, in addition to native language as appropriate.

We also consider the **engagement of our ELL families** as a factor in the success of our ELL programs. It is essential to involve our parents in order to promote students' success. Our ELL parents are engaged in parent ESL classes. The progress that these parents make, in their language development and in their ability to engage in their students' school work is an element of our ELL program success.

Additionally, our **staff members' professional progress** is a measure of the success of our ELL programs. We seek to empower our teachers, as they take on leadership roles, and grow pedagogical knowledge for student success. Teachers learn successful methodology for differentiation,

and supporting student progress. Needs assessments and ongoing evaluations are administered during staff training to track progress and success.

### **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 - 2      **Number of Students to be Served:** 93 LEP      0 Non-LEP

**Number of Teachers** 3      **Other Staff (Specify)** \_\_\_\_\_

### **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.

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**Type of Program:** After-school intervention and enrichment program in oral language and academic vocabulary development, focusing on literacy and mathematics

**Number of Students to be Served:** 20-30

**Grade Level(s):** 1 and 2

**Language(s) of Instruction:** English (with native language support)

**Times per Day/Week:** 4 days of 1 hr per day (Monday, Tuesday, Wednesday, Thursday)

**Program Duration:** Nov.- June

**Service Provider/Qualifications:** Bilingual/ESL certified pedagogues

**Data Analysis:** Based on analysis of standardized assessments (LAB-R and NYSESLAT), we see growth in our students' English language skills across the course of a three year program, as students' NYSESLAT overall proficiency levels increase from Kindergarten, to first grade, to second grade. Across all grades and language proficiency levels, it has been noticed that most of our children perform strongly in **listening and speaking**, and struggle more in **reading and writing**. We will use our after-school intervention and enrichment program to build on students' oral language strengths in order to develop their literacy language skills.

**Rationale for Selection of Program:** English Language Learners are a historically under-performing subgroup. We seek to provide supplemental instruction to these students in order to increase their academic achievement, using strategies that are targeted to their language learning characteristics and instructional needs. Our program will provide small group instruction, and focus on unleashing comprehension through intensive academic vocabulary practice. Language learning will extend through literacy and mathematics, our core areas of instruction.

**Description of Program:** Teachers will perform initial assessments, and then work with the children in small groups, providing targeted differentiated instruction. The two classes will be limited to 10-15 students each.

To provide **mathematics language** support, our teacher will incorporate a wide range of manipulatives and interactive visual supports. These will aid in the acquisition of academic vocabulary, which research has proven to be the "gatekeeper" to comprehension for ELL's. Targeted vocabulary will be previewed, and reviewed throughout the lesson. Content will be developed around students' needs, according to the teacher's assessments, as well as articulation with students' classroom teachers.

A Bilingual Reading Recovery-trained teacher will provide **literacy and language** support. She will analyze students' language proficiency in literacy and oral language, using ELL-targeted assessments from *On Our Way to English* and *Balancing Reading and Language Learning*. Language and literacy instruction will include guided reading, as well as language experiences such as charts, songs, poems, and interactive writing. Supports will include graphic organizers, as well as interactive/manipulative visuals, and CDs.



**Type of Program:** English as a Second Language course for families of ELLs and former ELLs

<b>Number of Parents to be Served:</b> (approximately 20-30 families)	<b>Grade Level(s):</b> Families of PK-2	<b>Language(s) of Instruction:</b> English (with native language support)
<b>Times per Day/Week:</b> 1 day of 1 hr. per week	<b>Program Duration:</b> Dec.-June	<b>Service Provider/Qualifications:</b> Bilingual/ESL certified pedagogues

**Rationale for Selection of Program:** ELLs in particular are in great need of a home-school connection to ensure their academic success. The families of these students often feel alienated from the new culture and English-dominant environment of their children's school. Additionally, the students may begin to lose connection with their families and native culture in assimilating to their new language and environment.

Through our ESL course for families of ELLs and former ELLs, we develop English language proficiency in these adults through an individualized computer program (**Pearson *ELLIS***). Two pedagogues guide parents' practice in their English language development, as well as other issues that arise for new immigrants.

.....

**Type of Program:** New York State English as a Second Language Achievement Test (NYSESLAT) instructional preparation

<b>Number of Students to be Served:</b> 93	<b>Grade Level(s):</b> K, 1, 2	<b>Language(s) of Instruction:</b> English (with native language support)
<b>Times per Day/Week:</b> Approx. 3 days x 45 min/wk	<b>Program Duration:</b> Jan. - May	<b>Service Provider/Qualifications:</b> Bilingual/ESL certified pedagogues

**Rationale for Selection of Program:** The *Empire State NYSESLAT (Continental Press)* provides clear and concise skill reinforcement to support curriculum goals, promote success on the NYSESLAT, and help students overcome daily language barriers.

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**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.

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**Please note:** *Professional development program occurs at no cost to Title III.*

ELL pedagogues will continue to be supported in a variety of ways in order to ensure their knowledge of standards-based curriculum.

- Fundamental teacher training has been designed around informing our Bilingual/ESL staff (including classroom teachers, reading specialists, bilingual psychologist, health coordinator, and principal) of **pertinent ELL policy** (including the **allocation of English** and the **native language** throughout instruction drawing on the LAP Principles of a **Coherent LAP** and **High Quality Teachers**), as well as key instructional materials available within the school. These workshops allow teachers to be informed and be “on the same page,” and thus most effectively plan together.
- Our weekly professional development sessions (from September through June) are driven by our **school goal of building content knowledge and comprehension through academic vocabulary**. Our work includes monthly curriculum modification in order to use **visual supports** and **graphic organizers** to allow for comprehensible input for our ELLs, in order to support their development of academic vocabulary (which research has proven to be the “gateway” to comprehension, particularly for language learners) in literacy and all content areas.
- This training also encompasses aligning Bilingual literacy instruction with the **Teachers College Reading and Writing Project curriculum**, including creating corresponding mentor text libraries and curriculum mapping.
- Our work encompasses a focus on **assessment-driven/data-informed instruction**. We look closely at results from students’ **NYSESLAT** performance in order to guide our instruction for the upcoming year, and analyze the results in terms of the language modalities (speaking, listening, reading, and writing) in order to plan for guided small group instruction. Additionally, we engage in professional protocols (“Looking at Student Work”) to decompose formative assessments and student work, including our **TCRWP assessment**, and **oral language assessment**. Our group has worked to develop a bilingual literacy assessment to coordinate with the monolingual assessment used school-wide.
- This training also involves a study group on “**Strategies and Skills for the Improvement of Student Academic Progress and Linguistic Proficiency**” using the enrichment materials/activities for the **NYSESLAT**.
- Regular meetings during planning and professional development periods allow teachers to engage in **collaborative planning**.
- In order to remain current with ELL practice and research, members of our ESL/bilingual department regularly attend outside professional development. Professional development activities include: Quality Teachers of English Learners (QTEL); compliance and instruction workshops offered through the Bilingual Education Technical Assistance Center (BETAC) in the Bronx; and additional content-based workshops offered through the New York City Department of Education and partnerships with universities including Fordham University, Lehman College, and Hostos University. Learning from these external workshops is then turn keyed by the workshop attendee during weekly in-house professional development meetings.

**Section III. Title III Budget**

**School: 10x023 (P.S.23 The New Children's School) BEDS Code: 32-10-00-01-0023**

<b>Allocation Amount: \$17,380.00</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session	\$11,175.36	<b>224 hours of per session (4 hours per week per teacher) for ESL and Bilingual Common Branch Reading Recovery teacher to support ELL Students in an after-school program in literacy and mathematics (Grades 1 and 2):</b> <b>224 hours x \$49.89 (current teacher per session rate with fringe)</b> <b>= \$11,175.36</b>
	\$2,793.84	<b>56 hours of per session ( 1 hour per week per teacher) for ESL and Bilingual Common Branch Reading Recovery teacher to support an ESL program for parents:</b> <b>56 hours x \$49.89 (current teacher per session rate with fringe)</b> <b>= \$2793.84</b>
	<hr/> \$13,969.20	
- Per diem	\$1,859.64	12 sub days in order to provide coverage for teachers to attend Professional Development outside of the school building.
	<b>Total \$15,828.84</b>	
<b>Purchased services</b> - High quality staff and curriculum development contracts.	0	N/A
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	<b>Total \$1,555.50</b>	<b>Empire State NYSESLAT:</b> <b>75 workbooks (K-1): 75 x \$16.95 = \$1,271.25</b> <b>15 workbooks (2-4): 15 x \$18.95 = \$ 284.25</b> <b>Total \$1,555.50</b>
<b>Educational Software (Object Code 199)</b>		
<b>Travel</b>		

Other		
<b>TOTAL</b>	<b>\$17,384.34</b>	

**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**

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

Recent research emphasizes the importance of parent involvement in promoting school success. Building a positive home/school connection supports student learning. Using the findings from our school report cards, as well as from the Home Language Survey filled out at registration, we find that P.S. 23 needs translation services/oral interpretation in: French, Mandingo, Spanish; our greatest need being in Spanish. As our school has a large number of bilingual (Spanish) staff, the needs of parents in this language have been and will continue to be met. We have also been fortunate to be able to engage parent volunteers or even older siblings to serve as oral interpreters in order to help our parents that speak other languages not spoken by our staff. As needed, we will continue to download letters that have been translated for parents from the New York City Board of Education Translation & Interpretation Unit.

