



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# **2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME: CARTER G. WOODSON ELEMENTARY SCHOOL**

**DBN: 14K023**

**PRINCIPAL: SHARON MEADE      EMAIL: SMEADE@SCHOOLS.NYC.GOV**

**SUPERINTENDENT: JAMES QUAIL**

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

**Directions:**

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Sharon Meade	*Principal or Designee	
Vivian Roth	*UFT Chapter Leader or Designee	
Lavanya McCants	*PA/PTA President or Designated Co-President	
Rosie Garcia	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Elizabeth Cortes	Member/SLT Chairperson	
Magdalene Poulos	Member/Staff	
Angela Basora	Member/Parent	
Teresa Mofica	Member/Parent	
Nefretiri Young	Member/Parent	
Magdalia Perez	Member/Parent	
	Member/	

## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

## ANNUAL GOAL #1 AND ACTION PLAN

### **Annual Goal #1**

*All Students in Grades*

- *Pre-Kindergarten – 1 will be engaged in writing responses based on informational text*
- *2 – 5 will read informational text, analyze the text and construct a written argument*

### **Comprehensive needs assessment**

- As part of the citywide focus for instruction our staff will be trained on the use of Common Core State Standards (CCSS) and the implementation of these standards. Based on New York State Test results there was a 6% decrease in the percentage of students at or above grade level in the subject of English, and ECLAS-2 Assessments; it has been determined that most students exhibit a deficiency in the area of literacy response and expression. The above mentioned goal will prepare students to successfully complete the City-Wide initiative of argumentative writing and strengthen their skills in literacy responses and expression as assessed in ECLAS-2 and State Exams. The 2011-2012 NYSESLAT (New York State English as a Second Language Test) data for our ELL sub-group shows that there was an overall increase of 4% of beginning level students, a decrease of 7% of intermediate level students, 3% increase of advanced level and a decrease of 2% proficient level students as compared to the 2009- 2010 NYSESLAT Scores. Based on these results it has also been determined that our ELL sub-group has a deficiency as well in the area of reading and writing responses.

### **Instructional strategies/activities**

- In September 2011 our AUSSIE Consultant (ELA) will provide training for teachers in the use of the Common Core State Standards (CCSS), aligning the CCSS with our current research based Literacy by Design Program and the use of informational texts. In October 2011 a miniature task will be introduced along with thinking map techniques that are based upon the research conducted by the National Urban Alliance (NUA), revisited and presented to all students. In October 2011 our AUSSIE consultant (Title I SWP & SFS) will demonstrate over 2 lessons a miniature task to students in grades 2 - 5. In November 2011 all teachers will be provided with materials and an outline of how the task are implemented, graded and structured. A baseline of data from task will be compiled by November 2011. Informational text will be introduced, revisited and presented to students. Students will complete final common core aligned task by February 2012. All students will be introduced to the process of debating and forming arguments. This will be infused into their persuasive writing.
- Teachers will have common planning time to look at exemplars and analyze student results. Teacher Teams will strengthen their use of the inquiry process by looking closely at student work and determining the next steps. Our Network Literacy Specialist (TL CFN Support) will provide support to teachers in grades 2, 3 and 4. ESL teacher will provide teachers with various professional development workshops using scaffolding strategies incorporating the Common Core State Curriculum Standards in alignment with the reading and writing informational task. ELL sub-group will use Imagine Learning online technology researched based program to improve their reading, writing, listening and speaking skills. We will engage our ELLs in structured writing and reading activities using informational text in the content area.
- Students will be assessed in ELA using the Children's Progress Academic Assessment (CPAA), a program designed around research based findings, several times during this school year. This program identifies student deficiencies in English Language Arts and provides teachers with specific tasks to strengthen the specified deficiencies.

### **Strategies to increase parental involvement**

- Parents will receive workshops in the Common Core Standards and the Citywide aligned task by October 2011. Parents will continue to partner the school by becoming familiar with the Parent Involvement Plan, focusing on their child's attendance and assisting the school community in strengthening student work. Our Eat Well Play Hard grant will provide parent workshops taught by a The NYC Department Of Health and Mental Hygiene (DOHMH) nutritionist throughout the year with a focus on health and nutrition. Their curriculum will provide parents with content that will enable them to support their children in writing and reading. English as a Second Language (ESL) parent workshop will support this goal. These workshops will have a focus on revisiting and introducing new strategies that parents can use at home to support the learning strategies and skills used when completing task of informational text.
- The CPAA program provides parent with academic progress reports and recommended activities to use at home with their children.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Teachers will continue to receive professional development that will enhance their instructional techniques. Each teacher will be paired with colleagues on their grade
- Formal and informal observations will be conducted often with immediate feedback in order to improve teacher practice.
- Teachers will be introduced to a framework focused on individual teaching responsibilities and professional growth.
- Teachers will be scheduled to attend citywide and network workshops to support this goal

### **Service and program coordination**

- **Eat Well Play Hard Grant.** Program provides professional development to staff on executing lessons that relate to health and nutrition. Nutrition lessons will be integrated to meet English Language Arts Standards and provide nonfictional lessons.
- Students in temporary housing will be provided with support and will have priority seating in our extended day support programs. In the spring 2012 parents from our local day cares will be invited to attend our open houses in which hands on workshops will introduce them to our writing programs.

### **Budget and resources alignment**

- AUSSIE Consultant (ELA – TITLE I SWP & SFS),
- After school program (4days per week) ( Title I SWP funds)
- ELA Cluster Teacher ( TL – FSF)
- Professional Development/ AIS Teacher (Title I SWP – 90% & Title I FSF 10%)
- Children's Progress Academic Assessment (TL NYSTL, TL Computer Software)
- Imagine Learning ( Title III)
- Supplementary Workbooks ( TL NYSTL funds)

## ANNUAL GOAL #2 AND ACTION PLAN

### **Annual Goal #2**

*Students in grades Pre-Kindergarten – 5 will be engaged in reaching grade level performance in Math as indicated in Common Core State Standards*

### **Comprehensive needs assessment**

- As part of the citywide focus for instruction our staff will be trained on the use of Common Core Standards and the implementation of these standards on student academic achievement. Based on New York State Test results there was a 3.6% decrease in the percentage of students at or above grade level in the subject of Mathematics. The above mentioned goal will not only prepare students to successfully complete the required City-Wide Mathematics Task but will strengthen their skills in Statistics & Probability domain and Measurement domain to boost New York State Exam scores.

