



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: THE CARTER G. WOODSON ELEMENTARY SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 14 K 023

PRINCIPAL: CELINA NAPOLITANO I.A.

EMAIL: CNAPOLI@SCHOOLS.NYC.GOV

SUPERINTENDENT: ALICJA WINNICKI I.A.

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
Celina Napolitano	Principal	
Vivian Roth	UFT Chapter Leader	
Angela Basora	*PA/PTA President or Designated Co-President	
Rosie Garcia	DC 37 Representative	
Elizabeth Cortes	<i>SLT Chairperson</i>	
Magdalene Poulos	Member/ Teacher	
Michelle Renna	Member/ Parent	
Tammy Pigford	Member/Parent	
	Member/	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

- Beginning in October 2012 and continuing throughout the academic year all teachers in grades Pre-K -5 teachers will enhance their professional practice by continuing to incorporate the Danielson Framework as part of their teaching responsibilities.

Comprehensive needs assessment

- After the 2011-2012 State Quality Review it was determined that in order to increase student academic performance there was a need for teachers to enhance their professional practice by further incorporation of an effective framework for teaching such as the Danielson Framework.

Instructional strategies/activities

- In September 2012, teachers will be reintroduced to a framework focused on individual teaching responsibilities and professional growth
- Beginning in October 2012, teachers will be provided with clear expectations for practice through high quality feedback and professional development
- Using Charlotte Danielson's research based framework for teaching as a guide, teachers will be provided with frequent formal and informal observations with immediate feedback for growth; including both formal and informal observations through the course of the 2012-2013 school year.
- Teachers will be provided with a structure for discussion focusing on the reflection their effectiveness.

Strategies to increase parental involvement

- Parents will be engaged in discussions with teachers in various forums focusing on how teachers can best meet the needs of students through stronger collaborative professional practices

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP)

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Working with CFN 612 we will make the proper allocations in Galaxy to distribute funds accordingly to promote parental involvement, provide professional development for teachers and the necessary supported supplies and material to successfully implement this goal.

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

- Beginning September 2012 and continuing throughout the academic year the community will reevaluate and strengthen our reading program through ensuring that all classrooms are actively engaged in a culture of rigorous learning. Through ensuring that the school community is engaged in common core learning standards and teacher effectiveness practice; Teachers will utilize the New York State Common Core Learning Standards (CCLS) in developing a culture of rigorous learning to provide students with a reading foundation that will afford all students with opportunities for College and Career Readiness.

Comprehensive needs assessment

- After evaluating New York State English Language Arts Exam (ELA) data and data provided on the Progress report, it has been concluded that there has been a 4 point drop in the Median Adjusted Growth Percentile in ELA contributing to a 3 point decrease in our Student Progress category. Additionally, due to the shifting change in New York State Learning Standards with a focus on implementing the Common Core Learning Standards (CCLS); it has been imperative to adjust and realign current curricula resources/programs and curriculum maps to reflect these changes. Also, this goal is aligned to meet the Citywide Instructional Expectations and promote college and career readiness for all students.

Instructional strategies/activities

- In September 2012 all teachers will purposefully plan and move towards a variety of authentic, rich and engaging activities for student achievement; such activities will move students to a state of college readiness. Teachers are provided with daily meeting time (common preparation periods) to collaborate in developing curriculum and analyze map components making adjustments to better deliver instruction leading to higher levels of student achievement.
- AUSSIE Consultant(s) will provide support, based on their developed research studies, in organization and content of curriculum maps beginning in early 2013.
- By June 2013 unit curriculum maps will be re-developed.
- Teachers will align lessons and curriculum maps to reflect the integration of the CCLS. Teacher planning (using the guidelines from The Framework for Teaching based upon the research of Charlotte Danielson) will lead to students making connections by applying concepts to real world situations in cumulating unit activities.
- Research and select a reading program that will meet the educational needs of the students to meet the challenge of the CCLS that will include the necessary scaffolding for teachers and students

Strategies to increase parental involvement

Working with the parent coordinator the community will;

- Actively promote parent workshops
- Increase the quantity of events offered to families
- Increase communication with families
- Continue using Title I funding to provide parent workshops in the areas of ESL services and technology workshops
- Involve parents in the selection process of a new school-wide reading program

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP)

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I _____ Title IIA _____ Title III _____ Grants Other

If other is selected describe here: to potentially become a school-wide pilot for a new CCLS aligned reading program

Service and program coordination

- Working with CFN 612 we will make the proper allocations in Galaxy to distribute funds accordingly to promote parental involvement, provide professional development for teachers and the necessary supported supplies and material to successfully implement this goal. If we are granted a school wide pilot program we will coordinate with the vendor the distribution of materials, scheduling of professional development for the teachers, classroom visits with consultants to observe the program implementation and feedback conversations with next steps.
- Furthermore the Administrative Instructional Cabinet will meet on a regular basis to track progress, evaluate areas of strength and improvement and discuss strategies for further growth and improvement.