- 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.**

As stated above P.S. 23's need in written translation/oral interpretation for the 2007-2008 school year is in the following languages: French, Mandingo, and Spanish. The Home Language Survey filled out at registration enables us to learn the language(s) used to communicate in the homes.

Through monthly school calendars, parent/teacher orientations, the parent coordinator, and school volunteers, we have been able to keep our school community informed.

## Part B: Strategies and Activities

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

P.S. 23 will provide parents with written communications such as calendars, flyers, and letters, translated in Spanish and other languages (as needed) through our in house staff, the New York City Board of Education Translation & Interpretation website, and other websites in the internet catering to translations.

- 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 will provide parents with oral interpretation services in Spanish and other languages (as needed) through our in house staff, from the New York City Board of Education Translation & Interpretation website and other websites in the internet catering to translations. We will also contact the Translation & Interpretation Unit if and when in need of an interpreter in a language not available to us.

- 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>.**

Translated copies of the Bill of Parent Rights and Responsibilities document that states the rights in regard to translation and interpretation services is sent home.

We will continue to print and display throughout different locations in the school translated signs advising the parents of the availability of interpretation services.

## 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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$544,920.	\$161,748.	\$706,668.
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$5,449.	\$1617.00	\$7,066.
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$27,246.	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$54,492.	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: **100%**

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

**Explanation – School Parental Involvement Policy:** 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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The purpose of the P.S. 23 Title I Parent Involvement Policy is to help strengthen the parent/school connection and support student achievement by navigating through the NYC school system and to become partners in their children's education. This plan has been developed in consultation with parents across the years, modified and changed as the needs of our parents change. Assessed, as well as requested needs of the families who comprise our school community have also impacted on our plan each year. We also utilize our parent questionnaire at the beginning of each school year to identify interest, strengths and needs of our entire parent community.

P.S. 23 will support parents and families of Title I students by:

- Families in temporary housing and foster care parents will receive particular support from our Parent Coordinator, Guidance Department, and our Health Coordinator. Specific help groups and workshops will be designed or employed to target those families. Our Parent Coordinator is in place to support parents with identified needs. Communication and parent programs offered at P.S. 23 will increase parent involvement across the year.
- Parent and student rights and responsibilities are set with clear expectations in the Principal's beginning of the year letter to parents as well as in our School Parent Handbook to be developed this school year. Additionally Parent Curriculum Orientation, which takes place within the first few weeks of school, also includes Student and Parent Rights and Responsibilities as it applies to daily classroom application and immersion in curriculum assigned by grade.
- The school has in place a system for parents to communicate their concerns directly with school staff. They are able to contact the teacher via telephone, or by making an appointment in the appointment binders located in the school lobby.
- All parents upon registration are automatically members of the P.S. 23 Parent's Association. All parents are encouraged to become active members of the Parent's Association. It helps them become a part of the school community and helps foster a greater understanding of their child's education.
- Parent surveys are sent out yearly. These surveys serve as a needs assessment providing the school with topics of interest and need. Parent workshops are also conducted on a regular basis. All parents are invited to attend whenever possible. Workshop times are held mornings, evenings, and weekends, and offer childcare. Translation is available at all workshops. Workshops and informative meeting topics include: asthma, sexual abuse, domestic violence, foster care, parenting, nutrition,

conflict resolutions and fire safety, in addition to parent requested topics. Additionally, a parent Literacy Fair in the fall and spring will focus on English Language Arts providing the parents with strategies to support their learning children. Also, an ESL program for parents is offered weekly. Our Guidance Counselor, Health Coordinator, and Parent Coordinator as well as our Team Social Worker and Bilingual Psychologist work to identify speakers or support CBO personnel who can deliver workshops to parent groups based on their expressed needs and interests.

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**Explanation – School-Parent Compact:** 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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P.S. 23 agrees to implement the following statutory requirements:

- P.S. 23 and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA), agree that this Compact outlines how the parents, the entire school staff, and the 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 that will help children achieve the State’s high standards and assessments.
- P.S. 23 provides access to information for all community families with information regarding community based help organizations selected because of expressed or identified needs. Our school/home connection is rooted in a risk free atmosphere where parents and students are supported and linked to community services to help problem solve, share information and provide needed services.

## TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

### Required School/Parent Compact Provisions

#### School Responsibilities

##### **P.S. 23 will:**

- Recruit, support and encourage parents to actively serve on school committees for planning, reviewing, and improving student instruction as follows:
- Provide a nurturing and safe environment and promote high quality curriculum instruction with an emphasis on professional development
- Engage a Title I Parent Involvement Liaison
- Develop a School Parent Compact
- Develop a School Parental Involvement Policy
- Develop a School Comprehensive Educational Plan
- Convene an annual meeting for Title I parents, informing them of the Title I program and their right to be involved on committees or to act as school liaisons to District or Regional meetings
- Inform and actively involve parents regarding school policy, school uniform dress code, discipline code, attendance and lateness policy, and safety plan, and emergency procedures.
- Offer a flexible number of meetings at various times, to provide childcare for parents involved in school committees, who attend school meeting, P.A. meetings and/or workshops, (e.g. School Leadership Team (SLT) meeting, family institutes, parent academic workshops etc.).
- Provide parents with timely information about NCLB, State & Local Law, school programs, policies, performance profiles, individual student assessments results, including other pertinent individual and school district evaluations on their child's social, emotional, and educational development.
- Provide parents information and training on the ARIS Parent Link (APL) and develop their understanding of usage connected to their child's ongoing progress.
- Develop an understanding among participating parents regarding the type of information that will be on the APL link such as Progress Reports, Quality Reviews, and survey results as well as their child's attendance records, course grade, scores on state tests and in classroom assessments.
- Provide parents information in their native language as needed (information will be available in nine languages).
- Provide access for free computer use and support through the Parent Coordinator.

- Create a school climate in which parents and staff can communicate easily through:
  - Parent-teacher conferences, open house activities and curriculum meetings.
  - Frequent reports to parents on their children's progress.
  - Reasonable access to staff through scheduling appointments.
  - Varied opportunities to volunteer and participate in school programs, advisory, and decision making committees.
  - Scheduled observations of classroom activities.
- Ask staff to volunteer to act as translators in school parent meetings.
- Provide ongoing communication with parents to encourage and support parent participation with issues related to their child's educational development and progress (e.g. parent newsletters, bulletins, parent informational resource table in school lobby, P.A. room, family letters, workshop flyers, curriculum orientations and curriculum workshops, as well as parent information bulletin board.)
- Involve community based organizations and businesses in school activities (48th Precinct, Fresh Air Fund, FDNY, Health First, Bronx Healthy Hearts, St. Barnabas Community Hospital Services, Fordham Tremont Mental Health Services, Union Community Health Centers, Community Board 6, etc.)

### Parent Responsibilities

**We, as parents, will support our children's learning in the following ways:**

- Support and become involved in school-wide planning and decision making process.
- Become involved in developing, implementing, evaluating and revising the School Parent Involvement Policy.
- Participate, when possible, on advisory or decision making committees within the School and/or School District and Network..
- Complete surveys and provide feedback so that Title I Parent Involvement activities meet the needs, concerns, and interests of parents.
- Support and become familiarized with school policy, school discipline code, safety plan, and emergency procedures, attendance plan, and school uniform dress code.
- Participate in informative meetings or to participate in technical assistance training provided by the local educational authority or school staff on child rearing practices curriculum development as well as teaching, and learning strategies.
- Share the responsibility to improve student achievement.
- Share with school staff about child's growth, and academic performance.
- Become more familiar with NCLB components.