### **Instructional strategies/activities**

- Beginning in September 2011 Teachers/Administrator will continue the use of 37 ½ minutes extended day to plan for students at various levels by looking at student work, collaboratively offering next steps to colleagues in an effort to move students academically.
- In September 2011 our AUSSIE Consultant (Math) will meet with staff and provide training in the use of the Common Core State Standards (CCSS) and aligning the CCSS with our current research based Every Day Mathematics Program. In October 2011 miniature task will be introduced, revisited and presented to all students. In October 2011 our AUSSIE consultant (Title I SWP & SFS) will demonstrate over 2 lessons a miniature task to students in grades 2 - 5. Teachers will use a uniform strategy school-wide in solving word problems. In November 2011 all teachers will be provided with materials and an outline of how the task are implemented, graded and structured. A baseline of data from task will be compiled by November 2011. Students will complete final common core aligned task by January 2012. All students will be introduced to the process of marking up their word problems, identifying the pertinent facts and questions of their word problems and structuring sentences to support their findings.
- Teachers will attend various *Lunch & Learns* throughout the year to be provided with materials and an outline of how the task are implemented, graded and structured. Various teachers will also be attending workshops throughout the year and turnkey for teachers during *Lunch and Learns*. At-risk students will be identified by grade and be provided with intervention. AUSSIE Consultants will focus on grades 2- 5 in providing direct support to teachers and students and needed support to teachers in grades Pre-k to 1.
- Students will be assessed in math using the Children's Progress Academic Assessment (CPAA), a program designed around research based findings, several times during this school year. This program identifies student deficiencies in mathematics and provides teachers with specific task to strengthen the specified deficiencies.

### **Strategies to increase parental involvement**

- Monthly Parent Workshops will be provided by key staff members and Parent Coordinator to provide parents with knowledge based information on task focus and common core standards that are implemented throughout the year. Parents will be engaged with strategies and activities that are parent and child friendly to promote academic success in Math.
- Parents will serve as partners in their child's academic success by support and attending our Math Game Night in which students will demonstrate math

strategies and skills learned through play.

- The CPAA program provides parent with academic progress reports and recommended activities to use at home with their children.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Teachers will continue to receive professional development that will enhance their instructional techniques. Each teacher will be paired with colleagues on their grade
- Formal and informal observations will be conducted often with immediate feedback in order to improve teacher practice.
- Teachers will be introduced to a framework focused on individual teaching responsibilities and professional growth.

### **Service and program coordination**

- **Understanding Math** (TL CFN Support software) program. We have continued to support our Math program with a math cluster teacher (FSF) and professional development through a grant from Hunter College for key staff.
- **Network Workshops** are provided for teachers and supervisors. Teacher teams will be developed to attend Network Professional Development (TL CFN Support) and turn key to staff.
- **NYC Department of Health and Mental Hygiene (NYC DOHMH) Eat Well Play Hard in Child Care Setting – Public Schools Grant** (EWPHCCS-PS) program will provide professional development to staff on executing lessons that relate to health and nutrition. These nutritional lessons can be easily integrated to meet Math Standards. The purpose of the program is to increase healthy eating for children in grades Pre-K – 1. The goal EWPHCCS-PS is to increase fruit, vegetable, and low-fat dairy consumption among children in grades Pre-K through 1<sup>st</sup> grade.  
The program includes Nutrition education training, curricula and equipment for the program implementation by NYC DOHMH.
  - Twenty one lessons (15 taught by classroom teachers and 6 taught by a NYC DOHMH nutritionist for each participating classroom.
  - The Mighty Milers Program will aid students in using number skills in tracking.

### **Budget and resources alignment**

- AUSSIE Consultant (Math – TITLE I SWP & SFS),
- After school program (4days per week) ( Title I SWP funds)
- Professional Development/ AIS Teacher (Title I SWP – 90% & Title I FSF 10%)
- Children’s Progress Academic Assessment (TL Computer Software, TL NYSTL)

## ANNUAL GOAL #3 AND ACTION PLAN

### **Annual Goal #3**

*All teachers will continue to use the inquiry approach as a means to look at and strengthen student work.*

### **Comprehensive needs assessment**

- In April 2011 a Peer Quality Review determined that there was a need to expand the protocols for reflection on the work of teacher teams to ensure that the inquiry process is more deeply embedded across all teams.

### **Instructional strategies/activities**

- Teacher Teams will be formed with the purpose of preparing rigorous tasks for students. Research has shown that such rigor will better prepare students for college readiness. Teachers will meet weekly in teams to actively examine and make decisions about practices, student progress and next steps. Teacher teams will use data to identify student needs and future instructional outcomes. By November 2011 teachers will use ARIS as a tool to sort and collect data of individual students and subgroups. Teachers will use the Collaborative Inquiry Process to set goals; self assess, examine student work, reflect, analyze, share and celebrate.
- Teachers will engage in having students complete tasks aligned to the Common Core State Standards modeled after the research based Exemplars. Once students complete baseline tasks teachers will evaluate student work to determine student needs based on the Exemplars Student Rubric. This will affect practices, progress and next steps.
- Beginning in fall 2011 teacher teams will collaborate across all grades in order to provide staff with valuable support in assessing key insights and share best practices in order to perfect the inquiry process which will in turn lead to strengthening student work. Based on this collaboration, techniques that are based upon the research conducted by the National Urban Alliance (NUA), will be implemented to aid in the strengthening of student work.
- November 2011, AUSSIE consultants will work with teachers in examining and evaluating student work, based to further drive the inquiry process.
- In addition to inquiry teams meeting on Thursday mornings during the Extended Day Period teachers will meet a minimum of two other times during the school week to engage in the inquiry process throughout the school year. Further support for teacher inquiry teams will be provided by The Grapevine Network, CFN 613.

### **Strategies to increase parental involvement**

- Monthly Parent Workshops will be provided by key staff members and Parent Coordinator to provide parents with knowledge based information on task focus and common core standards that are implemented throughout the year. Parents will be engaged with strategies and activities that are parent and child friendly to promote academic success in strengthening student work.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Teachers will continue to receive professional development that will enhance their instructional techniques. Each teacher will be paired with colleagues on their grade
- Formal and informal observations will be conducted on a regular basis with immediate and valuable feedback in order to improve teacher practice and effectiveness.
- Teachers will identify their strengths and areas for growth through clinical observations and with peer/administrator conversations.

