Department of Education

Dennis M. Walcott, Chancellor

2011-2012
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL NAME: "THE NEW CHILDREN'S SCHOOL"

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): **10X023**

PRINCIPAL: **SHIRLEY TORRES** EMAIL: **STORRES3@SCHOOLS.NYC.GOV**

SUPERINTENDENT: **SONIA MENENDEZ**

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
Shirley Torres	*Principal or Designee	
Diana Behan	*UFT Chapter Leader or Designee	
Leydis Rodriguez	*PA/PTA President or Designated Co-President	
Blanca Ayala	DC 37 Representative, if applicable	
	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Esther Nuñez	Member/Teacher	
Mildred Gonzalez	Member/Teacher	
Phylicia Via	Member/Parent	
Sonia Alicea	Member/Parent	
Jacqueline Rivera	Member/Parent	
Christina Rodriguez	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

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- By June 2012, teacher's collaborative inquiry around student written work will guide teachers across the grades to be accountable in setting high standards and increasing at risk student writing at least one level as measured by the Teacher's College Reading and Writing Project Narrative Continuum.

Comprehensive needs assessment

- After analyzing student performance on the Teacher's College Reading and Writing Project Assessment Pro and the on-demand end of unit student writing pieces, our school has determined that we need to look more closely at student work and match it to the expectations set forth in the Common Core Sate Standards in order to deepen our understanding of the areas of need in writing.

Instructional strategies/activities

Activity 1:

- **Professional Development:** PD will be given on the following topics: qualities of writing; use of student on-demand, end-of-unit writing pieces to plan and set goals for upcoming writing units and incorporating strategies into everyday instruction that will support students when they are assessed in writing.
- **Target Population:** All classroom teachers
- **Responsible Staff Members:** Principal, assistant principals, literacy coach and T.C. consultants.
- **Implementation Deadline:** September 2011 - early June 2012.

Activity 2:

- **The Use of Technology to Support and Motivate Struggling Writers:** Students will be instructed in using various technological devices (ex: iPads; digital voice recorders; SmartBoard and PowerPoint software) to create and produce writing pieces and to raise their level of writing as stated on the T.C. Narrative Writing Continuum.
- **Target Population:** Struggling writers as identified by the R.T.I. (academic) school team.
- **Responsible Staff Members:** Inquiry team members, R.T.I. (academic) team members, classroom teachers.
- **Implementation Deadline:** December 2011- early June 2012

Activity 3:

- **Text Talk around the book: Looking Together at Student Work: A Companion Guide to Assessing Student Learning (T. Blythe and D. Allen)** Teachers and administrators will engage in discussions regarding strategies and resources for working together to examine and discuss student work. Teachers will select three students (high, middle and low) to begin to focus on in order to improve their teacher practice in the area of writing. Teachers will use protocols in order to guide their discussions and eventually develop a book of exemplar student work (by grade) that can be used to assess student progress and achievement in the area of writing.
- **Target Population:** Teacher-selected students (one high, middle and low student per class).
- **Responsible Staff Members:** Classroom teachers, school administration, literacy coach.
- **Implementation Deadline:** December 2011 - June 2012

Strategies to increase parental involvement

- Parent coordinator will plan and implement parent workshops around the creation of family storytelling scrapbooks.
- Parents will be trained in using the N.Y.C. ARIS Link as well as the parent section of the P.S 23 school website.
- Parents will be invited to attend the School Literacy Fair in the spring of 2012.
- Parents will attend the T.C. Parents ad Literacy Partners: Passing the Tricks of the Trade to Parents workshop in December.
- Parents will collaborate with teachers during regularly scheduled parent conferences to find strategies for increasing independence while completing written homework assignments.
- Parents will be invited to attend the end-of-unit author celebrations in students' classrooms.
- Parents will be invited to attend Scholastic Book Fairs during Parent-Teacher conferences twice a year.
- English-as-a-Second Language weekly sessions will be provided for those parents needing help with a second language.

Strategies for attracting Highly Qualified Teachers (HQT)

- Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers.
- School-based personnel - principal, assistant principals and teachers - are involved in the process of interviewing and hiring, giving everyone greater ownership of the hiring process and making it much more effective.
- The administration will work closely with the network Human Resource Manager to ensure that non-Highly Qualified Teachers meet all required documentation and assessment deadlines.
- School mentors will be assigned to support beginning teachers, teachers new to the school system.
- The administration ensures that teachers receive professional development during weekly Circular 6 sessions.
- All teachers will attend calendar days as well as on-site literacy staff development workshops as provided by the Teachers College Reading and Writing Project consultants.

Service and program coordination

- The school has a pre-kindergarten program that focuses on improving the oral language skills and emergent literacy skills using the *Letter People Program* in order to ensure a successful transition to early elementary school.
- *"Estrellita"* - a supplemental program to support the development of literacy skills for English Language Learners who speak Spanish- will focus on word study skills and visual decoding strategies to support their reading and writing work in their native language.
- An after-school program will be established to provide additional instruction for students, who are in shelters, are ELLs or who are approaching grade-level standards (Level 2) in the area of literacy.

Budget and resources alignment

P.S. 23 is a Title I School wide Program school , Conceptual Consolidation will allow us to combine all of the funds as stated below to implement this action plan from September, 2011 – June, 2012:

Title I (10% staff development)
Title I (5% highly qualified)
Title I SWP (school wide program)
TL DYO Assessment
TL Fair Student Funding

- Teachers' College Literacy Consultants Package
- External Professional Development at Teachers' College, Office of English Language Learners (OELL)
- Substitute pay to provide release for teachers to attend professional development and/or plan together
- Literacy Coach (fulltime)
- Instructional materials to support curriculum development during the regular school day and for use in the afterschool program.
- Supervisor per session (3 days per week after school program)
- Teachers per session for afterschool program 3 days a week (7 teachers)

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- By June 2012, teachers will have developed Math tasks that are cognitively demanding and allow for multiple entry points that require students to model with mathematics as stated in the Citywide Instructional Expectations. Progress will be measured by an improvement of at least one benchmark on the "Exemplars Standards-Based Rubric" in at least 25% of the students and as evidenced by our school generated end of unit assessment tasks.

Comprehensive needs assessment

- In reviewing our data, specifically in regards to mathematical writing and language, it was determined that our students are in need of more support in being able to transition their mathematical thinking onto paper. Therefore, all teachers will be engaged in the development of supporting mathematical tasks that will encourage students to model their mathematical thinking both orally and in written form. Furthermore, we have decided to provide additional attention to our General Education students in second grade prior to their first formal experiences in NYS testing.