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

- Students in grades Pre-Kindergarten through five will be engaged in reaching grade level performance in English Language Arts as indicated in the Common Core Standards and in the Citywide Instructional Expectations 2012-13; teachers in all grades will create and execute two units of study (one fall 2012 and one spring 2013) in ELA which will be CCLS aligned and incorporate opportunities for all students.

Comprehensive needs assessment

- As part of the citywide focus for instruction our staff will be trained on the use of Common Core Learning Standards (CCLS) and the implementation of these standards. Based on New York State Test results although there was a 3% overall increase in the percentage of students at or above grade level in the subject of English there was a 10% decrease in Grade 5; it has been determined that most students exhibit a deficiency in the areas of reading comprehension, literacy response and expression. The above mentioned goal will prepare students to successfully complete the City-Wide initiative of persuasive and opinion writing and strengthen their skills in literacy responses and expression as assessed in ECLAS-2 and State Exams. Furthermore we have 12 students in grades 1-3 repeating the grade. Based on the NYSESLAT reading and writing results there was a 2% decrease in our beginning students and a 8% decrease in proficient students. Our ELL subgroup has had a 46% increase in population this school year and the aforementioned goal will assist these struggling subgroups in achieving academic success.

Instructional strategies/activities

- In early 2013 our AUSSIE Consultant (ELA) will provide training for teachers in the use of the Common Core Learning Standards (CCLS), aligning the CCLS with our current research based Pilot Program and the areas of *persuasive and opinion writing and to strengthen their skills in literacy responses and expression*. In Fall 2012 a task will be introduced along with thinking map techniques that are based upon the research conducted by the National Urban Alliance (NUA), in the content area of Science, executed by all students. In the Fall 2012 our CFN Literacy coach will provide professional development in unpacking the ELA Units of study and implementing the Citywide Instructional Expectations. In early November 2012 all teachers will be provided with materials and an outline of how the task are implemented, graded and structured. Informational text will be introduced, revisited and presented to students. Students will complete two common core aligned tasks; Winter 2012 – task in the content area of Science and Spring 2013 task in the content area of Social Studies. All students will be introduced to the process of persuasive and opinion writing.

Strategies to increase parental involvement

Working with the parent coordinator the community will;

- Actively promote town hall meeting to discuss testing
- Increase the quantity of events offered to families
- Increase communication with families
- Continue using Title I funding to provide parent workshops in the areas of ESL services and technology workshops
- Involve parents in the selection process of a new school-wide reading program

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP)
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- **My ACCESS** (TL Support software) program. We have continued to support our ELA program with an ELA cluster teacher (FSF).
- **Network Workshops** are provided for teachers and supervisors. Teacher teams will be developed to attend Network Professional Development (TL CFN Support) and turn key to staff.
- **AUSSIE** consultants will meet with the Administrative Team and Instructional Cabinet to develop a plan of action in early 2013. (TL & FSF)

ANNUAL GOAL #4 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 #4

- Beginning September 2012 and continuing throughout the academic year all teachers will continue to use the inquiry approach as a means to look at and strengthen student work.

Comprehensive needs assessment

Based on the 2012 State Quality Review it has been determined that there was a need to expand the protocols for reflection on the work of teacher teams to ensure that the inquiry process is more deeply embedded across all teams.

Instructional strategies/activities

- Teacher Teams will be formed with the purpose of preparing rigorous tasks for students. Research has shown that such rigor will better prepare students for college readiness. Teachers will meet weekly in teams to actively examine and make decisions about practices, student progress and next steps. Teacher teams will use data to identify student needs and future instructional outcomes. Throughout the 2012-2013 academic year teachers will use ARIS & Acuity as a tool to sort and collect data of individual students and subgroups. Teachers will use the Collaborative Inquiry Process to set goals; self assess, examine student work, reflect, analyze, share and celebrate.
 - Teachers will engage in having students complete tasks aligned to the Common Core Learning Standards modeled after the research based Exemplars. Once students complete baseline tasks teachers will evaluate student work to determine student needs based on the Exemplars Student Rubric. This will affect practices, progress and next steps.
 - Beginning in fall 2012 teacher teams will collaborate across all grades in order to provide staff with valuable support in assessing key insights and share best practices in order to perfect the inquiry process which will in turn lead to strengthening student work. Based on this collaboration, techniques that are based upon the research conducted by the National Urban Alliance (NUA), will be implemented to aid in the strengthening of student work.
 - Early 2013, AUSSIE consultant(s) will work with teachers in examining and evaluating student work, based to further drive the inquiry process.
- Teachers will meet a minimum of two times during the school week to engage in the inquiry process throughout the school year. Further support for teacher inquiry teams will be provided by The Grapevine Network, CFN 612.