- Teachers will be introduced to a framework for teaching, modeled on the research based studies of Charlotte Danielson, focusing on individual teaching responsibilities and professional growth.
- Teacher will attend professional development workshops provided by the Grapevine Network, CFN 613.

**Service and program coordination**

- Network Workshops are provided for teachers and supervisors. Teacher teams will be developed to attend Network Professional Development (TL CFN Support) and turn key to staff.

**Budget and resources alignment**

- AUSSIE Consultant (Math – TITLE I SWP & SFS)
- Grapevine Network, CFN 613 (TL Children First Network Support)

## ANNUAL GOAL #4 AND ACTION PLAN

### **Annual Goal #4**

*Teachers will utilize the New York State Common Core State Standards in their teaching with observable student outcomes*

### **Comprehensive needs assessment**

- Due to the shifting change in New York State Learning Standards with a focus on implementing the Common Core State Standards (CCSS); it has been imperative to adjust and realign current curriculum maps to reflect these changes.

### **Instructional strategies/activities**

- In September 2011 all teachers will purposefully plan and move towards a variety of authentic, rich and engaging activities for student achievement; such activities will move students to a state of college readiness. Teachers are provided with daily meeting time (common preparation periods) to collaborate in developing curriculum and analyze map components making adjustments to better deliver instruction leading to higher levels of student achievement.
- AUSSIE Consultants will provide support, based on their developed research studies, in organization and content of curriculum maps by November 2011.
- By January 2012 unit curriculum maps for the months of November – March 2012 will be developed.
- Teachers will align lessons and curriculum maps to reflect the integration of the CCSS. Teacher planning (using the guidelines from The Framework for Teaching based upon the research of Charlotte Danielson) will lead to students making connections by applying concepts to real world situations in cumulating unit activities.
- Throughout the school year key members of the School Based Support Team (SBST) will create rigorous Individual Education Plan (IEP) goals that address the needs of the students and align them to the CCSS.

### **Strategies to increase parental involvement**

- When creating student IEP's the SBST will involve parents in the creation of rigorous yet realistically attainable student goals that are aligned to the CCSS and will keep students on a college bound path.
- Parents will receive workshops in the Common Core State Standards and the Citywide aligned tasks by October 2011 to give them tools and strategies in assisting the academic progress of their children at home.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Teachers will continue to receive professional development that will enhance their instructional techniques. Each teacher will be paired with colleagues on their grade
- Formal and informal observations will be conducted often with immediate feedback in order to improve teacher practice.
- Teachers will be introduced to a framework focused on individual teaching responsibilities and professional growth.

**Service and program coordination**

- Network Workshops are provided for teachers, parent coordinator and supervisors. Teacher teams will be developed to attend Network Professional Development (TL CFN Support) and turn key to staff.

**Budget and resources alignment**

- AUSSIE Consultant (Math – TITLE I SWP & SFS)
- Grapevine Network, CFN 613 (TL Children First Network Support)
- Parent Workshops ( Title I 1% Parent Involvement- SWP funds & TL FSF)

## ANNUAL GOAL #5 AND ACTION PLAN

### **Annual Goal #5**

*By May 2012 there will be improved instructional practice by focusing on teacher effectiveness*

### **Comprehensive needs assessment**

- Resulting from the change in New York State academic content and pedagogy; it is necessary to provide a pathway to excellence for teachers by providing a structure for teachers allowing them to assess their practice and organize their improvement efforts.

### **Instructional strategies/activities**

- In September 2011, teachers will be introduced to a framework focused on individual teaching responsibilities and professional growth
- Beginning in October 2011, teachers will be provided with clear expectations for practice through high quality feedback and professional development
- Using Charlotte Danielson's research based framework for teaching as a guide, teachers will be provided with frequent formal and informal observations with immediate feedback for growth; including both formal and informal observations through the course of the 2011-2012 school year.
- Teachers will be provided with a structure for discussion focusing on the reflection their effectiveness.
- Teachers will be involved in a clinical observation process, on a monthly basis, in which teachers will have the opportunity to self- reflect on their strengths and identify areas for professional growth following various researched based frameworks for teacher effectiveness.

### **Strategies to increase parental involvement**

- Parents will be engaged in discussions with teachers in various forums focusing on how teachers can best meet the needs of students in preparing them to be college bound individuals

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Teachers will continue to receive professional development that will enhance their instructional techniques. Each teacher will be paired with colleagues on their grade
- Formal and informal observations will be conducted often with immediate feedback in order to improve teacher practice.
- Teachers will be introduced to a research based framework focusing on individual teaching responsibilities and self reflection leading to the development of areas for professional growth.

**Service and program coordination**

- Network Workshops are provided for teachers and supervisors. Teacher teams will be developed to attend Network Professional Development (TL CFN Support) and turn key to staff.
- Parent coordinator will attend workshops to gain additional strategies to increase parent involvement and engaging parents in the discussion of preparing their children for college

**Budget and resources alignment**

- Parent Workshops ( Title I 1% Parent Involvement- SWP funds & TL FSF)
- Grapevine Network, CFN 613 (TL Children First Network Support)

**ACADEMIC INTERVENTION SERVICES (AIS)**

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>	12	12	N/A	N/A	1	1		
<b>1</b>	14	14	N/A	N/A	1		1	
<b>2</b>	15	15	N/A	N/A	2		1	
<b>3</b>	22	22	N/A	N/A	2			10
<b>4</b>	45	38	20	20	1	1		6
<b>5</b>	33	25	7	7	8		1	1
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<b>ELA</b>	Program- Wilson, Acuity, Literacy by Design guided reading materials, Imagine Learning Provided- Small group intervention- pull out and push in (during school), extended day (before school), After School and Saturday Academy
<b>Mathematics</b>	Program – Targeted Mathematics Intervention, Destination Math, Acuity Provided- Small group intervention- pull out and push in (during school), extended day (before school), After School and Saturday Academy
<b>Science</b>	Program – Measure Up, Science Lab, Houghton-Mifflin At-Risk materials Provided- Small group intervention- push in and pull out (during school), extended day (before school)
<b>Social Studies</b>	Program- Various test prep materials, New York City Then and Now Provided- Small group intervention- push in and pull out (during school), extended day (before school)
<b>At-risk Services provided by the Guidance Counselor</b>	Program – Counselor created conflict resolution and counseling sessions Provided- Small group intervention- push in and pull out (during school), extended day (before school)
<b>At-risk Services provided by the School Psychologist</b>	Program- N/A Provided- N/A
<b>At-risk Services provided by the Social Worker</b>	Program- ERSSA Provided- small group during school
<b>At-risk Health-related Services</b>	Program- asthma class, hygiene workshop, health and nutrition informational sessions. Provided- small group sessions during and after-school