Instructional strategies/activities

Activity 1:

- **Professional Development:** PD will be provided by an outside Math Consultant, Dr. Nicki Newton, approximately once a month to work with teacher teams. These teams will generate math tasks that are cognitively demanding and allow for students to use multiple methods to solve problems and model their mathematical thinking. All teachers will attend monthly meetings to continue the development of these tasks, as well as supporting activities. Additionally, teacher teams will have the opportunity to observe model lessons by the consultant, focusing on best practices, followed by a debriefing session on how to implement these practices in their own classrooms. The school-based math coach will also attend meetings provided by the Children's First Network Instructional Support Coach and turnkey the information to all grade teachers.
- **Target Population(s):** Teams of teachers working with the math consultant, math coach and Math Cluster/AIS teacher in the development of rigorous math tasks to be used throughout the school.
- **Responsible Staff Members:** Administration, Math Coach, Teacher Teams, Math Cluster/AIS teacher.
- **Implementation Timeline:** October 2011 - June 2012

Activity 2:

- **Analyzing Student Work:** Teacher teams will confer to analyze student work generated from math tasks as well as supporting activities in order to provide scaffolds, check for student understanding and determine growth. In analyzing student performance through their work samples, teacher teams will be able to determine next steps for their students as well as to be able to revise their methodologies.
- **Target Population:** Teacher teams along with consultant, math coach, Math Cluster/AIS, all grade students
- **Responsible Staff Members:** Teacher teams, math coach, Math Cluster/AIS
- **Implementation Timeline:** February – June, 2012

Steps for Including teachers in the decision-making process

- Teachers will meet in vertical groups to analyze the progression of Common Core-Aligned Tasks with Instructional Supports from Pre-K through Third Grade.
- Grade level groups will meet to develop additional tasks, which will align with the Common Core Standards. They will review student performance in order to gather data, and to inform their future instruction.
- Periodic Assessment Dates: All grades will perform a school generated Common Core-Aligned Task in February, 2012. Additional tasks/assessments will be ongoing at the end of each math unit.

Strategies to increase parental involvement

- Parent workshops are conducted on an ongoing basis. Workshop times span mornings, evenings, and weekends and include childcare. Workshops in Mathematics engage parents with strategies to support their children as well as familiarize them with the content and mathematical language utilized in the classroom.
- Vacation "Calendars of Mathematical Activities" will provide everyday opportunities for parents to engage in mathematical experiences with their children.
- Parents will be trained in using the N.Y.C. ARIS Parent Link, as well as the parent section of the P.S 23 school website.
- Parents will collaborate with teachers during regularly scheduled parent conferences to find strategies for increasing independence while completing written homework assignments.
- Providing parents with instructional materials that will help them help their children at home.
- English-as-a-Second Language weekly sessions will be provided for those parents needing help with a second language.

Strategies for attracting Highly Qualified Teachers (HQT)

- Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers.
- School-based personnel - principal, assistant principals and teachers - are involved in the process of interviewing and hiring, giving everyone greater ownership of the hiring process and making it much more effective.

- The administration will work closely with the network Human Resource Manager to ensure that non-Highly Qualified Teachers meet all required documentation and assessment deadlines.
- School mentors will be assigned to support beginning teachers, teachers new to the school system.
- The administration ensures that teachers receive professional development during weekly Circular 6 sessions.
- All teachers will attend on-site math staff development workshops as provided by the Math consultant.
- Teachers will meet in vertical groups (Pre-K through Third Grade) to analyze the progression of Common Core-Aligned curriculum with Instructional Supports from the Math Coach.

Service and program coordination

- The school has a pre-kindergarten program that focuses on improving the oral language skills and beginning math skills using the *Letter People Program* in order to ensure a successful transition to early elementary school. In addition, the use of *Everyday Mathematics* in the pre-kindergarten program focus' on real-life problem solving, balance between whole-class and self-directed learning, emphasis on communication, facilitation of school-family cooperation, and appropriate use of technology.
- *Coach by Triumph Learning* - a supplemental program will be implemented to support the development of math skills through guided practice, problem-solving application, and critical-thinking questions leading students to math success on the new exam.
- An after-school mathematics enhancement program will be established to provide additional instruction for students, who are in shelters, are ELLs or who are approaching grade-level standards (Level 2) in the area of math.

Budget and resources alignment

P.S. 23 is a Title I School wide Program school , Conceptual Consolidation will allow us to combine all of the funds as stated below to implement this action plan from September, 2011 – June, 2012:

Title I (10% staff development)
Title I (5% highly qualified)
Title I SWP (school wide program)
TL DYO Assessment
TL Fair Student Funding

- Math Consultant – 11 sessions
- Math Coach (fulltime)
- Substitute pay to provide release for teachers to attend professional development and/or plan together
- Instructional materials to support curriculum development during the regular school day and for use in the afterschool program.
- Supervisor per session (3 days per week after school program)
- Teachers per session for afterschool program 3 days a week (7 teachers)

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- By June 2012, our school climate and student behaviors as it relates to **SAFETY** and **RESPECT** will demonstrate progress as measured by a 10% decrease in the sub categories of Disrupting the Educational Process (A06) and Altercation and/or Physically Aggressive Behavior(A34) according to the Citywide Standards of Intervention and Discipline Measures reported on OORS.

Comprehensive needs assessment

- After review of the NYC School Survey for P.S. 23 and analyzing the data collected from the 2010-2011 school year OORS reports, it was determined that a proactive instructional approach to teaching and improving social behaviors will be implemented in order to address the need to change the school climate as it related to **SAFETY** and **RESPECT**. As a result, we have collaborated with **S.T.O.P.P.** and implemented a school wide positive behavior initiative and made behavior a priority goal for the school year.