- Become more familiar with School, District, and City-Wide Assessments (e.g. DRA, TCRWP Assessment Pro, ELSOL, EPAL, NYSESLAT) plans to prepare his/her child for test experiences.
- Become conversant with the ARIS Parent Link (APL).
- Utilize all aspects of the APL system information appropriate to their child's development.
- Interface with their child's teacher(s) around their child's ongoing progress using the APL link.
- Utilize free computer time as needed in the school to access their child's ongoing detailed progress information.
- Make literacy development a family focus and encourage his/her child to write at home for real purposes (e.g. letters to relatives, shopping list, thank you notes, diaries, special occasion invitations)
- Implement nightly reading "To, With, and By" to their children for an additional half hour as part of the daily routine, as well as utilize the local public library to expand and enhance their child's literacy experiences (e.g. library card, storytelling).
- Make math development a family focus and increase family awareness of the school mathematics instructional program (e.g. participate in family math workshops, review math homework, and to implement shared school/home math strategies.)
- Encourage his/her child to use math at home and in daily living to create real math experiences (e.g. playing math games, creating household and shopping lists using real life money experiences, and implementing counting strategies to support school mathematical developments.)
- Regularly review his/her child's school work at home (e.g. review notebooks, homework, and special projects.)
- Be aware of, and monitor, his/her child's daily school attendance and punctuality.
- Supervise, monitor, and limit his/her child's television watching, video game playing, Internet usage to prevent overexposure, and replacement of at home reading time.
- Communicate with his/her child's teacher and other school personnel for pertinent information about the child's educational needs as well as existing health conditions that might hinder their child's educational process.
- Actively participate in curriculum and beneficial parent meetings as well as parent teacher conferences at the school.
- Support the school (e.g. volunteering, and serving on support committees).
- Check his/her child's book-bag everyday for school letters and communications materials through flyers, letters, etc.
- Frequently check for current and new information available on the parent information bulletin board, as well as the school's website ([www.p.s.23bronx.org](http://www.p.s.23bronx.org)).
- Request types of assistance and/or workshops to meet needs and interests that will inform and enrich his/her child's educational growth and development.
- Participate in trainings and workshops with school staff and community-based organizations to actively assist and develop the home/school connection.
- To attend community meetings to support school activities.

## 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**

*As a Pre-Kindergarten through Second Grade school, our school is currently in Good Standing Status based on backmapping from third grade testing in NYS ELA and Mathematics. Our periodic assessment in literacy is TCRWP/AssessmentPro, which is aligned with NYS standards and performance indicators. We also utilize our self-developed NYS standards-based assessment in Mathematics. Our assessment cycles are monthly in every classroom and our school-wide assessment reviews are four times per year (Fall, Winter, Spring and End of Year). These school-wide assessment cycles drive our AIS support during the day of students performing in Quartiles II and III. In addition, these school-wide assessment cycles drive our AIS support in the afternoon of students performing in Quartiles I and IV. Official assessment data (reading, writing, and mathematics) is reviewed by school leadership at a minimum of four times per year, when submitted by teachers in quarterly cycles. Data is described by Quartile (I, II, III, and IV), grade by grade disaggregates, for fall, winter, spring, and end of year and are compiled and give us child by child, class by class and grade by grade views for planning, support and instruction.*

2. **School wide reform strategies that:**

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
  - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
  - o Help provide an enriched and accelerated curriculum.
  - o Meet the educational needs of historically underserved populations.
  - 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 School wide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
  - o Are consistent with and are designed to implement State and local improvement, if any.

- a. School wide reform strategies that provide opportunities for all children to **meet the State's proficient and advanced levels** of student academic achievement:

**Qualitative data in all grades:**

<b><u>Reading</u></b>	<b><u>Writing</u></b>	<b><u>Mathematics</u></b>
<ul style="list-style-type: none"> <li>• TCRWP assessment four times per year (September, November, March, and June)               <ul style="list-style-type: none"> <li>○ Reading assessment</li> <li>○ Writing assessment</li> <li>○ Word study: letter identification and letter-sound; concepts of print; sight words; and spelling inventory</li> </ul> </li> <li>• Approximately monthly running records (apart from the four periods of TCRWP assessment) to monitor students' progress</li> <li>• El SOL word study assessments (4 times per year with our Bilingual students)</li> <li>• Intermittent running records as needed</li> <li>• Teacher recording of observations of students' reading behaviors and their developing strategies</li> <li>• Monthly Student Learning Logs for student self-evaluation and goal setting</li> <li>• Ongoing conferencing; <math>\frac{1}{4}</math> of the class/week</li> </ul>	<ul style="list-style-type: none"> <li>• Portfolio: baseline, midline, end-line, and genre-by-genre analysis</li> <li>• Ongoing conferencing; <math>\frac{1}{4}</math> of the class/week</li> <li>• Teacher recording of observation of student writing and developing strategies</li> <li>• Teacher's College Narrative Writing checklist</li> <li>• Student Learning Logs for student self evaluation and goal setting</li> <li>• EPAL writing assessment for 2<sup>nd</sup> graders who reach ECLAS-2 level five in November</li> </ul>	<p><i>The following assessments will be used for mathematics in Pre-Kindergarten:</i></p> <ul style="list-style-type: none"> <li>• Baseline Assessment</li> <li>• Weekly assessment through teacher developed Guideposts which are aligned to the Everyday Mathematics lessons and the New York State Math Standards transitioning into the Common Core State Standards</li> <li>• Teacher observations and note taking of student process</li> <li>• End-of-Year Assessment</li> </ul> <p><i>The following assessments will be used for mathematics in Kindergarten through Second Grade:</i></p> <ul style="list-style-type: none"> <li>• Baseline, midline, and end-line</li> <li>• Weekly quizzes for First and Second Grades and bi-weekly assessment tasks for Kindergarten with accompanying cover sheet referencing New York State Standards transitioning into the Common Core State Standards</li> <li>• Unit by unit assessment</li> </ul>

		<ul style="list-style-type: none"> <li>• Student portfolios</li> <li>• AIS teacher developed assessments</li> <li>• Ongoing conferencing (<math>\frac{1}{4}</math> of the class each week)</li> <li>• Student self-evaluative Learning Logs</li> </ul>
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b. Schoolwide reform strategies that use effective methods and instructional strategies that are based on scientifically-based research that: **increase learning time; enrich curriculum;** meet the educational needs of **historically underserved populations;** address the needs of **low academic achieving children;** and are consistent with and are designed to implement **State and local improvement,** if any.

- The entire aforementioned are used to review student development for specific strengths, weaknesses, and next steps. Academic Intervention Service and Differentiated Instruction matches are made as needed in reading, writing, and math based on relevant data.
- Student IEP goals are also aligned to the standards and help guide our supports for each special education student.
- Principal, assistant principals, literacy and math coaches and AIS teachers in math and reading all track and follow school-wide progress of every child and make collaborative decisions about the level of additional AIS in 7 week cycles on students.
- The following services are implemented as additional supports:
  - Reading Recovery trained teachers developing small guided group reading
  - Guided reading AIS small group
  - Ten minute math teach review based on assessment and observed needs of students
  - After-school Title III supplemental reading and math literacy program for ELL students
  - IEP teacher SETSS support as indicated on individual student IEPs
  - After-school Title I program for Quartile I and IV students across the year
  - AIS small group math instruction
  - Extended day reading support

**3. Instruction by highly qualified staff**

Last year 100% of our staff was Highly Qualified. This year 100% of our staff is Highly Qualified as well. The 10% Title I Set Aside will be utilized to provide ongoing training and staff development in Literacy from Teachers College Reading and Writing Project.

**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**

The Teachers College Reading and Writing Project Staff Developer and a Math A.U.S.S.I.E. will provide assessment and curriculum based training for all of our staff. In addition, calendar days at Teachers College provide on-going professional development throughout the year. We also utilize Circular 6 to evolve study groups with staff based on assessed needs of the school and interest in deepening pedagogical knowledge and practice. During professional development days in November and in June, all teachers and staff members that have attended any outside training are given the opportunity to turn-key. Network trainings are also attended as offered. This year, as a staff we will be unfolding the Common Core Standards in ELA and Math during the vertical planning Monday once a month.

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

We have been named one of the best Public Schools in New York City in all three volumes of Clara Hemphil's books, *A Parent's Guide to the Best Public Schools in New York City*. We also utilize Teach for America and Teaching Fellows as a source of recruitment for our teacher vacancies. Additionally, we attend district and city-wide hiring fairs to recruit teachers to fill our vacancies.

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

\*Refer to pages 63 to 68.

**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**

- We conduct parent tours for children who are transitioning from Head Start into the community schools.
- Within our Pre-Kindergarten program, nurturing teaching teams support transitioning children through:

- Child-centered, age-appropriate curriculum based on active learning experiences
- Pre-kindergarten Everyday Mathematics Program
- Informal assessments
- Safe and secure language-rich learning environments that are open-ended, multi-sensory, and that promote socialization with peers, adults, activities and materials
- Promoting family involvement
- Providing child-centered and developmentally appropriate pre-reading experiences specific to the way Pre-kindergarten children learn
- Providing hands on exploratory experiences
- Promoting a social environment where language usage is demonstrated and encouraged

**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**

A major vehicle for teacher involvement in academic planning and choice of assessments comes through the School Leadership Committee, which brings together all stakeholders in our school community: Administrators, UFT Representative, Teachers and Parents. Additionally, grade meetings held monthly encourage feedback from teachers regarding on-going assessment and choice of assessment tools.