## **DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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### **PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

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

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

### ***SCHOOL-PARENT COMPACT***

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

#### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

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

### **III. Student Responsibilities:**

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

**LRESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)**

**School DBN:** 14 K 023

**School Name:** The Carter G. Woodson Elementary School

**Phase:**  *Improvement Year 1*     Improvement Year 2     Corrective Action Year 1     Corrective Action Year 2  
 Restructuring Year 1     Restructuring Year 2     Restructuring Advanced

**Category:**     Basic     Focused     *Comprehensive*

**Intervention:**     *School Quality Review (SQR)*     External School Curriculum Audit (ESCA)  
 Joint Intervention Team visit (JIT)     Not Required for 2011-2012

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**Part A: For All SINI Schools (Title I and non-Title I)**

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

After an analytical review of our Spring 2011 Test Scores and the School Report card data, in the subject area of English Language Arts in grades 3-5, it has been identified that there has been a 6% decrease in the percentage of students at or above grade level. This is the second consecutive year there has been decrease in scores of students at or above grade level ( an 18% decrease the prior year). Based on this consecutive decline in students performing at or above grade level, it has been determined that most students exhibited a deficiency in the area of literacy response and expression.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

All teachers will be involved in the inquiry process, rigorously examining student work and making adjustments to the delivery of instruction to best meet the needs of their students. The onsite teacher Staff Developer will work closely with teachers in the identification of and developing action plans for at-risk struggling students. AUSSIE consultants will provide professional development to teachers throughout the year focusing on the implementation of the City-Wide task bundles and strategies to improve student performance in the area of English Language Arts. Additionally, supplemental materials will be purchased for students use in an after school and Saturday Academy program that will improve their results on State Exams.

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**Part B: For Title I SINI Schools Only**

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 will be used to remove the school from school improvement.

The onsite staff developer will have 90% of their salary funded by Title I SWP funds. This teacher will provide staff with professional development in developing appropriate action plans for students through lunch and learn sessions. Additionally, this individual will provide identified at-risk students with Academic Intervention to improve their performance in English Language Arts (ELA). AUSSIE consultants will work closely with teachers in providing research based strategies to implement in their classrooms to improve students' performance. Also consultants will provide teachers with guidance in the implementation and execution of the City-Wide ELA tasks with a focus on persuasive and argumentative writing and will be partially funded by Title I SWP funds.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

Teachers new to the building regardless of tenure status will be paired with a mentor/buddy teacher. When possible this will be a colleague on the same grade level. These pairs will meet at least twice a week during common planning time to review student work, plan, engage in self reflection and share best practices.

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.

Parents will be notified in writing, using the provided template, as to the status of the school and the circumstances that led to the school being identified as a School in Need of Improvement. This correspondence with parents will be translated by the Parent Coordinator into the various languages of the community.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>Jose Ruiz/ Margarita Nell</b>	District <b>14</b>	Borough <b>Brooklyn</b>	School Number <b>023</b>
School Name <b>Carter G. Woodson Elementary School</b>			

### B. Language Allocation Policy Team Composition [?](#)

Principal <b>Sharon Meade</b>	Assistant Principal <b>Joseph Mattina</b>
Coach <b>N/A</b>	Coach <b>N/A</b>
ESL Teacher <b>Carmen Sanchez</b>	Guidance Counselor <b>Candance Hanna</b>
Teacher/Subject Area <b>Magdalene Poulos, AIS</b>	Parent
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Jason Rojas</b>
Related Service Provider <b>Catherine Misterka</b>	Other
Network Leader <b>Margarita Nell</b>	Other

### C. 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>0</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 education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>16</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>1</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>305</b>	Total Number of ELLs	<b>24</b>	ELLs as share of total student population (%)	<b>7.87%</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. 

Paste response to questions 1-6 here

#### ELL Identification Process

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

\*Home Language Identification Survey: At enrollment, a trained school staff member meets with parents to make an initial determination of the child's home language. this process is formalized through a Home Language Identification Survey (HLIS)- translated in nine languages- the parents complete the form to show what languages the child speaks at home. School staff members may need to conduct an informal interview in their native language.

\*Language Assessment Battery-Revised: Once school staff collect the HLIS form parents and determine that a language other than English is spoken in a child's home, then the child is administered a language assessment battery revised(LAB-R), which is a test that establishes English proficiency level. This assessment must be administered within the first 10 days from the first day the student was admitted for the first time in a NYC Public School System. Students that score below proficiency on the LAB-R become eligible for state-mandated services for ELLs. Students who speak spanish at home and score below proficiency on the LAB-R are administered a spanish LAB to determine language dominance. Schools are required by law to notify parents of their child's eligibility for services and provide information and service options. Also, schools must inform parents of their child's placement. Providing parents with notification and information and maintaining a dialogue with them is essential for a well informed parent. All notifications sent to the parents are sent to them in their preferred language in order to facilitate information and meet their needs.

\* New York State English as a Second Language Achievement Test (NYSESLAT). In the spring, each ELL is administered the NYSESLAT to determine English proficiency. This test determines whether or not the student continues to be eligible for ELL services.