Instructional strategies/activities

Activity 1:

- **Professional Development:** Work collaboratively with **S.T.O.P.P.** to provide support to teacher to develop "tool kits" through individual consultations in classroom, professional development and behavior management, crisis intervention and enhancement of **R**esponse to **I**ntervention **T**eam.
- **Target Population:** Administration, teachers and support staff servicing students with behaviors defined in the glossary.
- **Responsible Staff Members:** S.T.O.P.P. and PBIS consultant; certified PBIS staff and Administration
- **Implementation Timeline:** July 2011 - June 2012

Activity 2:

- **Creation of a Data Collection System:** Educate staff on the process of how to record behavioral data according to ABC checklist and anecdotal form created by the **R**esponse to **I**ntervention **T**eam in collaboration with **S.T.O.P.P.** Educate staff on the referral process to the **RTI** team for review. Collect and manage base-line behavioral data system through the **R**esponse **t**o **I**ntervention team for the 2011-2012 school year.
- **Target Population:** Teachers and support staff reporting the data
- **Responsible Staff Members:** Sub-committee of the RTI team, S.T.O.P.P. consultant
- **Implementation Time Line:** October 2011- June 2012

Activity 3:

- **Management and Analyzing of Data:** Examine data so that the school based Response To Intervention (RTI) team may plan strategically and in turn implement behavioral supports that affect positive change school wide.
- **Target Population:** Students reported to OORS in the sub categories of (A06) and (A34)
- **Responsible Staff Members:** RTI Team and Administration
- **Implementation Time Line:** October 2011 - June 2012

Activity 4

- **Response to Analysis:** Provide coaching support for staff in the use of research based (TCI), early intervention behavioral strategies (PBIS) which will decrease the number of student behaviors and therefore reflect positively in the NYS School Survey.
- **Target Population:** Teachers and staff Students referred to RTI
- **Responsible Staff Members:** RTI Team Administration Teachers and Staff
- **Implementation of Time Line:** October 2011 - June 2012

Steps for including teachers in the decision-making process

- Teachers, support staff and administration on the RTI team will meet weekly to discuss track and problem-solve for students with behavioral concerns.
- The RTI team has determined that a 5% decrease in reports to OORS for (A06) and (A34) behaviors would be the interim benchmark used by the RTI team to measure the effectiveness of the S.T.O.P.P. and PBIS strategies; and whether additional support or change in implementation will be needed.

Periodic Assessment Dates: Quarterly - November 2011, January 2012, March 2012, May 2012

Strategies to increase parental involvement

- The parent coordinator is a member of the RTI team and communicates parent's rights and responsibilities. Parents are able to address their particular concerns through contacting their child's teacher, or any RTI team member, through calling the school or writing a letter to the teacher in the appointment binders located in the school lobby.
- Parents may also request a meeting with the resource staff that will provide them with additional assistance for any social-emotional and educational problem they may identify, i.e.; guidance counselor, health coordinator, grade supervisor, Principal, RTI team members or a member of our Assessment Team.
- An initial needs assessment is administered to parents in the form of a beginning of the year parent survey. The parent coordinator uses data from this survey to design workshops and outreach for the year.
- Parents are invited to RTI weekly meetings to provide information or concerns regarding their child. The parent is involved in each goal and strategy implemented for their child.

Strategies for attracting Highly Qualified Teachers (HQT)

- Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers.
- School-based personnel - principal, assistant principals and teachers - are involved in the process of interviewing and hiring, giving everyone greater ownership of the hiring process and making it much more effective.
- The administration will work closely with the network Human Resource Manager to ensure that non-Highly Qualified Teachers meet all required documentation and assessment deadlines.
- School mentors will be assigned to support beginning teachers, teachers new to the school system.
- The administration ensures that teachers receive professional development during weekly Circular 6 sessions.
- Teachers will attend on-site/off-site staff development workshops provided by the RTI Team, Guidance Counselors, District 75 in regard to incident and accident reporting as well as **S**trategies, **T**echniques, **O**ptions, **P**rior to **P**lacement.

Service and program coordination

- The school has established a school-wide **P**ositive **B**ehavior **I**nstruction **S**upport with assistance of the District 75/citywide programs S.T.O.P.P. behavior specialists (Elizabeth Sklerov, LCSW and Arthur Tobia, RSE-TASC, District 75 Network 1) that focuses on improving school climate and **SAFETY** and **RESPECT** as reported in the NYC School Survey.

Budget and resources alignment

P.S. 23 is a Title I School wide Program school , Conceptual Consolidation will allow us to combine all of the funds as stated below to implement this action plan from September, 2011 – June, 2012:

Title I (10% staff development)
Title I SWP (school wide program)
TL Fair Student Funding

- Substitute pay to provide release for teachers to attend professional development and/or plan together.
- Incentives to support the development of this program during the regular school day and for use in the afterschool program.

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.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K	49 (during the school day)	0	**N/A**	**N/A**	At-risk services provided as needed to all students.	At-risk services provided as needed to all students.	At-risk services provided as needed to all students.	At-risk services provided as needed to all students.
1	147 (Extended Morning) 30 (6 week cycles - afterschool)	135 (Extended Morning) 30 (6 week cycles - afterschool) 74 (during the school day)	**N/A**	**N/A**	At-risk services provided as needed to all students. (6 students are being seen regularly at present.)	At-risk services provided as needed to all students.	At-risk services provided as needed to all students.	At-risk services provided as needed to all students.

2	135 (Extended Morning) 20 (6 week cycles - afterschool)	20 (6 week cycles - afterschool)	**N/A**	**N/A**	At-risk services provided as needed to all students.	At-risk services provided as needed to all students.	At-risk services provided as needed to all students. (1 student is being seen regularly at present.)	At-risk services provided as needed to all students.
3	135 (Extended Morning) 25 (6 week cycles - afterschool)	25 (6 week cycles - afterschool)	**N/A**	**N/A**	At-risk services provided as needed to all students.	At-risk services provided as needed to all students.	At-risk services provided as needed to all students.	At-risk services provided as needed to all students.
4								
5								
6								
7								
8								
9								
10								
11								
12								

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
ELA	• Small group guided reading, provided during the day **(All grades)** • Phonics intervention, small group, provided during the day **(All grades)** • Wilson, small group, provided during the day **(Grades 1 & 2)** • Small group literacy intervention, provided after school **(Grades 1 – 2 - 3)** • Small group literacy language development for ELLs, provided after school **(Grades 1 – 2 - 3)**

Mathematics	• Small group guided math, provided during the day **(Grades 1)** • Small group math intervention, provided after school **(Grades 1 – 2 - 3)** • Small group math vocabulary instruction for ELLs, provided after school **(Grades 1 – 2 - 3)**
Science	**N/A**
Social Studies	**N/A**
At-risk Services provided by the Guidance Counselor	• Services provided by guidance counselors around social skills and emotional discipline, one-to-one or small group **(All grades) (as needed)**
At-risk Services provided by the School Psychologist	• At-risk observations provided by school psychologist, one to one **(All grades) (as needed)**
At-risk Services provided by the Social Worker	• Services provided by social worker at-risk around social-emotional development, one-to-one **(All grades) (as needed)**
At-risk Health-related Services	• At-risk 504 services provided by health coordinator and registered nurse, one-to-one **(All grades) (as needed)**

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.

PARENT INVOLVEMENT POLICY (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, 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.