The following actions empower teachers in developing and utilizing their assessment systems:

- Implement a curriculum that is clearly developed around the assessed needs of our students and is clearly organized around major concepts specified in the Grade specific Performance Indicators of the NYS ELA Standards
- Ensure that all grade staff utilize the Teacher's College Reading and Writing Assessments as a guide to develop meaningful student needs centered planning and instruction
- Ensure that students become actively involved in their own learning process and goal setting during literacy conferences by co-constructing next steps and goal setting based on their assessed needs and the standards they are required to meet

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**

Our periodic assessment in literacy is TCRWP/AssessmentPro, which is aligned with NYS standards and performance indicators. We also utilize our self-developed NYS standards-based assessment in Mathematics. Our assessment cycles are monthly in every classroom and our school-wide assessment reviews are four times per year (Fall, Winter, Spring and End of Year). These school-wide assessment cycles drive our AIS support of our students performing in Quartiles II and III during the school day, as well as AIS and enrichment for students performing in Quartiles I and IV afterschool. All of the students are eligible for support through our Title I supplemental program.

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**

Our Health Coordinator and Guidance Counselor coordinate CBO and Service Organization programs to maximize assistance to the school community and participating families.

Our relationship with Child Health First integrates Federal, State and Local mandates for universal health insurance. We also partner with St. Barnabas for our children with health risks.

We provide our community parents with workshops that will support them in everyday living, including food stamps, and Section 8. These are facilitated by the Parent Coordinator.

We invite our local precinct to speak about child abuse and domestic violence to our community families.

Through Title III, we provide English Language Learning for our bilingual community parents.

## 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 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>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓				✓	
Title I, Part A (ARRA)	Federal	✓				✓	
Title II, Part A	Federal	✓				✓	
Title III, Part A	Federal	✓			\$17,380	✓	56 - 60
Title IV	Federal			✓			
IDEA	Federal		✓				
Tax Levy	Local	✓				✓	

## Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

**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.

**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.

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

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

## **APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING**

*This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.*

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

### **Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

### **Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring**

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

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School Under Registration Review (SURR)

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

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

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

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

## **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: 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.)

**Presently, there are 23 Students in Temporary Housing (STH) that attend P.S. 23.**

2. Please describe the services you are planning to provide to the STH population.

**Our plan is to support these students with an educational academic program on Monday through Thursday for an hour each day (3:15 - 4:15 p.m.) with a ratio of 8 to 10 students to one teacher. Reading and Math Intervention Services, as well as Homework Services will be offered to the students during the program. The program will run through the first week of June.**

**Part B: FOR NON-TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

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

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 023 The New Children's School						
<b>District:</b>	10	<b>DBN:</b>	10X023	<b>School</b>		321000010023	

**DEMOGRAPHICS**

Grades Served:	Pre-K	v	3	7	11		
	K	v	4	8	12		
	1	v	5	9	Ungraded	v	
	2	v	6	10			

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	35	35	35				NR
Kindergarten	170	167	126				
Grade 1	235	216	154	<b>Student Stability - % of Enrollment:</b>			
Grade 2	146	149	164	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	0	0	0		83.6	90.5	89.9
Grade 4	0	0	0	<b>Poverty Rate - % of Enrollment:</b>			
Grade 5	0	0	0	(As of October 31)	2008-09	2009-10	2010-11
Grade 6	0	0	0		84.9	91.1	91.1
Grade 7	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 8	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 9	0	0	0		37	55	64
Grade 10	0	0	0	<b>Recent Immigrants - Total Number:</b>			
Grade 11	0	0	0	(As of October 31)	2007-08	2008-09	2009-10
Grade 12	0	0	0		9	13	8
Ungraded	0	12	9				
Total	586	579	488				

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	119	116	119	Principal Suspensions	0	0	3
# in Collaborative Team Teaching (CTT) Classes	68	66	47	Superintendent Suspensions	1	0	0
Number all others	22	24	26				

*These students are included in the enrollment information above.*

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

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	19	27	TBD	Number of Teachers	64	66	64
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	41	36	6
# receiving ESL services only	78	80	TBD	Number of Educational Paraprofessionals	8	6	36
# ELLs with IEPs	3	52	TBD				

*These students are included in the General and Special Education enrollment information above.*

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	65.6	71.2	82.8
				% more than 5 years teaching anywhere	50.0	50.0	59.4
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	73.0	79.0	85.9
American Indian or Alaska Native	0.2	0.3	0.4	% core classes taught by "highly qualified" teachers	85.3	91.3	98.9
Black or African American	27.5	28.0	33.0				
Hispanic or Latino	69.3	65.8	65.0				
Asian or Native Hawaiian/Other Pacific	1.5	1.0	0.6				
White	0.9	1.6	1.0				
<b>Male</b>	59.7	59.2	61.9				
<b>Female</b>	40.3	40.8	38.1				

#### 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

<b>SURR School (Yes/No)</b>		If yes,					
-----------------------------	--	---------	--	--	--	--	--

#### Overall NCLB/Differentiated 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:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:		Graduation Rate:

#### This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
<b>All Students</b>	v	v					
<b>Ethnicity</b>							

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	vsh	v					
Limited English Proficient	-	-					
Economically Disadvantaged	v	v					
<b>Student groups making</b>	<b>5</b>	<b>5</b>					

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	C	<b>Overall Evaluation:</b>					WD
<b>Overall Score:</b>	29.7	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					WD
School Environment:	8.5	Quality Statement 2: Plan and Set Goals					WD
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					WD
School Performance:	3.9	Quality Statement 4: Align Capacity Building to Goals					WD
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					WD
Student Progress:	9						
<i>(Comprises 60% of the</i>							
Additional Credit:	8.3						

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
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](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**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 <b>109</b>	District <b>10</b>	School Number <b>023</b>	School Name <b>NewChildren's School</b>
Principal <b>Shirley Torres</b>		Assistant Principal <b>Carole Cooke</b>	
Coach <b>Diana Drake Behan</b>		Coach <b>Elise Lucas</b>	
Teacher/Subject Area <b>Jennifer Irurueta/ESL</b>		Guidance Counselor <b>Margaret Halvey / J. Maldonado</b>	
Teacher/Subject Area <b>Roselina Monegro/Bil Reading</b>		Parent <b>Jacqueline Rivera (President)</b>	
Teacher/Subject Area <b>Elizabeth Gonzalez/IEP Tchr.</b>		Parent Coordinator <b>Yvonne Flores</b>	
Related Service Provider <b>Maria Aponte/Bil. Speech</b>		Other <b>type here</b>	
Network Leader <b>Maria Quail</b>		Other <b>type here</b>	

### 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	<b>1</b>	Number of Certified Bilingual Teachers	<b>3</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>2</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>488</b>	Total Number of ELLs	<b>93</b>	ELLs as Share of Total Student Population (%)	<b>19.06%</b>
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## 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.

#### Home Language Identification Survey (HLIS):

- A. The HLIS is administered to every parent/guardian registering his/her child, along with the official registration packet. The ESL teacher(s), Jennifer Irurueta, Bilingual Reading Teacher, Roselina Monegro, Assistant Principal, Susan Rolon-Nelson, IEP Teacher, Elizabeth Gonzalez, Principal, Shirley Torres may administer an informal oral interview in English and in the native language ( if needed) to support the parent in completing the HLIS, when necessary.
- B. The ESL teacher works in coordination with the pupil accounting secretary to screen all registration packets, and immediately collect HLIS paperwork. They then complete each HLIS for school use, noting students who are eligible for the LAB-R.
- C. The ESL teacher continues to communicate with the pupil accounting secretary around new registrants throughout the year. The ESL teacher also regularly reviews updated ATS reports, in search of any new ELLs in the school (e.g., RLAT, RLER, etc.)

Bilingual Pedagogue(s) that who can assist parents at registration:

Jennifer Irurueta, ESL Teacher  
Roselina Monegro, Bilingual Reading Teacher  
Susan Rolan-Nelson, Assistant Principal  
Elizabeth Gonzalez, IEP Teacher  
Shirley Torres, Principal

#### Language Assessment Battery – Revised (LAB-R):

- A. The ESL teacher reviews all LAB-R regulations. The ESL teacher then assesses each child eligible for the LAB-R, within 10 days of the child's registration. Scores are recorded in a spreadsheet.
- B. Students who do not pass the cut off score for the LAB-R, and who have a home language of Spanish, are then administered the Spanish LAB.