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

\*Carmen Sanchez, ESL

\*Magdalene Poulos, AIS

**Annually Evaluating ELLs Using the NYSESLAT**

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

Notifying Parents of Available Programs  
 The parents of ELLs are notified of the programs available to their child through Parent Orientation Workshops, Parent Orientation Videos, Parent Orientation Webinars, Dual Language Program and /or english as a Second Language Program-ESL) in our Public School System. A parent survey is given to each parent parent of a new entrant. Parents are provided with a Parent Orientation with in the first 10 days of Admission to our NYC Public School System. The trend for for the past several years at P.S.23 in this regard has been E.S.L. for first choice, Bilingual as their second choice and Dual Language as their third choice. This school year we had over seven children identified in kindergarten alone to be tested with the LAB-R. These students were tested out and were not eligible for any of the programs mentioned. Only students who score beginning, intermediate or advance level will be placed in the program that their parent has chose for them if applicable. This procedure applies for all students in grades K-5 and the survey is completed in English, Spanish or any other language require that we may have available to service our parents. Parents of students who scores at or above proficiency on the LAB-R will receive a non-entitlement letter, students who score below proficiency levels on the NYSESLAT will receive a continued entitlement letter and students who reached proficiency levels on the NYSESLAT will receive a transition/non-entitlement letter. All entitlement, non-entitlement and placement letters are sent to parents in English and in their Native Language as noted by them in the preferred written and spoken language survey. Parents are also provided with one to one meeting, Parent Orientation Workshops and by letters sent by mail to meet their needs with any parent communication and notifications that requires immediate attention. All communication and information are provided to parents in their native language if they unable to communicate in English. Parents are provided with several ways of communication. We provide them with translation services in their language, provided through the Language Translation System. During the Parent Orientation parents are given the opportunity to view a video in their native language about the programs available for their child like ESL Instructional Program, Transitional Bilingual and Dual Language Program in order to assist them.

**This school serves the following grades (includes ELLs and EPs)**  
 Check all that apply

K  1  2  3  4  5

If parents choose a Transitional Bilingual Education or a Dual Language Program for their child, then they are informed that the students will be provided the opportunity to be placed in a school that provides these programs if we do not have the numbers to open up the class. P.S. 23 we will provide information and a list of all schools in the NYC school system that offers these programs. If parents choose to have their child attend a freestanding ESL program then the child is placed in the push-in /pull-out ESL program that is offered at P.S. 23k. All parents of ELL's, including continuing entitled students and new students, are informed that their child will receive ESL instruction. Parents are informed that students are placed in groups based on their English language level which is determined by the scores of the NYSESLAT and the LAB-R. The ESL teacher/coordinator and the parent coordinator consult with parent of the number of minutes per week (360 minutes for Beginner and Intermediate students, and 180 minutes for Advanced students) their child will receive ESL instruction and the purpose and benefits of the ESL program. All communication and information is provided to parents in their native language if the parent is unable to communicate in English. Parents are provided with several ways of communication. We provide them with translation services in their language if provided through the Language Translation System, During the Parent Orientation parents are given the opportunity to view a video in their native language about the programs available for their child like ESL Instructional Program, Transitional Bilingual and Dual Language Program in order to assist them.

Students in Freestanding ESL programs will receive all instruction in English with native language support. The number of ESL instructional units that a student receives is regulated by New York State CR Part 154 regulation and determined by the English-proficiency levels(as determined by the Lab-R or NYSESLAT scores). The goals of the ESL program are as follows:

- \* Provide academic content-area instruction in English
- \* Using ESL methodology and instructional strategies.
- \* Using native language support to make content comprehensible
- \* Assist students to achieve the state- designated level of English proficiency for their grade
- \* Help ELLs meet New York State and City Standards.

In Freestanding ESL programs, language arts is taught using ESL and ELA methodologies. Content areas are taught using ESL strategies and native language support is provided when needed.

## 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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):

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. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>	0	1	1	1	1	1	0	0	0	0	0	0	0	5
<b>Total</b>	0	1	1	1	1	1	0	0	0	0	0	0	0	5

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	24	Newcomers (ELLs receiving service 0-3 years)	18	Special Education	9
SIFE	0	ELLs receiving service 4-6 years	6	Long-Term (completed 6 years)	0

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL	13	0	3	9	0	4	2	0	2	24
Total	13	0	3	9	0	4	2	0	2	24

Number of ELLs in a TBE program who are in alternate placement: 0

**C. Home Language Breakdown and ELL Programs**

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</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	
	EL	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
Other									0	0
<b>TOTAL</b>	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: ____	Other: ____
Native American: ____	White (Non-Hispanic/Latino): ____

**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	4	4	4	6	6								24
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	4	4	4	6	6	0	0	0	0	0	0	0	24

# Part IV: ELL Programming

## A. Programming and Scheduling Information

## 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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Paste response to questions 1-7 here

### ELL Program

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

### SIFE Instructional Plan

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

### Students Receiving Service 4 to 6 years

Students with 4 to 6 years of service will be provided with detailed instruction based on their needs compiled from data on NYSESLAT and NYS/NYC Assessments. Students will develop goals based on their needs and be monitored on various benchmarks. ELL students

## A. Programming and Scheduling Information

will also have various academic intervention services (AIS) in addition to extended day, testing accommodations and afterschool enrichment programs.

### ELLs Identified as having Special Needs

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

### Parent /Community Involvement

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

### Intervention

In addition to the E.S.L. program and Language Arts instruction, academic intervention is provided to ELL students who are in need of improvement in the area of mathematics, reading and writing. Also, based on the allotted money in the budget, there will be an after school ELL mathematics/ literacy program, scheduled for 4 days a week from 3:00- to 4:00 pm and Saturday Academy from 8:30 am to 12:30 pm. We will also have in place a researched based technology program based on language acquisition curriculum development called “Imagine Learning English”.

Instructional strategies and grade level materials are provided for teachers of ELL-SWDs use researched based technology program based on language acquisition curriculum development called Imagine Learning. Teachers also use during their balanced literacy- use the Literacy by Design programs that are based in the content area of social studies and Sciences in fiction and informational text. This program provided ELL instructional support and strategies in order to immerse our ELL students during instruction. Teachers and all support staff are provided with professional development that incorporates the scaffolded strategies required for ESL and academic development. The Scaffolding strategies used during instructional periods consist of Modeling which includes walking the students

### Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%	Page 30		
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

## Courses Taught in Languages Other than English

### B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

Students who have scored proficiency level will have transitional support for two years. These students will be provided with extended day programs three times a week in support of math and ELA in the content area. Proficient students will also be provided with during the day intervention, as well as after school and Saturday academy in ELA and Math academic support.

We will continue with our Imagine Learning online based technology program in support of Language acquisition in the 4 modalities of reading, writing, listening and speaking. We will also continuously improve in the content area with informational text in various levels.

All ELLs are given ample opportunity to participate in the Title III afterschool programs, as well as any enrichment programs during and afterschool provided for all students, like percussion, basketball, cheerleading, chess, cooking, Spanish, technology, and the arts. Students are immersed with all activities they choose to attend. Parents are provided with school letters in English and in their native language informing parents of all afterschool programs, and or enrichment programs available for students during, before or afterschool. Students and parents were provided with brochures with descriptions of available activities that our students were given ample opportunity and access to our school programs. Afterschool programs are available Monday through Thursday from 3:05 to 4:05 pm.