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

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

- providing families in temporary housing and foster care parents with support from our Parent Coordinator, Guidance Department, and our Health Coordinator. Specific help groups and workshops will be designed or employed to target these families. Our Parent Coordinator is in place to support parents with identified needs. Communication and parent programs offered at P.S. 23 will increase parent involvement across the year;

- sending parent and student rights and responsibilities with clear expectations in the Principal's beginning of the year letter to parents as well as placing them in our School Parent Handbook, that is in its final revision. Additionally, Parent Curriculum Orientation, which takes place within the first few weeks of school, also includes Student and Parent Rights and Responsibilities as it applies to daily classroom application and immersion in curriculum assigned by grade;

- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator 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.;

- putting in place a system for parents to communicate their concerns directly with school staff. They are able to contact the teacher via telephone, or by making an appointment in the appointment binders located in the school lobby;

- automatically making parents members of the P.S. 23 Parent's Association at registration. All parents are encouraged to become active members of the Parent's Association. It helps them become a part of the school community and helps foster a greater understanding of their child's education;

- sending out yearly Parent surveys. These surveys serve as a needs assessment providing the school with topics of interest and need. Parent workshops are also conducted on a regular basis. All parents are invited to attend whenever possible. Workshop times are held mornings, evenings, and weekends, and offer childcare. Translation is available at all workshops in Spanish. For those parents who speak other languages, we will continue to use the Department of Education's Unit of Translation & Interpretation. Workshops and informative meeting topics include: asthma, sexual abuse, domestic violence, foster care, parenting, special education topics, nutrition, conflict resolutions and fire safety, in addition to parent requested topics. Our Guidance Counselor, Health Coordinator, and Parent Coordinator as well as our Team Social Worker and Bilingual Psychologist work to identify speakers or support CBO personnel who can deliver workshops to parent groups based on their expressed needs and interests;

- having a parent Literacy Fair in the spring that will focus on English Language Arts providing the parents with strategies to support their learning children. 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 assistance to parents in understanding City, State and Federal standards and assessments;

- providing an ESL program for parents weekly;

- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

- 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;

- 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;

- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents 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;

- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;

- providing written progress reports 4 times a year informing parents of their children's progress.

SCHOOL-PARENT COMPACT

P.S. 23 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

P.S. 23 will:

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

- Recruit, support and encourage parents to actively serve on school committees for planning, reviewing, and improving student instruction;
- Provide a nurturing and safe environment and promote high quality curriculum instruction with an emphasis on professional development;
- Engage a Title I Parent Involvement Liaison;
- Develop a School Parent Compact;
- Develop a School Parental Involvement Policy;
- Develop a School Comprehensive Educational Plan;
- Convene an annual meeting for Title I parents, informing them of the Title I program and their right to be involved on committees or to act as school liaisons to District or Regional meetings;
- Inform and actively involve parents regarding school policy, school uniform dress code, discipline code, attendance and lateness policy, and safety plan, and emergency procedures;

- Offer a flexible number of meetings at various times, to provide childcare for parents involved in school committees, who attend school meeting, P.A. meetings and/or workshops, (e.g. School Leadership Team (SLT) meeting, family institutes, parent academic workshops etc.);
- Provide parents with timely information about NCLB, State & Local Law, school programs, policies, performance profiles, individual student assessments results, including other pertinent individual and school district evaluations on their child's social, emotional, and educational development;
- Provide parents information and training on the ARIS Parent Link (APL) and develop their understanding of usage connected to their child's ongoing progress;
- Develop an understanding among participating parents regarding the type of information that will be on the APL link such as Progress Reports, Quality Reviews, and survey results as well as their child's attendance records, course grade, scores on state tests and in classroom assessments;
- Provide parents information in their native language as needed (information will be available in nine languages);
- Provide access for free computer use and support through the Parent Coordinator;
- Create a school climate in which parents and staff can communicate easily through:
    - Parent-teacher conferences, open house activities and curriculum meetings
    - Frequent reports to parents on their children's progress
    - Reasonable access to staff through scheduling appointments
    - Varied opportunities to volunteer and participate in school programs, advisory, and decision making committees
    - Scheduled observations of classroom activities;
- Ask staff to volunteer to act as translators in school parent meetings;
- Provide ongoing communication with parents to encourage and support parent participation with issues related to their child's educational development and progress (e.g. parent newsletters, bulletins, parent informational resource table in school lobby, P.A. room, family letters, workshop flyers, curriculum orientations and curriculum workshops, as well as parent information bulletin board.);
- Involve community based organizations and businesses in school activities (48th Precinct, Fresh Air Fund, FDNY, Health First, Bronx Healthy Hearts, St. Barnabas Community Hospital Services, Fordham Tremont Mental Health Services, Union Community Health Centers, Community Board 6, etc.);
- Implement a curriculum aligned to the Common Core State Learning Standards.

II. Parent/Guardian Responsibilities:

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

- Become involved in school-wide planning and decision making process;
- Become involved in developing, implementing, evaluating and revising the School Parent Involvement Policy;
- Participate, when possible, on advisory or decision making committees within the School and/or School District and Network;
- Complete surveys and provide feedback so that Title I Parent Involvement activities meet the needs, concerns, and interests of parents;
- Become familiarized with school policy, school discipline code, safety plan, and emergency procedures, attendance plan, and school uniform dress code;
- Participate in informative meetings or to participate in technical assistance training provided by the local educational authority or school staff on child rearing practices curriculum development as well as teaching, and learning strategies;
- Share the responsibility to improve student achievement;
- Share with school staff about child's growth, and academic performance;
- Become more familiar with No Child Left Behind (NCLB) components;

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

III. Student Responsibilities:

I am expected to …

- Be respectful and polite to **ALL**.
- Follow directions.
- Keep my hands and feet to myself.
- Walk quietly in the hallways, stairwells, and restrooms.
- Be respectful of school property.
- Always use appropriate language.
- Be dressed in my school uniform **EVERYDAY**.