#### New York State English as a Second Language Achievement Test (NYSESLAT):

- A. Each spring, the ESL teacher works in collaboration with the Principal to organize the school-wide administration of the NYSESLAT. Initially, the ESL teacher consults the RLER and RLAT to determine NYSESLAT eligibility, and cross references these reports with class rosters.
- B. The ESL teacher then consults with the IEP teacher, in order to review students' IEP's, as well as the RSPE, for any testing modifications. The ESL teacher and Principal use this information to create testing groups, and ensure that students receive all appropriate modifications.
- C. Each testing group is assigned two monitors, one of whom is a bilingual or ESL certified teacher. All teachers of ELLs are trained in NYSESLAT administration during weekly professional development sessions. This training includes review of appropriate testing procedures.
- D. Test materials are distributed and collected daily, and maintained in a secure location.
- E. Teachers of ELLs collaborate to bubble and review students' answer documents, ensuring that documents are completed properly, and that all materials are packaged properly.

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.

After the screening (e.g. HLIS) and assessment (e.g. LAB-R) of all students with a home language other than English, as appropriate, official letters are sent home to families, in order to inform them of entitlement or non-entitlement to ELL services. (Letters are also sent to families of students who have previously tested proficient on the NYSESLAT.)

Parents of new ELL's, as per LAB-R assessment, are invited to a parent orientation session, through letters sent home as well as follow-up phone calls. Sessions are held at a range of times, including morning and evening, in order to accommodate parents' schedules. Letters are translated.

During the orientation session, the ESL teacher(s), in collaboration with the principal, and parent coordinator, explain the ELL

identification process to parents including the program choices offered at P.S.23 - ESL and Transitional Special Education Bilingual Program.

Parents are shown the NYCDOE video, in their home language (when available), and then provided the opportunity to ask follow-up questions.

Official information packets, and other mandated materials, are also provided to parents.

Make-up sessions are scheduled for parents who are unable to attend initial sessions. School staff reaches out to these parents via back-packed letters, phone calls, and in-person appointments.

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.)

Entitlement letters are generated by LAB-R results. All students who fall below LAB-R cut-off have back-packed letters sent home, inviting parents to an orientation session with a follow up phone call. Parent Survey and Program Selection forms are distributed and completed during ELL parent orientation sessions, as information is given and support is provided. Additional meetings are set up for parents who could not assist prior meetings or for parents registering new students.

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.

Procedures followed to place students.

Identification:

- HLIS forms are completed by parents with student registration, with support by trained bilingual staff member (ESL teacher, bilingual pupil accounting secretary, bilingual parent coordinator).
- HLIS forms are reviewed by ESL teacher with a team, and corroborated with ATS OTELE data (from BIOS and RESI report).
- Based on these results, ESL teacher administers the LAB-R to students who are deemed eligible (as per HLIS response data, as validated by ATS RLER report), and Spanish LAB where appropriate.

Program selection:

- Parents attend an ELL parent orientation session, where they view an official NYCDOE video, as well as have the opportunity to ask questions/receive information from appropriate trained bilingual staff (ESL teacher(s), parent coordinator, principal).
- Parents complete Program Selection forms, and students are placed according to parent choice. If a program selected by a parent is not offered at P.S.23, the students are placed in the current push-in/ pull-out ESL program until such program is available in a neighboring school. If 15 or more students within 2 grade levels require a Bilingual Education class at P.S.23, a class will be formed.

\* We assure that all communication with parents is done in a language that is native to them. If a parent speaks a language other than English/Spanish the Unit of Translation/ Interpretation is contacted.

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?

According to our Parent Survey and Parent Program Selection forms, parents have requested ESL programs for their children when entering for the first time into our school. At P.S. 23 for the past few years, the majority of parent request has been a push-in/pull-out ESL program in Kindergarten, first grade, and second grade. The HLIS Parent Survey and Parent Selection Forms are then organized by class and placed in a file in the main office of the school. Original HLIS' are placed in the cumulative record for each student.

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.

A Transitional Bilingual Program (TBE) at P.S. 23 has recently been only for bilingual special education students. The students in this program have received this placement when evaluated through the Committee of Special Education (CSE). Parents have input into program selection during the evaluation and referral process, and a decision is made in consultation with a bilingual psychologist prior to the student entering our school. The Individual Educational Plan (IEP) of the student determines his/her placement into a program.

The programs at P.S. 23 offered to ELLs are aligned with parent selections. All of the students are assessed and appropriately placed in a program as selected by their parents.

## 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 #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	2	1											3
<b>Dual Language</b> <small>(50%:50%)</small>	0	0	0											0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	0	0	0											0
<b>Push-In</b>	3	2	2											7
<b>Total</b>	3	4	3	0	0	0	0	0	0	0	0	0	0	10

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	93	Newcomers (ELLs receiving service 0-3 years)	92	Special Education	51
SIFE	0	ELLs receiving service 4-6 years	1	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									Total
	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	
<b>TBE</b>	0	0	22	0	0	1	0	0	0	0
<b>Dual Language</b>	0	0	0	0	0	0	0	0	0	0
<b>ESL</b>	93	0	29	0	0	0	0	0	0	93
<b>Total</b>	93	0	51	0	0	1	0	0	0	93

Number of ELLs in a TBE program who are in alternate placement:

### 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	24	15	28											67
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	3													3
<b>TOTAL</b>	<b>27</b>	<b>15</b>	<b>28</b>	<b>0</b>	<b>70</b>									

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																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

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	
Other										0	0
<b>TOTAL</b>	0	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														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

# 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.

1. How is instruction delivered?

- a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)? If pull-out, specify the length of time, group, and plans for moving these students into a push-in model.

Within our ESL program, we use two organizational models: Push-In / Pull-Out

Push-In is our primary model of ESL instruction. Our Principal ensures that students requiring ESL services are clustered in particular classes, and allows ESL teacher(s) to organize their schedules to push into these classes and collaborate with the classroom teachers. This occurs in each grade ( Grade 1, and Grade 2); and in a range of settings (General Education, Special Education, and Integrated Team Teaching (ITT)).

Pull-Out is used in conjunction with the Push-In model, in order to give children additional support, and differentiate according to their language needs. For example, an ESL teacher pushes into a second grade class to service children on all proficiency levels. That teacher additionally pulls out children at Beginning and Intermediate proficiency levels in order to give them supplemental periods of ESL instruction (one unit per week in addition to what is given in push-in), in a small group setting that has proven to be most effective for intervention.

Pull-Out is also used with Kindergarten and some Second Grade children who are in several different classes due to IEP requirements (e.g. self-contained special education; ITT; general education with related services; etc.). In this case, the ESL teacher pulls these children together for small group instruction in the ESL room. Since all of our Kindergarten students are at a beginning proficiency level in English they require 2 units of ESL instruction ( 360 minutes weekly). In the Second Grade, the units of instructions are determined by students' proficiency levels, with 1 unit for Advanced students ( 180 minutes weekly), and 2 units for Beginning and Intermediate students ( 360 minutes weekly). In addition, students with advanced English proficiency level receive 180 minutes weekly of ELA instruction. The ESL teacher has articulation periods with the classroom teachers, in order to assure that their instruction aligns, thus simulating a "Push-In" model across the classrooms.

Within our Transitional Special Education Bilingual Program (TBE) model, students also receive daily Native Language Instruction. This equates to 90 minutes per day for Beginning and Intermediate, and 45 minutes per day for advanced. Additionally, TBE classes must take into account the ratio of Native Language to English Language Arts support: 60:40 for Beginning 50:50 for Intermediate; and 25:75 for Advanced.

Literacy is intergrated throughout all of our ESL programs. The school wide core curriculum in literacy follows the Teachers College Reading Writing Program (TCRWP) units of study and assessment system. All teachers attend professional development around theTCRWP program. ESL teacher articulate with classroom teachers of ESL students in regard to the literacy curriculum covered. ESL teachers supplement literacy instruction for ELLs using appropriate strategies, and targeted materials for ELL literacy development ( including Avenues, On the Way to English, and Treasure Chests).

- 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])?

As explained above, there is a variety of program models.

The Heterogeneous model is the predominant model used in ESL instruction. This model is used in all Push-In class settings, where ESL students are clustered.

A Homogeneous model is used occasionally in intervention, where an ESL teacher may pull-out students with similar language learning needs in order to provide them with targeted supplemental support.

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?

ELL staff is organized to ensure that mandated ESL, ELA, and NLA periods are delivered as per requirements delineated in CR Part 154, based on NYSESLAT proficiency levels (or LAB-R where NYSESLAT is not available).