We will continue to use Time for Kids Reading and Writing Program in levels A to D which are necessary for the ELL students in support of the content area. These levels are needed based on the ELA, Math and NYSESLAT results showing the need for academic rigor in writing and language acquisition based on their Performance level. Included in our instructional support we will continue to provide students with the Imagine Learning Technology in support of language acquisition in the area of reading, writing, listening and speaking modality. This program will be available for before, during and afterschool programs. This program will provide students with the four main modalities that are used to determine language proficiency in English on the NYSESLAT.

The native language support will be delivered in the ESL program model with dual language library available to the students in their native language. Students will be provided with ample reading material with a dual / bilingual language library that will be provided with reading material in their native language and then translated into the English language. Students will also be provided with a leveled library to adjust to their reading level as they grow and become stronger readers. The Imagine Learning online technology program will also provide native language support as they go along with their lesson. Flashcards will also be provided in English and their native language if possible.

P.S. 23 assist newly enrolled ELL students before they begin the school year. ELL students are part of their class school buddy system. ELLs will be paired up with a buddy provided them with someone that will show them around. Students are

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

### 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. In emergent literacy taught in child's native language first (sequential) both languages taught at the same time

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
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## 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.

Paste response to questions 1-3 here

Professional Development will continue to be conducted for new teachers and continuing support for teachers who have completed their ESL hours with an ESL Study Group to assist them in instructing ELL students in their classrooms. This is also in tune with satisfying the state mandated 7.5 hours of ESL staff development. The entire staff will receive professional development that incorporates scaffolds (modeling, contextualizing, bridging, meta-cognition and schema building) that are beneficial to use when instructing ELL students and revisit the eligibility and time allotment for ESL instruction. Professional Development books will be provided to assist teachers with access to continuous knowledge and growth in English as a Second Language strategies that will provide positive input and output solutions for their ELL students.

### Topics and Timelines

Timeline: About nine (50 minute sessions) during Lunch and Learn between October 2011 to February 2012.

Total of 7.5 of ESL Professional Development hours

- ESL Methodology
  - o Differences between Social and Academic English
  - o Background Information
  - HLIS Form- Identification Process of ELLs
  - LAB-R Testing
  - CR-Part 154
- Stages of Language Acquisition
  - o Six Stages- Pre-Production, Early Production, Speech Emergent, Beginning Fluency, Intermediate Fluency, and Advanced Fluency
  - o Instructional Strategies for each Stage
- Second Language Acquisition
  - o framework for understanding second language acquisition
  - o current research on language learning
- ESL Teaching Methodologies
  - o overview of ESL teaching methodologies
  - o Using NYSESLAT Data to Drive Instruction
    - o Incorporating Smartboard Strategies as a Tool for Visual Aide for ELLs
    - o Using Imagine Learning as a Technology Tool for Reading, Writing, Listening and Speaking
  - o Taking a Closer Look at ELA and Math Task aligned with the Common Core Standards
    - o \*Understanding the Teaching Implications for ELLs during an ELA and Math Task
- ESL Assessment
  - o NYSESLAT
    - Listening Component
    - Speaking Component
    - Writing Component
    - Reading Component
  - o Reading Assessments
  - o Writing Assessments- Writing Continuum
    - Vocabulary Development for ELLs
  - o Cognates
    - o Tier 1, Tier 2, and Tier 3 words
    - o Scaffolds for learning new words
    - o Pre-teaching Vocabulary
      - NUA Strategies for ELLS
    - o Using Thinking Maps in the Content Area
    - o Use of other Types of Graphic Organizers to filter information for Understanding
      - Word Study for ELLS
  - o Phonemic Awareness
  - o Word Patterns

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  - o Using Thinking Maps in the Content Area
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    - Word Study for ELLs
  - o Phonemic Awareness
  - o Word Patterns
    - Vowels, blends, and digraphs- activities

## D. Professional Development and Support for School Staff

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## E. Parental Involvement

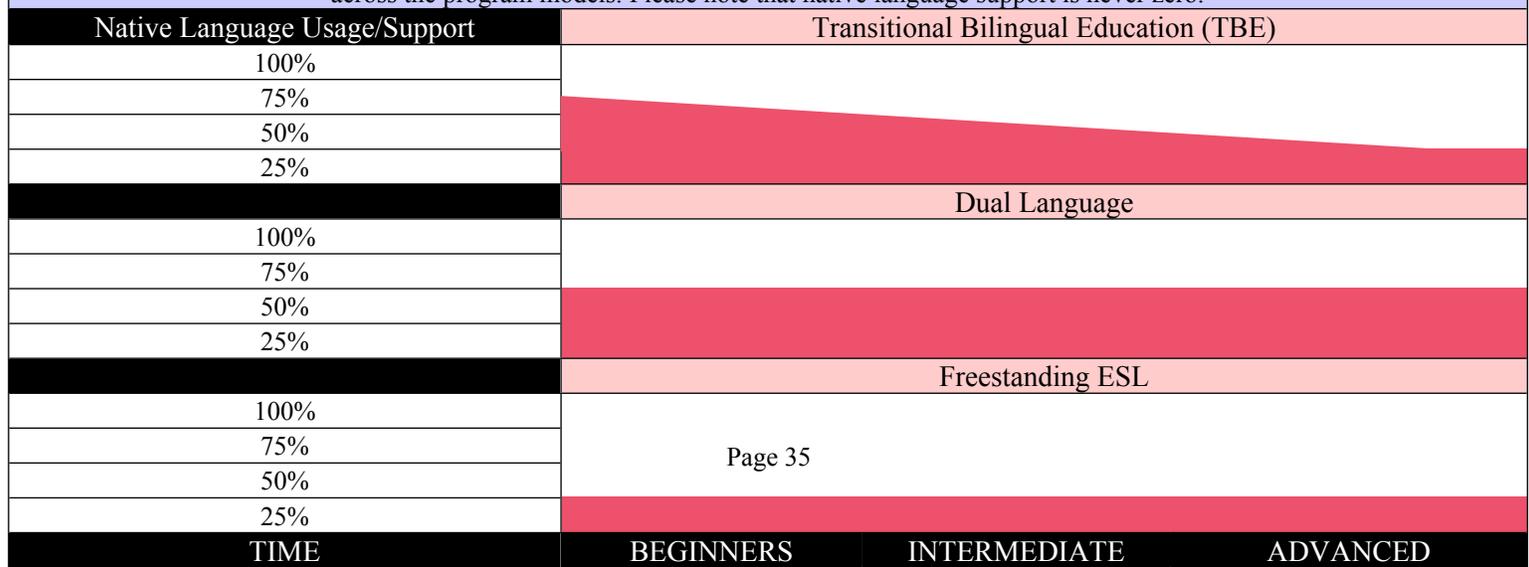
1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address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

Paste response to questions 1-4 here

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### Native Language Usage and Supports

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



## B. Programming and Scheduling Information--Continued

8. 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.
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## C. Schools with Dual Language Programs

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2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
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4. What Dual Language model is used (side-by-side, self-contained, other)?
5. In emergent literacy taught in child's native language first (sequential) or both languages taught at the same time (simultaneous)?