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 Corinne Anselmo/ Maria Quail	District 10	Borough Bronx	School Number 023
School Name The New Children's School			

B. Language Allocation Policy Team Composition ⓘ

Principal Shirley Torres	Assistant Principal Susan Rolon- Nelson
Coach Diana Drake- Behan	Coach Elise Lucas
ESL Teacher Jennifer Irurueta	Guidance Counselor
Teacher/Subject Area Roselina Monegro/Bil Reading	Parent Leydis Rodriguez
Teacher/Subject Area Maria Aponte/Bil. Speech	Parent Coordinator Yvonne Flores
Related Service Provider Maria Almanzar. Bil. Psyc.	Other Amy Rodriquez/ Bil. Sp. Ed
Network Leader Maria Quail	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	1	Number of certified bilingual teachers	4	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions		Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	525	Total Number of ELLs	100	ELLs as share of total student population (%)	19.05%

Part II: ELL Identification Process

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

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

Home Language Identification Survey (HLIS):

A. The HLIS is administered to every parent/guardian registering his/her child, along with the official registration packet. The ESL teacher(s)-Jennifer Irurueta, Bilingual Reading Teacher-Roselina Monegro, Assistant Principal-Susan Rolon-Nelson, Principal-Shirley Torres may administer an informal oral interview in English and in the native language (if needed) to support the parent in completing the HLIS, when necessary.

B. The ESL teacher works in coordination with the pupil accounting secretary to screen all registration packets, and immediately collect HLIS paperwork. They then complete each HLIS for school use, noting students who are eligible for the LAB-R.

C. The ESL teacher continues to communicate with the pupil accounting secretary around new registrants throughout the year. The ESL teacher also regularly reviews updated ATS reports, in search of any new ELLs in the school (e.g., RLAT, RLER, etc.)

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

Jennifer Irurueta, ESL Teacher
Roselina Monegro, Bilingual Reading Teacher
Susan Rolon-Nelson, Assistant Principal
Maria Almanzar, Bilingual Psychologist
Shirley Torres, Principal

Language Assessment Battery – Revised (LAB-R):

A. The ESL teacher reviews all LAB-R regulations. The ESL teacher then assesses each child eligible for the LAB-R, within 10 days of the child's registration. Scores are recorded in a spreadsheet.

B. Students who do not pass the cut off score for the LAB-R, and who have a home language of Spanish, are then administered the Spanish LAB.

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

A. Each spring, the ESL teacher works in collaboration with the Principal to organize the school-wide administration of the NYSESLAT. Initially, the ESL teacher consults the RLER and RLAT to determine NYSESLAT eligibility, and cross references these reports with class rosters.

B. The ESL teacher then consults with the IEP teacher, in order to review students' IEP's, as well as the RSPE, for any testing modifications. The ESL teacher and Principal use this information to create testing groups, and ensure that students receive all appropriate modifications.

C. Each testing group is assigned two monitors, one of whom is a bilingual or ESL certified teacher. All teachers of ELLs are trained in NYSESLAT administration during weekly professional development sessions. This training includes review of appropriate testing procedures.

D. Test materials are distributed and collected daily, and maintained in a secure location.

E. Teachers of ELLs collaborate to bubble and review students' answer documents, ensuring that documents are completed properly, and that all materials are packaged properly.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

After the screening (e.g. HLIS) and assessment (e.g. LAB-R) of all students with a home language other than English, as appropriate, official letters are sent home to families, in order to inform them of entitlement or non-entitlement to ELL services.
(Letters are also sent to families of students who have previously tested proficient on the NYSESLAT.)
Parents of new ELL's, as per LAB-R assessment, are invited to a parent orientation session, through letters sent home as well as follow-up phone calls. Sessions are held at a range of times, including morning and evening, in order to accommodate parents' schedules. Letters are translated.

During the orientation session, the ESL teacher(s), in collaboration with the principal, and parent coordinator, explain the ELL identification process to parents including the program choices offered at P.S.23 - ESL and Transitional Special Education Bilingual Program. Parents are shown the NYCDOE video, in their home language, and then provide the opportunity to ask follow-up questions. Official information packets, and other mandated materials, are also provided to parents.
Make-up sessions are scheduled for parents who are unable to attend initial sessions. School staff reaches out to these parents via back-packed letters, phone calls, and in-person appointments.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154.)

Entitlement letters are generated by LAB-R results. All students who fall below LAB-R cut-off have back-packed entitlement letters sent home, inviting parents to an orientation session with a follow up phone call. Parent Survey's and Program Selection forms are distributed and completed during ELL parent orientation sessions, as information is given and support is provided. These forms are also copied and maintained in the Main Office. Additional meetings are set up for parents who could not assist prior meetings or for parents registering new students.
In addition, copies of the entitlement letters (continued services, new ESL services, and not entitled) are maintained in the Main Office.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

Procedures followed to place students:

Identificatio

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✪

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

Program selection:

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

*We assure that all communication with parents is done in a language that is native to them. If a parent speaks a language other than English or Spanish, the Department of Education's Unit of Translation/ Interpretation is contacted (1-718-752-7373).

Copies of all of the entitlement letters (continued services, new ESL services, and not entitled) are maintained in the Main Office.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested?

According to our Parent Survey and Parent Program Selection forms, parents have requested ESL programs for their children when entering for the first time into our school. At P.S. 23 for the past few years, the parents of general education students have requested a push-in/pull-out ESL program. However, parents of special education students have requested that their child be placed in a Bilingual Special Education program. In the past few years if not enough parents request a bilingual special education program, the students have been accommodated with a language alternate para as per Committee of Special Education (CSE). Prior to this accommdation, a bilingual special education placement has been requested through CSE. Due to the unavailability of seats, this accommodation has been offerred. The HLIS Parent Survey and Parent Selection Forms are then organized by class and placed in a file in the main office of the school. The original HLIS is placed in cummulative record for each student.

6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

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

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

At P.S. 23, our parents have selected an ESL program for our general education students.

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❄ No✪	If yes, indicate language(s): Spanish
Dual language program	Yes✪ No❄	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**	**Tot #**
Transitional	0	1	2	1	0	0	0	0	0	0	0	0	0	**4**

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	100	**Newcomers (ELLs receiving service 0-3 years)**	89	**Special Education**	52
SIFE	0	**ELLs receiving service 4-6 years**	11	**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	10		10	9		9	0			19
Dual Language	0	0			0		0			0
ESL	79		33	2		2	0			81
Total	**89**	**0**	**43**	**11**	**0**	**11**	**0**	**0**	**0**	100
Number of ELLs in a TBE program who are in alternate placement:										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		4	9	6										**19**
Chinese														**0**
Russian														**0**
Bengali														**0**
Urdu														**0**
Arabic														**0**
Haitian														**0**
French														**0**
Korean														**0**
Punjabi														**0**
Polish														**0**
Albanian														**0**

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**
Yiddish														0
Other														0
TOTAL	0	4	9	6	0	0	0	0	0	0	0	0	0	19

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

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

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**TOTAL**

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	9	29	18	22										**78**
Chinese	1													**1**
Russian														**0**
Bengali				1										**1**
Urdu														**0**
Arabic														**0**
Haitian														**0**
French		1												**1**
Korean														**0**
Punjabi														**0**
Polish														**0**
Albanian														**0**
Other		1												**1**
TOTAL	**10**	**31**	**18**	**23**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**82**

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
    a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
    b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
    a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you 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?