Across all program models, ESL periods remain the same:

- 1 unit for Advanced students, and
- 2 units for Beginning and Intermediate students.

Additionally, Advanced students receive 1 unit of ELA instruction.

Within a TBE model, students also receive NLA instruction. This equates to 90 minutes per day for Beginning and Intermediate, and 45 minutes per day for Advanced. Additionally, TBE classes must take into account the ratio of Native Language to English support: 60:40 for Beginning; 50:50 for Intermediate; and 25:75 for Advanced.

Certified bilingual teachers deliver program instruction within the TBE model. These teachers are trained in all appropriate policy and regulations, and attend weekly professional development sessions that address compliance with these mandates. Through these sessions, teachers are able to monitor their periods of instruction, and analyze their students' assessment results that drive the language of instruction throughout these periods.

In the ESL model, teachers are similarly involved in professional development for teachers of ELL's, and so are well-versed in mandates for ELL instruction. Students across the three grades are able to receive mandated periods of service, based on their NYSESLAT results (or LAB-R, where appropriate).

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.

We concentrate on Content-Area Instruction as a LAP principle, as relevant and contextualized instruction makes language learning more salient. We use ongoing assessment to modify language allocation in instruction throughout the year, so as to most appropriately scaffold students' developing language proficiency (as students progress in response to instruction), across all program models (ESL and TBE). This strategy incorporates the principle of Academic Rigor, as teachers scaffold students to perform at the height of the Zone of Proximal Development. Teachers, equipped with a current and comprehensive view of their students' levels of language proficiency within each modality, are best able to plan for instruction that both supports and challenges their students (with the most appropriate allocation of native and target languages) on their way to meeting and exceeding New York State standards. We then focus on integrating these cognitive approaches throughout the subject areas. This extends language learning, as well as promotes content comprehension.

We utilize multiple ELL-appropriate resources to support our children in content-area learning. These include sets of grade- and theme-relevant non-fiction big books and sets of non-fiction ELL-appropriate guided reading books (e.g., PM readers in English and Spanish, Rigby "Sails" program), as well as a variety of literacy and interactive materials from the "On Our Way to English" and "Avenues" programs (designed for ESL instruction). We also have full classroom libraries with grade appropriate themed and genre books. The classrooms also have books in their native language.

Instruction is provided in a classroom environment that supports academic language development. Characteristics of this type of encouraging environment include comprehensible input, low affective filter, and error acceptance. In addition, students practice language while processing complex and abstract ideas. This scaffolded curriculum is driven by standards-based instruction in order to promote high student achievement.

4. How do you differentiate instruction for ELL subgroups?

a. Describe your instructional plan for SIFE.

Not applicable to our school since SIFE students are students who enter a US school after grade two (E.g Grade 3 and above)

Presently, P.S.23 is a pre-k through second grade school.

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.

As a K-2 school, all of our students have been receiving service for 3 years or less.

Our overall instructional plan is detailed in the sections above.

A plan for newcomers centers on easing children's adjustment to our school, and fostering a welcoming environment. Classroom instruction, as always, must be sensitive to how the differences between a student's home culture and their new culture may impact their both their learning style and general behavior/interaction. In addition, sensitivity must be paid to particular issues that may arise in the families of newcomers, such as immigration, home ownership, and English language learning at the parent level.

With newcomers in the beginning stages of language acquisition, teachers make language comprehensible by modifying their speech (e.g., slower rate, simpler grammatical structures, restricted length of communication) and making use of extra linguistic cues (i.e., gestures, actions, and pictures) to convey meaning. Reading activities provide opportunities for further language input. Predictable books are particularly useful because of their highly repetitive language and simplified text. Chants and songs also offer students the opportunity to gain familiarity with content vocabulary and language patterns. Teachers can scaffold the language of the text through engagements such as read-alouds and shared reading.

Additionally, materials to support English Language learning families of newcomers are supported through p.m. parent workshops where parents have computer access to use Ellis Language Learning Computer Program in which they work on their own or on their own pace on the computer. Another means of support for parents include parent orientation and parent ESL courses.

We also take into account our responsibility to prepare these students for ELA testing, as required by NCLB. Though children are not administered the ELA exam within our school (as this occurs after they have moved beyond our school, and entered third grade), we incorporate preparation for this exam into our instruction. Children simulate the ELA preparation and examination process through the administration of the EPAL in second grade. In addition, reading specialists construct test preparation curriculum and materials to support classroom teachers, and revisit these on an ongoing basis. Our ELLs are fully included in this instruction. Furthermore, our comprehensive preparation for the NYSESLAT addresses skills similar to those that students need to succeed on the ELA.

c. Describe your plan for ELLs receiving service 4 to 6 years.

Not Applicable (As a K-2 school, all of our students have been receiving service for 3 years or less.)

d. Describe your plan for Long-Term ELLs (completed 6 years).

Not Applicable (As a K-2 school, all of our students have been receiving service for 3 years or less.)

e. Describe your plan for ELLs identified as having special needs.

A large portion of our ELL population has been identified as having special needs. These students have IEP's, and receive a range of special education services: from self-contained 12:1:1 classes, to ITT classes, to general education classes with related services.

During intake, we place students in special education when appropriate, according to evaluation by the CSE, as well as their IEP. Based on CSE and IEP recommendations, ELL's are placed either within our TBE special education self-contained classes, or in monolingual classes with ESL services. Students are re-evaluated as necessary by our Instructional Support Team. Later, students are mainstreamed where appropriate.

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

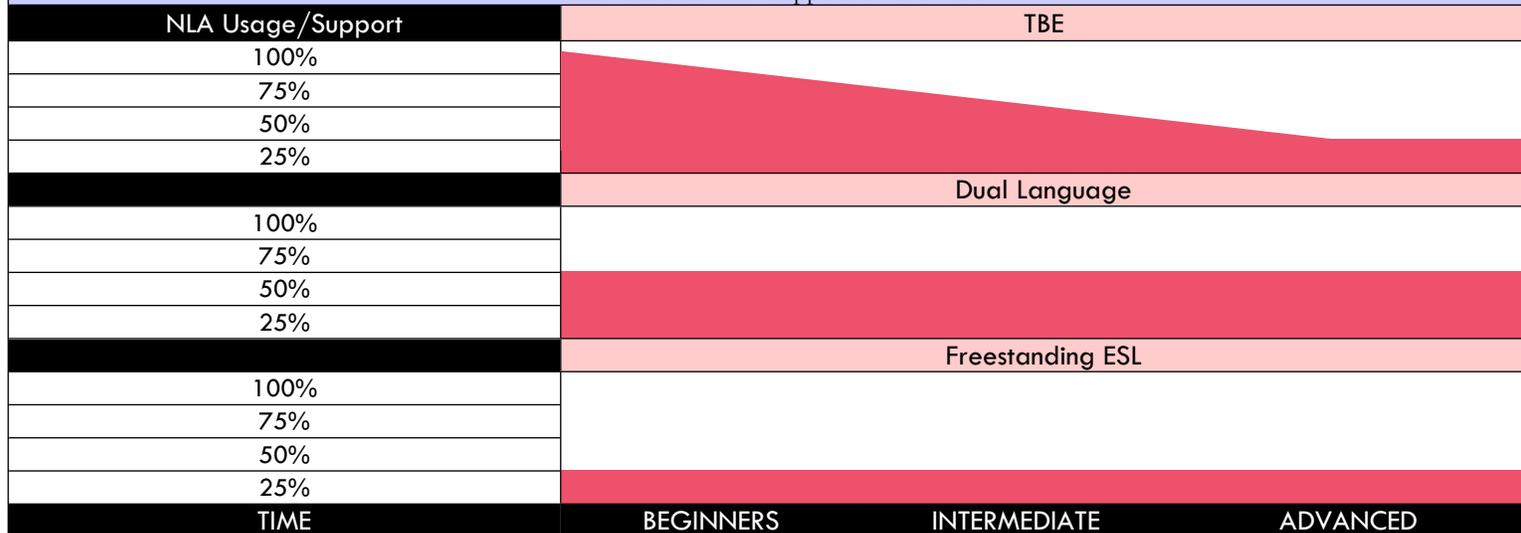
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native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

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

**Native Language 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.



## 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?

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.

All of our ELLs receive Academic Intervention Services (AIS) according to their assessed needs.

### Mathematics:

Based on baseline and unit assessments in mathematics, students are assigned to small group intervention with our mathematics AIS provider. Additionally, students receive support through our Title III after-school program, which focuses on building comprehension through targeting oral language and academic vocabulary. Services are done in English.

### Literacy:

As literacy is a fundamental element of language learning, students receive a comprehensive range of support services in developing their reading and writing skills.