## 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.

Paste response to questions 1-3 here

Professional Development will continue to be conducted for new teachers and continuing support for teachers who have completed their ESL hours with an ESL Study Group to assist them in instructing ELL students in their classrooms. This is also in tune with satisfying the state mandated 7.5 hours of ESL staff development. The entire staff will receive professional development that incorporates scaffolds (modeling, contextualizing, bridging, meta-cognition and schema building) that are beneficial to use when instructing ELL students and revisit the eligibility and time allotment for ESL instruction. Professional Development books will be provided to assist teachers with access to continuous knowledge and growth in English as a Second Language strategies that will provide positive input and output solutions for their ELL students.

### Topics and Timelines

Timeline: About nine (50 minute sessions) during Lunch and Learn between October 2011 to February 2012.

Total of 7.5 of ESL Professional Development hours

- ESL Methodology
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      - Word Study for ELLS
  - o Phonemic Awareness
  - o Word Patterns

## 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

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

Paste response to questions 1-4 here

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

## 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)	0	1	2	1	1	0								5
Intermediate(I)	0	1	2	1	2	2								8

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Advanced (A)	0	2	0	2	2	4								10
Total	0	4	4	4	5	6	0	0	0	0	0	0	0	23

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	0	0	0	0	0	0							
	I	1	0	0	0	1	0							
	A	0	3	0	0	2	1							
	P	5	0	4	3	5	4							
READING/ WRITING	B	1	1	0	0	1	0							
	I	1	2	1	2	2	0							
	A	2	0	2	1	4	2							
	P	2	0	1	0	0	3							

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	1	3	0	3	0	1	0	8
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

**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:

## 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

School Name: <u>023k</u>	School DBN: <u>14</u>		
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Sharon Meade	Principal		
Joseph Mattina	Assistant Principal		
Jason Rojas	Parent Coordinator		
Carmen Sanchez	ESL Teacher		
Teresa Mojica	Parent		
Magdalene Poulos	Teacher/Subject Area		
	Teacher/Subject Area		

School Name: 023k

School DBN: 14

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
N/A	Coach		
N/A	Coach		
Candance Hanna	Guidance Counselor		
Margarita Nell	Network Leader		
Catherine Misterka	Other <u>SETSS</u>		
	Other		
	Other		
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

DBN: **14K012** School Name: **Carter G. Woodson Elementary School**

Cluster: **6** Network: **612**

**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.

When a child is first initially registered in the school, our first indicator of language is when parent fills out the Home Language Identification Survey, The Emergency Contact Card which provides a section for preferred language in written and spoken form, and the Student Registration Form. With this information, we can tailor our services to meet their specific needs, and ensure that all parents are given any and all available information in their native language, so as to insure that they are kept up-to-date with all pertinent information. Parents are also invited to workshops held by the Parent Coordinator and ESL Teacher to inform parents of services that the school offers, to further educate parents on topics that may affect the well being of their children, and to accommodate and alleviate any concerns. This service is provided regardless of native language. Parents preferred language is also documented on ATS allowing us to have a full report of all the languages preferred by parent. This report on ATS has helped us determined the trend of the languages spoken other than english at our school. This information provided by the parents, ATS and Home Language Identification Survey has provided us with the data necessary to know which parent by grade and class require the notices, letters and flyers sent home in their native language.

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

According to the 2010-2011 Progress Report, 9.3% of the school population are English Language Learners. It can therefore be inferred that at least that percentage of the school population is in need of translations services. However, we also know that many of our students who are not identified as English Language Learners based on their LAB-R or NYSESLAT results any longer may have parents who still require written and translated services to meet their needs. To address this need, all written materials that are distributed to students in school to be taken home are also translated into all required languages. This way, the entire school community is kept abreast of important information and all happenings within the school. Teachers are aware of which of their students require translated materials. When specific materials are required to be sent home, teachers approach the Parent Coordinator to translate said materials in order to keep a constant channel of communication

with the parents open. Any other languages that are required, are accommodated for as well, and all materials are translated in a timely manner. We also provide parents with our school website that allows parents to view the schools information in various languages. Our school community are informed about our finding through workshops provided by the Parent Coordinator and other Key staff that will inform parents of updated services provided to them via emails, school website, flyers, school letters all letters are typed in English and then translated in Spanish using in-house translation services using key staff members who are bilingual. At the moment we have 7.87% of the population that are identified as ELLs which gives us 7.87% of the parents in our school community that require written and language translation services. However, we also have several Former English Language Learners in our school in which we continue to provide translation services to their parents for as long as it is required of them.

## Part B: Strategies and Activities

---

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

P.S. 23 provides in-house translation services, when we can accommodate the language that a particular parent speaks. Our most common non-English language is Spanish, so documents can be readily translated into Spanish. In-house staff who speaks Spanish will translate any school letters, flyers or notifications in a timely manner. All letters sent out to parents are translated in Spanish and sent out at the same time. When documents have to be translated into another language besides Spanish, the Parent Coordinator will contact the NYC Translation and Interpretation Unit to do so.

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

P.S. 23 provides in-house translation services, when we can accommodate the language that a particular parent speaks. Our most common non-English language is Spanish. When parents have to be informed orally about issues concerning their child, P.S. 23 has various on-site staff that speak Spanish as a second language. Providing parents who speak this language with a sense of ease, knowing that they will be heard and taken care of. When the parent does not speak English or Spanish, the Parent Coordinator will contact the NYC Translation and Interpretation Unit over the phone in order to orally convey what the schools concerns or needs are to the parent directly.