1. How is instruction delivered?

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

A. Programming and Scheduling Information

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

Push-In is our primary model of ESL instruction. Our Principal ensures that students requiring ESL services are clustered in particular classes, and allows ESL teacher(s) to organize their schedules to push into these classes and collaborate with the classroom teachers. This occurs in each grade (Grade 1, 2 and 3); and in a range of settings (General Education, Special Education, and Integrated Co- Teaching (ICT)).

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

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

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

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

b. What are the program models (e.g., Block [class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?

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

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

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

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?

a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154?

ELL staff is organized to ensure that mandated ESL, ELA, and NLA periods are delivered as per requirements delineated in CR Part 154, based on NYSESLAT proficiency levels (or LAB-R where NYSESLAT is not available). Across all program models, ESL periods remain the same: 1 unit for Advanced students, and 2 units for Beginning and Intermediate students. Additionally, Advanced students receive 1

A. Programming and Scheduling Information

unit of ELA instruction.

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%	
75%	
50%	
25%	
TIME	BEGINNERS INTERMEDIATE ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

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?

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

Mathematics:

Based on baseline and unit assessments in mathematics, students are assigned to small group intervention with our mathematics AIS

provider. Additionally, students receive support through our Title III after-school program, which focuses on building comprehension

through targeting oral language and academic vocabulary.

Literacy:

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

-Extra 37 ½ minutes in Reading during Extended Morning on Monday, Tuesday, Wednesday and Thursday.

-Targeted students work with guided reading specialists in small group; language of instruction is

A. Programming and Scheduling Information

B. Programming and Scheduling Information--Continued

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-Targeted students work with guided reading specialists in small group; language of instruction is according to student need (English or Spanish, based on dominant language in literacy).
-All students receive small group instruction during their literacy block, with the support of additional teachers in addition to their classroom teacher.All of our students also are part of our Extended Morning in which they are supported through literacy.
-All ELL students are eligible for our Title III after-school program, in which literacy is addressed by a bilingual certified literacy specialist. Students will receive support in English language development through Literacy and Mathematicas instructions taught 3x a week in After-School program.

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

Students who reach proficiency (according to NYSESLAT results) continue to be supported by our ELL program. These students are placed in monolingual classes, with Advanced leveled ESL students, as well as English-dominant students. Newly proficient students (along with Advanced leveled ESL students) are supported by a certified ESL teacher in push-in periods (minimum of 180 minutes/week), particularly during the literacy block, extra 37 ½ mins. in reading during extended morning(Monday, Tuesday, Wednesday, Thursday).

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

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

- We have brought together ESL and bilingual teachers, along with teachers of classes in which ESL students are clustered. We know that professional collaboration is essential to teachers' success with students, and designed our professional development around teachers' reported and observed strengths and needs. Most of the time, these teachers meet prior to the school year to plan for their course of study throughout the school year, and continue to meet on a weekly basis throughout the year.
- Our P.D. group will utilize technology as a professional learning tool, in order to simulate our students' own learning through technology, and to become more familiar with this instructional tool.
- In order to remain apprised of current research and instructional methodology, each teacher will continue to be responsible for

B. Programming and Scheduling Information--Continued

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

C. Schools with Dual Language Programs

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

N/A.

Courses Taught in Languages Other than English

D. Professional Development and Support for School Staff

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

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

As described earlier, comprehensive professional development for teachers of ELLs has always been a primary focus of our program (building upon years past).
Teachers will continue to be supported in a variety of ways in order to ensure their knowledge of standards-based curriculum.

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

Calendar of Professional Development Dates (on-site):

October 5, 2011 - Overview of Expectations for 2011-2012 school year
October 12, 2011 - NYSESLAT - Results of Spring, 2011
October 19, 2011 - The Five Stages of Language Acquisition
October 26, 2011 - Developmental Checklist of Language Patterns for ELL Learners
November 2, 2011 - Thinking Across the Year with an Eye to Supporting ELL Learners
November 16, 2011 - Intro to "Smart Pen"
November 23, 2011 - Book Reading and Translation using the "Smart Pen"
November 30, 2011 - Depth of Knowledge Levels (DOK)
December 2, 2011 - EngageNY.com - Common Core shifts in Literacy and Math

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December 21, 2011 - Ell Considerations for the Common Core Aligned Tasks in English Language Arts (Native Language)
January 4, 2012 - Ell Considerations for the Common Core Aligned Tasks in English Language Arts (Writing)
January 11, 2012 - TurnKey of External Professional Development - Bilingual Curriculum Mapping in Native Language Arts (OELL)
January 18, 2012 - (Possible Date) - Topic: ELL Writing - Yehonela Ortiz, Bilingual Insrtructional Network Coach
February - May, 2012 - NYSESLAT Training for Teachers and Preparation for Students

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

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

E. Parental Involvement

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

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

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

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

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

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

Parents are able to address their particular concerns by contacting their child's teacher, through calling the school or writing a note to the teacher in the appointment binders located in the school lobby. Parents may also request a meeting with the resource staff that will provide them with additional assistance for any social emotional and educational problems they may identify, i.e.: Guidance Counselor, Health Coordinator, Grade Supervisor, Principal, or a member of our School Based Support Team. All parents upon registration automatically become members of the P.S. 23 Parent Association (PA). Board members of the PA are included in the School Leadership Team (SLT), along with any other elected parents. PA members also meet with the Principal on a regular basis.

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

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

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

An initial needs assessment is administered to parents in the form of a beginning of the year parent survey, sent home to every family via their children and at the first official Parent Association meeting. Our parent coordinator compiles and analyzes the data from this survey, and shares it publicly at a PA meeting and with the PA Executive Board Members. The parent coordinator uses the data from this survey to design workshops and outreach for the year.

We assure that all communication with parents is done in a language that is native to them. If a parent speaks a language other than English, we reach out to the Department of Education Unit of Translation/Interpretation (1-718-752-7373). In addition, we reach out to family members who can assist us with the parent's native language. For example, we are communicating with our Chinese family through their twenty-year-old son who speaks fluent English and attends college.

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

Our parent involvement is designed to be varied and address the range of the needs of our families. Parent workshops are conducted on an ongoing basis. Workshop times span mornings, evenings, and weekends, and include childcare. Translation is available at all workshops.