- Targeted students work with guided reading specialists one-on-one or in small intervention groups; language of instruction is according to student need (English or Spanish, based on dominant language in literacy).
- All students receive small group instruction during their literacy block, with the support of additional teachers in addition to their classroom teacher.
- All ELL students are eligible for our Title III after-school program, in which literacy is addressed by a bilingual (spanish) certified literacy specialist.

6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.

Students who reach proficiency (according to NYSESLAT results) continue to be supported by our ELL program. These students are placed in monolingual classes, with Advanced level ESL students, as well as English-dominant students. Newly proficient students (along with Advanced level ESL students) are supported by a certified ESL teacher in push-in periods (minimum of 180 minutes/week), particularly during the literacy block.

7. What new programs or improvements will be considered for the upcoming school year?

For the current school year, we have focused on our professional development program for teachers of ELLs as an avenue for improving our

ELL instructional program and how to incorporate the Common Core Standards for the ESL Learner in our teaching.

We have brought together ESL and bilingual teachers, along with teachers of classes in which ESL students are clustered. We know that professional collaboration is essential to teachers' success with students, and designed our professional development around teachers' reported and observed strengths and needs. These teachers met prior to the school year to plan for their course of study throughout the school year, and continue to meet on a weekly basis throughout the year.

Our P.D. group utilizes technology as a professional learning tool, in order to simulate our students' own learning through technology, and to become more familiar with this instructional tool.

In order to remain apprised of current research and instructional methodology, each teacher is responsible for attending external professional development workshops, and turn keying information to the entire group.

Each month, our teachers review upcoming curriculum in order to adapt instructional methodology to address the language learning needs of our students. Our main focus is on oral language development and academic vocabulary, using visual aids and graphic organizers to support comprehension.

Each month, our teachers analyze student assessments, in order to determine how to best use these assessments to guide data-informed instruction, and differentiate according to students' needs across all language modalities. We have developed a schedule for oral language assessment, and modified existing literacy assessment schedules to show a true comprehensive view of our students' language abilities.

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

We have not and will not discontinue any programs or services for our ELLs.

9. How are ELLs afforded equal access to all school programs?

Describe after school and supplemental services offered to ELLs in your building.

The ELLs are fully incorporated into our broader school community, and so receive equal access to all of our supplemental support. They have equal opportunity to participate in all school programs (arts, labs, etc.). Additionally, we have a Title III after-school program tailored to the needs of our ELL's. Our literacy program is led by a bilingual-certified reading specialist, and includes other ELL trained teachers. Our mathematics program focuses on academic vocabulary to enhance comprehension.

Furthermore, we use our Title III parent ESL program to support student achievement. During this time, trained ELL teachers facilitate parents in helping their children with their homework, in addition to their own English language development.

10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

We utilize a comprehensive range of materials to support our ELLs' language development, in English as well as their native language.

Our primary programs include:

- Avenues (Hampton-Brown): Language-rich resources, focusing on basic and academic vocabulary development. Grade-level content with connections to science and social studies. Standards-based with specialized strategies. Data-driven instruction with multi-level assessment.
- ELLIS (Pearson): Leverages the power of technology to move ELL's toward English fluency. Management utilities, reporting features and comprehensive curriculum to address a wide range of proficiency levels. Lessons designed to move learners immediately from observer to participant. Closely follows the natural pattern of language acquisition via research-based instructional methodology.
- Empire State NYSESLAT (Continental Press): Clear and concise skill reinforcement to support curriculum goals, promote success on the NYSESLAT, and help students overcome daily language barriers. Comprehensive teacher manuals to support targeted instruction in student books, in addition to clear audio CDs.
- Getting Ready for the NYSESLAT (Attanasio): Through this program, teachers are able to: identify and put into practice the best strategies in standards-based instruction; identify the skills that are needed to succeed for accountability purposes; use ongoing assessment activities to measure progress in attaining English language proficiency; transition students from the NYSESLAT to the ELA test; familiarize students with the structure of the NYSESLAT and the ELA.
- On Our Way to English (Rigby): Designed to meet the differing rates at which English language learners develop language and literacy

skills. Bridges language, literacy, and content to build grade-level achievement and maximum yearly progress. Enables: assessment in language and literacy as separate developmental processes, in order to target and differentiate instruction based on individual needs; monitoring and reporting student progress; using a unique leveling system to address both language and reading characteristics; using content-based learning to develop academic language.

•PM Readers (Rigby): Low ratio of 1:20 new word introduction. Steady development of sentence structure. Meaningful stories with a clear climax and resolution. Repetition and review of high-frequency words meet the learning and teaching needs of every classroom.

•Sails Literacy Series (Rigby): Resource for Guided Reading and Writing, Reciprocal Reading and Independent Reading. Engaging visuals and subjects will motivate students to read for pleasure and for information. Series develops: analytical thinking skills; decoding and comprehension skills; understanding of fiction and non-fiction; and understanding of purpose, structure and genre.

11. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Native language support is provided to students in all program models.

TBE:

Native language instruction is delivered in units and ratio mandated by CR Part 154, as described above, driven by language proficiency determined by the NYSESLAT (or LAB-R where applicable). In addition, teachers differentiate by language modality in “mini-mini-lessons,” offering small group instruction during students’ independent practice, to support each student in the language and modality he requires. Native language is taught in literacy, as well as content areas.

ESL:

The ESL teacher is proficient in the Spanish language, and is able to support students utilizing cognates (research-proven methodology for developing comprehension in academic vocabulary, as advocated by Dr. Jim Cummins). Additionally, peer tutoring occurs across multiple languages. Native language texts are available for students, and utilized to build a base from which students can transfer literacy skills.

12. Do required services support, and resources correspond to ELLs’ age and grade levels?

All of our require services and resources are aligned with our ELLs’ needs as per their age and grade level, as well as program model and language proficiency level. ELLs are grouped with their grade-appropriate peers, and fully participate in grade-level instruction.

13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.

Prior to the beginning of the year, newly enrolled ELL students and their families receive transitional support. They are guided through the registration process by our trained bilingual pupil accounting secretary, who is able to support them in all logistical aspects. In addition, our bilingual parent coordinator supports the family’s transition to the school, through school tours and information. The parent coordinator is able to provide information about bilingual and ESL services available to the students and their families.

14. What language electives are offered to ELLs?

Not Applicable. Our school is a Pre-kindergarten to Second Grade school.

### 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)?

Not Applicable. We do not have Dual Language Programs.

#### 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.

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

As described earlier, comprehensive professional development for teachers of ELLs has always been a primary focus of our program (building upon years past).

Teachers will continue to be supported in a variety of ways in order to ensure their knowledge of standards-based curriculum.

- Fundamental teacher training is designed around informing our Bilingual/ESL staff of pertinent ELL policy (including the allocation of English and Native Language throughout instruction drawing on the LAP Principles of a Coherent LAP and High Quality Teachers), as well as key instructional materials available within the school. These workshops allow teachers to be informed and “on the same page,” and thus most effectively plan together.

- Our weekly professional development sessions are driven by our school goal of building content knowledge and comprehension through oral language development and academic vocabulary. Our work includes monthly curriculum modification in order to use visual supports and graphic organizers to allow for comprehensible input for our ELL’s, in order to support their development of oral language and academic vocabulary (which research has proven to be the “gateway” to comprehension, particularly for language learners) in literacy and all content areas.

- This training also encompasses aligning Bilingual literacy instruction with the Teachers College Reading and Writing Project curriculum, including creating corresponding mentor text libraries and curriculum mapping.

- Our work encompasses a focus on assessment-driven/data-informed instruction. We look closely at results from students’ NYSESLAT performance in order to guide our instruction for the upcoming year, and analyze the results in terms of the language modalities (speaking, listening, reading, and writing) in order to plan for guided small group instruction. Additionally, we engage in professional protocols to decompose formative assessments and student work, including our TCRWP assessment, and oral language assessment. Our group has worked to develop a bilingual literacy assessment to coordinate with the monolingual assessment used school-wide.

- This training also involves a study group on “Strategies and Skills for the Improvement of Student Academic Progress and Linguistic Proficiency” using the enrichment materials/activities for the NYSESLAT.

- Regular meetings during planning and professional development periods allow teachers to engage in collaborative planning.

- In order to remain current with ELL practice and research, members of our ESL/bilingual department regularly attend outside professional development. Professional development activities include: Quality Teachers of English Learners (QTEL); compliance and instruction workshops offered through the Bilingual Education Technical Assistance Center (BETAC) in the Bronx; and additional content-based workshops offered through the New York City Department of Education and partnerships with universities including Fordham University, Lehman College, and Hostos University.

2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Not Applicable (As our terminal grade is second grade, our students do not transition from our school into middle school or high school.)