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

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

## 2011-12 Comprehensive Education Plan (CEP): Appendix 8

### Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Carter G Woodson	DBN: 14k023
Cluster Leader: Jose Ruiz	Network Leader: Margarita Nell
This school is (check one):	
<input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input type="checkbox"/> *After school <input type="checkbox"/> *Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 25
Grades to be served by this program (check all that apply):
<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 checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 1
# of certified ESL/Bilingual teachers: 1
# of content area teachers:

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: .

### School Language Instruction Program for ELLs

The ESL Program for this school year 2011-2012 will include two components: a language arts instructional component and a content area instructional component. The language arts instructional component is delivered through instruction in English language arts and English as a second language. The content area instructional component is delivered through instruction in English and ESL methodologies. The teacher will push-in and pull-out a certain number of students to receive ESL instruction to students at beginning, intermediate for at least two units a day and advanced levels for one unit a day. In order to reach them effectively and productively, the ESL teacher will employ and continuously provide the students with ESL methodology and work with the students according to their levels and grade strand during parts of the period each day. The workshop model will be implemented to the student during their time with the ESL teacher to give them a sense of uniformity among the school, a pattern in which they will be comfortable with (using the same format as their regular classroom teacher).

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

After a review of 2010-2011 PS 23's Math and ELA data indicates that ELL's showed a growth in math and a decrease in ELA, we want to continue to develop their strength on Saturday programs and after-school sessions for grades 3-5 in math and a needs improvement in ELA. The findings of a comprehensive needs assessment resulted in the identification of several priorities in order to improve the quality of student's performance. Implementation of the strategies will address the large number of ELL students lacking in the basic skills in both reading and mathematics; improving instruction within the listening, speaking, reading and writing components of their instruction will increase their opportunities for inclusion into the mainstream education program with proficiency. For this reason we have designed an After School Program and a Saturday Program to meet the needs of these students.

After school Program for grades 3-5 will be from December 2011 to April 2012. The program has been designed in the following manner:

- ELA and Math class for beginner and intermediate students' grade 3-5 taking the ELA and Math assessment in April 2012. These students will meet 4 days a week for one hour for 51 sessions from

## Part B: Direct Instruction Supplemental Program Information

December 2011 to April 2012. Students will use Reading and Writing Non-Fiction in Levels A, B, C and D to differentiate instruction as well as Imagine Learning English software, a program based on the needs of the students individually in a rich language environment. Learning Content through listening, reading, writing and speaking skills. This ELA reading program will enhance their reading skills and strategies. A certified ESL teacher will service these students. For beginner and intermediate student's grade 3-5 taking the Math assessment in April 2012, students will use hands on manipulative and TCM Exploring Math Kit. A certified ESL teacher will service these students.

- Language Development ESL – one class for beginner and intermediate student's grade 3-5 taking the NYSESLAT assessment in April 2012. These students will meet 4 days a week for 1 hour for 10 sessions in April. Students will use Empire State NYSESLAT Test Prep materials and the Imagine Learning English Software Program designed to increase second language acquisition, vocabulary development and instruct their listening comprehension skills. A certified ESL teacher will service these students.
- A total of 61 sessions will be used for this program.

### Saturday Program

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

## Part C: Professional Development

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

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

Begin description here:

Thus incorporating the intensive professional development for teachers will increase their level of

## Part C: Professional Development

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

### Topics and Timelines

Timeline: About nine (50 minute sessions) during Lunch and Learn between October 2011 to February 2012.

Total of 7.5 of ESL Professional Development hours

- ESL Methodology
  - o Differences between Social and Academic English
  - o Background Information
- HLIS Form- Identification Process of ELLs
- LAB-R Testing
- CR-Part 154
- Stages of Language Acquisition
  - o Six Stages- Pre-Production, Early Production, Speech Emergent, Beginning Fluency, Intermediate Fluency, and Advanced Fluency
  - o Instructional Strategies for each Stage
- Second Language Acquisition
  - o framework for understanding second language acquisition
  - o current research on language learning
- ESL Teaching Methodologies

## Part C: Professional Development

- o overview of ESL teaching methodologies
- o demonstrations of current teaching techniques
  - ESL Assessment
- o NYSESLAT
  - Listening Component
  - Speaking Component
  - Writing Component
  - Reading Component
- o Reading Assessments
- o Writing Assessments- Writing Continuum
  - Vocabulary Development for ELLs
- o Cognates
- o Tier 1, Tier 2, and Tier 3 words
- o Scaffolds for learning new words
- o Pre-teaching Vocabulary
  - NUA Strategies for ELLS
- o Using Thinking Maps in the Content Area
- o Use of other Types of Graphic Organizers to filter information for Understanding
  - Word Study for ELLs
- o Phonemic Awareness
- o Word Patterns
  - Vowels , blends, and digraphs- activities

Professional Development materials will be purchased to provide all staff with effective ESL strategies to use in the classroom in alignment with the Common Core State standards.

## Part D: Parental Engagement Activities

## Part D: Parental Engagement Activities

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

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

Begin description here:

### Parent /Community Involvement

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

- Helping your child with homework
- Keeping Reading Logs
- Using Everyday Math techniques
- Using Graphic Organizers
- One, Two Buckle my Shoes- Math and Literacy for K-2 ELLs
- Shared and Interactive Reading Activities
- Reading through songs and rhymes
- Making Reading Relevant- Comprehension Strategies

## Part D: Parental Engagement Activities

- Predicting
- Making Self to text connections
- Inferring
- Main idea
- Visualizing
- Note taking
- Using ARIS Parent Link –Keeping Informed (Afterschool Session)
- Technology Based Activity
- Word Study for ELLs- Hands on Activity- (Afterschool Session)
- Phonemic Awareness
- Rhyming Words
- Vowels
- Sight words/ high frequency words
- cognates
- Promotional Policy
- Extension of services
- Understanding the Common Core Standards
- NYSESLAT Assessment- (After-school Session)
- Listening Component
- Reading Component
- Writing Component
- Speaking Component
- ELA and Content Area Assessment (After-school Session)
- NYS ELA Assessment
- NYS Math Assessment
- Cultural Event

**Part D: Parental Engagement Activities**

- o Learning through diversity
  - Workshops will be held at least once or twice a month throughout the school year. Four of the Parent Workshops will be held during the evening for parents from 3:05 to 4:05 pm.

**Part E: Budget**

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

Allocation Amount: \$

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

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
instructional materials. • Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		