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

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

Native Language 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%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

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?

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

Mathematics:

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

B. Programming and Scheduling Information--Continued

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

-Extra 37 ½ minutes in Reading during Extended Morning on Monday, Tuesday, Wednesday and Thursday.
-Targeted students work with guided reading specialists in small group; language of instruction is according to student need (English or Spanish, based on dominant language in literacy).
-All students receive small group instruction during their literacy block, with the support of additional teachers in addition to their classroom teacher.All of our students also are part of our Extended Morning in which they are supported through literacy.
-All ELL students are eligible for our Title III after-school program, in which literacy is addressed by a bilingual certified literacy specialist. Students will receive support in English language development through Literacy and Mathematicas instructions taught 3x a week in After-School program.

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

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

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

- We have brought together ESL and bilingual teachers, along with teachers of classes in which ESL students are clustered. We know that professional collaboration is essential to teachers' success with students, and designed our professional development around teachers' reported and observed strengths and needs. Most of the time, these teachers meet prior to the school year to plan for their course of study throughout the school year, and continue to meet on a weekly basis throughout the year.
- Our P.D. group will utilize technology as a professional learning tool, in order to simulate our students' own learning through technology, and to become more familiar with this instructional tool.
- In order to remain apprised of current research and instructional methodology, each teacher will continue to be responsible for

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

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

C. Schools with Dual Language Programs

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

N/A.

D. Professional Development and Support for School Staff

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

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

- Fundamental teacher training is designed around informing our Bilingual/ESL staff of pertinent ELL policy (including the allocation of English and Native Language throughout instruction drawing on the LAP Principles of a Coherent LAP and High Quality Teachers), as well as key instructional materials available within the school. These workshops allow teachers to be informed and "on the same page," and thus most effectively plan together.
- Our weekly professional development sessions are driven by our school goal of building content knowledge and comprehension through oral language development and academic vocabulary. Our work includes monthly curriculum modification in order to use visual supports and graphic organizers to allow for comprehensible input for our ELL's, in order to support their development of oral language and academic vocabulary (which research has proven to be the "gateway" to comprehension, particularly for language learners) in literacy and all content areas.
- This training also encompasses aligning Bilingual literacy instruction with the Teachers College Reading and Writing Project curriculum, including creating corresponding mentor text libraries and curriculum mapping.
- Our work encompasses a focus on assessment-driven/data-informed instruction. We look closely at results from students' NYSESLAT performance in order to guide our instruction for the upcoming year, and analyze the results in terms of the language modalities (speaking, listening, reading, and writing) in order to plan for guided small group instruction. Additionally, we engage in professional protocols to decompose formative assessments and student work, including our TCRWP assessment, and oral language assessment.
- Our training also involves a study group on "Strategies and Skills for the Improvement of Student Academic Progress and Linguistic Proficiency" using the enrichment materials/activities for the NYSESLAT.
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January 18, 2012 - (Possible Date) - Topic: ELL Writing - Yehonela Ortiz, Bilingual Insrtructional Network Coach
February - May, 2012 - NYSESLAT Training for Teachers and Preparation for Students

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

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

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

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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)	4	18	4	10										36
Intermediate(I)	3	14	13	7										37
Advanced (A)	2	2	10	13										27
Total	9	34	27	30	0	0	0	0	0	0	0	0	0	100

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	1	1	1										
	I	4	9	5										
	A	9	14	20										
	P	9	2	8										
READING/ WRITING	B	13	10	8										
	I	9	6	12										
	A	0	1	13										
	P	1	9	1										

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

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

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

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

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g. ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantative data available to support your response.

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

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

As a result, the information provided by the data analysis is directly correlated to the school's instructional plan. We modify the language allocation in instruction throughout the year across all program models as the results change each assessment period. Teachers plan for instruction (short term goals, interim goals and long term goals) that then supports and challenges the students throughout the year promoting language learning as well as content comprehension.

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

Based on analysis of standardized assessments, we see growth in our students' English language skills across the course of a three year program, as students' NYSESLAT overall proficiency levels increase in listening/speaking from Kindergarten, to first grade, to proficient in the second grade. The data also shows that reading/writing levels increase as the students gain proficiency in listening/speaking.

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

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

4. For each program, answer the following:

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: The New Children's School			School DBN: 023x
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Shirley Torres	Principal		12/1/11
Susan Rolon-Nelson	Assistant Principal		12/1/11
Yvonne Flores	Parent Coordinator		12/1/11
Jennifer Irurueta	ESL Teacher		12/1/11
Leydis Rodriguez	Parent		12/1/11
Roselina Monegro/ Bil. Reading	Teacher/Subject Area		12/1/11
Maria Aponte/ Bil. Speech	Teacher/Subject Area		12/1/11
Diana Drake-Behan	Coach		12/1/11
Elise Lucas	Coach		12/1/11
	Guidance Counselor		12/1/11
Maria Quail	Network Leader		12/1/11
Maria Almanzar	Other Bilingual School Psy		12/1/11
Amy Rodriguez	Other Bilingual Special Ed		12/1/11
	Other		
	Other		

CEP Appendix 7

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: 10x023 **School Name:** The New Children's School

Cluster: 1 **Network:** 109

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

Part A: Needs Assessment Findings

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

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

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

As stated above, P.S. 23's need in written translation/oral interpretation for the 2011-2012 school year is in the following languages: French, Mandingo, Mandarin and Spanish. The Home Language Survey filled out at registration enables us to learn the language(s) used to communicate in the homes.

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

Part B: Strategies and Activities

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

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

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

P.S. 23 will provide parents with oral interpretation services in Spanish and other languages (as needed) through our in house staff, from the New York City Board of Education Translation & Interpretation Unit and other websites in the internet catering to translations. We will also contact the Translation & Interpretation Unit if and when in need of an interpreter in a language not available to us in-house. We have already have had to connect with the Unit of Oral Interpretation of the DOE due to a new arrival from China that can only communicate in Mandarin.

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

Translated copies of the Bill of Parent Rights and Responsibilities document that states the rights in regard to translation and interpretation services is sent home.
We will continue to print and display throughout different locations in the school translated signs advising the parents of the availability of interpretation services.