3. Describe the minimum 7.5 hours of ELL training for all staff, other than those who hold ESL and bilingual licenses, as per José P.

Staff who work with ELL’s, who do not hold ESL or bilingual licenses, are invited to attend our weekly ELL professional development sessions (including: teachers, School Based Support Team (SBST), and reading/ math AIS teachers). These sessions last for 45 to 90 minutes, and occur regularly on Friday’s. Teachers are able to arrange their preparatory periods in order to attend, as the topics pertain to them.

Additionally, teachers turnkey relevant external professional development during regular grade and specialty meetings. These meetings last 50 minutes, and occur monthly. They are attended by teachers, administrators, and relevant specialty and Academic Intervention Service (AIS) providers.

#### 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?

1. Describe parent involvement in your school, including parents of ELLs.

P.S. 23 has developed a Title I Parent Involvement Policy. The purpose of the policy is to help parents navigate through the NYC school system, and to become partners in their children's education. This plan has been developed in consultation with parents across the years, and modified as the needs of our parents have changed. Assessed, as well as requested needs of the families who comprise our school community have impacted on our plan each year. We utilize our parent questionnaire at the beginning of each school year to identify interests, strengths and needs of our parent community. Parents are provided with all translated materials. Translation Unit from DOE used for other languages.

Families in temporary housing and foster care parents will receive targeted support from our Parent Coordinator, Guidance Department, and our Health Coordinator. Specific help groups and workshops will be employed according to family need. Our Parent Coordinator is in place to support parents with identified needs, while employing Epstein's six types of parent involvement to increase community engagement.

The success of our parent program will be based upon increased parent involvement across the year.

Parent and student rights and responsibilities are set with clear expectations in the Principal's beginning of the year letter to parent as well as in our School Parent Handbook. Additionally, Parent Curriculum Orientation, which takes place at the beginning of the school year, also includes Student and Parents Rights and Responsibilities as it applies to daily classroom practice.

Parents are able to address their particular concerns through contacting their child's teacher, through calling the school or writing a note to the teacher in the appointment binders located in the school lobby. Parents may also request a meeting with the resource staff that will provide them with additional assistance for any social emotional and educational problems they may identify, i.e.: Guidance Counselor, Health Coordinator, Grade Supervisor, Principal, or a member of our School Based Support Team.

All parents upon registration are automatically members of the P.S. 23 Parent Association (PA). Board members of the PA are included in the School Leadership Team (SLT), along with any other elected parents. PA members also meet with the Principal on a regular basis.

2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

We involve community based organizations and businesses in school activities, including: 48th Precinct, Fresh Air Fund, FDNY, Health First, Bronx Healthy Hearts, St. Barnabas Community Hospital Services, Fordham Tremont Mental Health Services, Union Community Health Centers, Community Board 6, etc.

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

As described above, an initial needs assessment is administered to parents in the form of a beginning of the year parent survey, sent home to every family. Our parent coordinator compiles and analyzes data from this survey, and shares it publicly. The parent coordinator uses data from this survey to design workshops and outreach for the year.

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

Our parent involvement is designed to be varied and address the range of the needs of our families. Parent workshops are conducted on an ongoing basis. Workshop times span mornings, evenings, and weekends, and include childcare. Translation is available at all workshops. Topics include: asthma, sexual abuse, domestic violence, foster care, parenting, nutrition, conflict resolutions and fire safety as a basic program structure and parent requested topics. Additionally, workshops in English Language Arts and Mathematics engage parents with strategies to support their children. ESL for Parents is offered through our Title III grant, and occurs weekly. Our Guidance Counselor, Health Coordinator, and Parent Coordinator as well as our Social Worker and Bilingual Psychologist work to identify speakers or support CBO personnel who can deliver workshops to parent groups based on their expressed needs and interests. Paste response to questions 1-4 here

# 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)	27	25	6											58
Intermediate(I)		3	11											14
Advanced (A)		1	20											21
Total	27	29	37	0	0	0	0	0	0	0	0	0	0	93

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B		2	4										
	I		13	7										
	A		12	18										
	P													
READING/ WRITING	B		25	9										
	I		3	10										
	A			7										
	P													

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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
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									0
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				

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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								

**B. After reviewing and analyzing the assessment data, answer the following**

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

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.

We use EL SOL as the assessment tool to assess the native language arts early literacy skills of our ELLs. We also use the TCRWP as the assessment tool to assess our children's English Language Arts skills as we do throughout our school building.

Based on analysis of standardized assessments, we see growth in our students' English language skills across the course of a three year program, as students' NYSESLAT overall proficiency levels increase from Kindergarten, to first grade, to second grade. Across all grades and language proficiency levels, it has been noticed that most of our children perform strongly in listening and speaking, and struggle more

Based on analysis of standardized assessments, we see growth in our students' English language skills across the course of a three year program, as students' NYSESLAT overall proficiency levels increase from Kindergarten, to first grade, to second grade. Across all grades and language proficiency levels, it has been noticed that most of our children perform strongly in listening and speaking, and struggle more in reading and writing. Our students gain in proficiency in reading and writing progressively, from Kindergarten to second grade.

3. How will patterns across NYSESLAT modalities – reading/writing and listening/speaking – affect instructional decisions?

As previously described, our work amongst teachers of ELL's encompasses a focus on assessment-driven/data-informed instruction. We look closely at results from students' NYSESLAT performance in order to guide our instruction for the upcoming year, and analyze the results in terms of the language modalities (speaking, listening, reading, and writing) in order to plan for guided small group instruction.

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?

Transitional Bilingual Education (TBE)

Based on analysis of standardized assessments, we see growth in our students' English language skills across the course of a three year program, as students' NYSESLAT overall proficiency levels increase from Kindergarten, to first grade, to second grade. Across all grades and language proficiency levels, it has been noticed that most of our children perform strongly in listening and speaking, and struggle more in reading and writing. Our students gain in proficiency in reading and writing progressively, from Kindergarten to second grade. ELL's in our TBE program are assessed in all elements of literacy in the native language: EDL reading assessment; EI SOL letter and sound identification; EI SOL high frequency words; and TCRWP narrative writing checklist. We find that in Kindergarten and first grade, these ELL's are generally dominant in native language literacy, over literacy in English. As students transfer their native language skills in their third year of instruction, we find that there are more second graders who have more strength in English literacy.

English as a Second Language (ESL)

Based on analysis of standardized assessments, we see growth in our students' English language skills across the course of a three year program, as students' NYSESLAT overall proficiency levels increase from Kindergarten, to first grade, to second grade. Across all grades and language proficiency levels, it has been noticed that most of our children perform strongly in listening and speaking, and struggle more in reading and writing. Our students gain in proficiency in reading and writing progressively, from Kindergarten to second grade. ELL's participating in our ESL program are not formally assessed in native language. New arrivals are given a baseline assessment in native language by the bilingual-certified guided reading teacher, and given support in native language literacy as needed.

b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.

The Principal has arranged for professional development and instruction that responds to findings from our ongoing assessments.

As described above, periodic assessments for ELL's are analyzed by teachers in our weekly ELL professional development group. Additionally, our teachers participate in staff development with the TCRWP consultant. This training focuses on analyzing assessment data, and using this data to inform instruction.

For example, we have found from periodic assessments that our students are strong in phonemic awareness, and struggling in reading comprehension. The Principal and Literacy Coach have worked with the TCRWP consultant for her to support teachers in strategies that address comprehension. This includes storytelling model lessons, as well as read alouds and Accountable Talk.

c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?

Our periodic assessments are reflecting similar results as our formal assessments (e.g. NYSESLAT and LAB-R). For TBE, we see that students develop first in their native language skills, and then transfer these skills to English language proficiency. For all ELL's, students first build a base in oral language proficiency, and then are able to develop literacy skills.

5. For dual language programs, answer the following.

Not Applicable

6. Describe how you evaluate the success of your programs for ELLs.

We closely monitor assessment data, in English as well as native language, to determine the academic success of our instructional approach to our ELL programs. Assessment data is reviewed officially by school leadership on a quarterly basis, through paper and online reporting. Teachers monitor their own assessment data on an ongoing basis, in all modalities, in addition to native language as appropriate. We also consider the engagement of our ELL families as a factor in the success of our ELL programs. It is essential to involve our parents in order to promote students' success. Our ELL parents are engaged in parent ESL classes. The progress that these parents make, in their language development and in their ability to engage in their students' school work is an element of our ELL program success. Additionally, our staff members' professional progress is a measure of the success of our ELL programs. We seek to empower our teachers, as they take on leadership roles, and grow pedagogical knowledge for student success. Teachers learn successful methodology for differentiation, and supporting student progress. Needs assessments and ongoing evaluations are administered during staff training to track progress and success.

### 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		