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: The New Children's School	DBN: 10x023
Cluster Leader: Corinne Rello-Anselmi	Network Leader: Maria Quail
This school is (check one): ❄conceptually consolidated (skip part E below) ✪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): ✪Before school ❄After school ✪Saturday academy ✪Other:
Total # of ELLs to be served: 45 Grades to be served by this program (check all that apply): ✪K ❄1 ❄2 ❄3 ✪4 ✪5 ✪6 ✪7 ✪8 ✪9 ✪10 ✪11 ✪12
Total # of teachers in this program: 3 # of certified ESL/Bilingual teachers: 3 # of content area teachers: 0

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:

Rationale: English Language Learners are a historically under-performing subgroup. We seek to provide supplemental instruction to these students in order to increase their academic achievement, using strategies that are targeted to their language learning characteristics and instructional needs. Our program will provide small group instruction, and focus on unleashing comprehension through intensive academic vocabulary practice. Language learning will extend through literacy and mathematics, our core areas of instruction. We will provide a learning environment in which children gain some degree of growth in the areas of reading, writing, listening and speaking, as well as in mathematics language, thereby establishing a successful learning environment for all of the ESL students in the program.

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

Type of Program: After-school intervention and enrichment program in oral language and academic vocabulary development, focusing on literacy and mathematics. Teachers will perform initial assessments, and then work with the children in small groups, providing targeted differentiated instruction. Classes will be limited to 10-15 students each.

Number of Students to be Served: 30-45 (All ESL/Bilingual Transitional General and Special Education Students will be eligible)

Grade Level(s) to be served: 1, 2, 3

Language(s) of Instruction: English (with native language support, if necessary)

Schedule and Duration: 3 days of 1 hr per day (Tuesday, Wednesday, Thursday)

3:30 - 4:30 p.m.

Nov. 29, 2011 - May 31, 2012

and types of certified teachers: 3 teachers in total - 2 Bilingual/ 1 ESL certified pedagogues

Part B: Direct Instruction Supplemental Program Information

Types of Materials:

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

A Bilingual Reading Recovery-trained teacher will provide literacy and language support. She will analyze students’ language proficiency in literacy and oral language, using ELL-targeted assessments from On Our Way to English and Balancing Reading and Language Learning. Language and literacy instruction will include guided reading, as well as language experiences such as charts, songs, poems, and interactive writing. Supports will include graphic organizers, as well as interactive/manipulative visuals, and CDs. Note: Native language support will be given to those students that are newcomers to the English school system if needed using "Estrellita" (accelerated, beginning spanish program in phonemic awareness, phonics, and fluency).

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:

Rationale: Our Professional Development for our teachers of ELLs is designed to help the students achieve proficiency in both everyday and academic English while developing listening, speaking, reading, and writing skills. It also serves as a great guide for promoting high-level, high-quality, and high-expectation instruction with respect to language, literacy development, and academic achievement for all of our students. The teachers of ELLs will continue to be supported in a variety of ways in order to ensure their knowledge of standards-based curriculum.

Teachers to receive training: Bilingual Special Education teachers, General Education teachers of ELL students across the grades (1-2-3), Reading Specialists, Health Coordinator, Assistant Principal, Principal.

Schedule and duration: Weekly Professional Development - Wednesday's from September, 2011 through June, 2012, Circular 6 Period (45 minute periods every Wednesday morning from 9:46-10:27 a.m.) . This weekly professional development is at no cost to Title III.

Topics to be covered:

Part C: Professional Development

*Fundamental teacher training informing our Bilingual/ESL staff of pertinent ELL policy (including the allocation of English and the native language throughout instruction drawing on the LAP Principles of a Coherent LAP and High Quality Teachers), as well as key instructional materials available within the school. These workshops allow teachers to be informed and most effectively plan together: visualizing, brainstorming, previewing, reflecting, and observing.

*Our weekly professional development sessions are aimed at building content knowledge. Our work includes monthly curriculum modification in order to use visual supports and graphic organizers to allow for comprehensible input for our ELLs, in order to support their development of academic vocabulary (which research has proven to be the "gateway" to comprehension, particularly for language learners) in literacy and all content areas.

*The sessions also encompass aligning Bilingual literacy instruction with the Teachers College Reading and Writing Project curriculum, including creating corresponding mentor text libraries and curriculum mapping and alignment to the Common Core State Standards.

*The work encompasses a focus on assessment-driven/data-informed instruction. Results from students' NYSESLAT performance are looked at closely in order to guide our instruction for the upcoming year, and analyze the results in terms of the language modalities (speaking, listening, reading, and writing) in order to plan for guided small group instruction. Additionally, we engage in professional protocols ("Looking at Student Work") to decompose formative assessments and student work, including our TCRWP assessment, and oral language assessment. The student work is strengthened by refining the curriculum, assessments and classroom practices.

*Training involves looking at strategies and skills for the improvement of student academic progress and linguistic proficiency using the enrichment materials/activities for the New York State English as a second language assessment test (NYSESLAT).

*Regular common planning periods also allow teachers to engage in collaborative planning.

*In order to remain current with ELL practice and research, members of our ESL/bilingual department will regularly attend outside professional development. Professional development activities include: Quality Teachers of English Learners (QTEL); compliance and instruction workshops offered through the Office of English Language Learners (OELL); and additional content-based workshops offered through the New York City Department of Education and partnerships with universities including Fordham University, Lehman College, and Hostos University. Learning from these external workshops is then turn-keyed by the workshop attendee during weekly in-house professional development meetings.

Name of Providers: Jennifer Irurueta, ESL Teacher
Roselina Monegro, Bilingual Reading Recovery Trained Teacher/AIS

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 Engagement Activity: English as a Second Language course for families of ELLs and former ELLs Rationale: ELLs in particular are in great need of a home-school connection to ensure their academic success. The families of these students often feel alienated from the new culture and English-dominant environment of their children's school. Additionally, the students may begin to lose connection with their families and native culture in assimilating to their new language and environment. Schedule and duration: Wednesday mornings - 8:30-9:15 a.m. weekly November, 2011 through June, 2012 Topics to be covered: -to talk about issues that come up between the school and the ESL parents. -to help parents communicate more effectively. -to help parents with their child's homework -to help the parents understand State testing: the school's expectations & parents' expectations -to talk about Report cards, study habits, parent/teacher conferences -familiarize the parents with our school technology. Name of the providers: Jennifer Irurueta, ESL Teacher (This teacher is a regularly appointed ESL teacher and using her Wednesday Prep to accommodate the needs of our parents. We had previously tried having the ESL class for parents after-school but found that attendance was not consistent. Having the class in the morning is effective, productive and begins as soon as they bring their children to school in the morning. In addition, this is part of the teacher's performance review. Per session is paid for the prep used.) Parents will be notified by fliers, monthly school letter, monthly school calendar that are translated in the languages represented in our school.

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) • Per session • Per diem		
Purchased services • High quality staff and curriculum development contracts.		
Supplies and materials • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		