Strategies to increase parental involvement

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

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP)
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Network Workshops are provided for teachers and supervisors.
- Teacher teams will be developed to attend Network Professional Development (TL CFN Support) and turn key to staff
- AUSSIE Consultant (TITLE I SWP & SFS)
- Grapevine Network, CFN 612 (TL Children First Network Support)

ANNUAL GOAL #5 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 #5

- Beginning October 2012 and continuing throughout the academic year we will increase the active level of parental involvement in the educational process of their child/children by at least 5% attendance at school meetings and functions

Comprehensive needs assessment

- Research indicates that active parental involvement will increase student achievement and academic success. This will support the goal of preparing every child to be College Bound. Recent changes in the surrounding community and an increase in student mobility has had an impact on the level of active parental involvement. This statement is based on decreasing parent attendance at PA meetings, the annual Title I Meeting and parent workshops.

Instructional strategies/activities

- Surveys completed at the conclusion of each event will assess the needs of the community and influence future activities based on desire and need
- Parents will complete student interest survey for their child in the first few weeks of school
- The parent coordinator will conduct and provide the Principal and Assistant Principal and PA with a monthly report of attendance
- Actively promote the below mentioned events
- Increase the quantity of events offered to families
- Increase communication with families by sending weekly and monthly newsletters and calendar of events both school wide and on each grade level
- Provide more communication with families about their child's academic performance, progress and growth
- Continue using Title I funding to provide parent workshops in the areas of ESL services and technology workshops
- The parent coordinator will compile all correspondence (flyers/agendas/sign-in sheets)

Strategies to increase parental involvement

Increasing parent attendance at various school and community events. Such as

- *Home Basketball games*
- *Family Game/ Movie Night*
- *Parent – Teacher conferences and participation in the school environment survey*
- *Attendance at PA and SLT Meetings and PA sponsored events*
- *Apply for Eat Well Play Hard Program*
- *Involve parents in the Move – to- Improve Program*

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP)
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I _____ Title IIA _____ Title III Grants _____ Other

If other is selected describe here: Eat Well Play Hard grant will be applied for along with Move-To-Improve

Service and program coordination

- Working with CFN 612 we will make the proper allocations in Galaxy to distribute funds accordingly to promote parental involvement, provide professional development for teachers and the necessary supported supplies and material to successfully implement this goal.

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Acuity, Destination Reading, Guided Reading materials , Imagine Learning, Rally skills - Reading Test Prep, Wonders leveled readers	Small group intervention	During the school day, extended day(before school), afterschool and Saturday academy
Mathematics	Destination Math, ST-math, Acuity, Math CAVS, Rally Skills Math Test Prep, Envisions Math	Small group intervention	During the school day, extended day(before school), afterschool and Saturday academy
Science	Measure Up, Science Lab,	Small group intervention	During the school day, extended day(before school), afterschool and Saturday academy
Social Studies	New York City Then and Now and various test prep materials	Small group intervention	During the school day, extended day(before school), afterschool and Saturday academy
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling created conflict resolution and counseling sessions	One to one and small group counseling sessions	During the school day, extended day(before school),

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

- Teachers will continue to receive professional development that will enhance their instructional techniques. Each teacher will be paired with colleagues on their grade
- Formal and informal observations will be conducted on a regular basis with immediate and valuable feedback in order to improve teacher practice and effectiveness.
- Teachers will identify their strengths and areas for growth through clinical observations and with peer/administrator conversations.
- Teachers will strengthen their understanding of an effecting framework for teaching, modeled on the research based studies of Charlotte Danielson, focusing on individual teaching responsibilities and professional growth.
- Teachers will attend professional development workshops provided by the Grapevine Network, CFN 612.
- Teachers will be scheduled to attend citywide and network workshops to support these goals
- Teachers will work with AUSSIE consultant(s) to enhance curriculum development and effective teaching practices
- Administrators will attend ATR job fairs in the event of a vacancy
- Candidates who apply via the Open Market System will be screened in the event of a vacancy
- Untenured teachers will be mentored and tracked in the Mentoring Tracking System
- Untenured teachers will meet with administrators in addition to the required number of formal/informal observations to review and update Teacher Portfolios needed for tenure
- All staff will be surveyed to assess their Professional Development needs and an appropriate Professional Development plan will be constructed to address the self-assessed needs
- In early spring one-on-one conversations will be held to discuss teaching desires and assignments for the upcoming school year and then given a preference sheet for desired assignments

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 Jose Ruiz/ Margarita Nell	District 14	Borough Brooklyn	School Number 023
School Name Carter G. Woodson Elementary School			

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

Principal Sharon Meade	Assistant Principal Joseph Mattina
Coach N/A	Coach N/A
ESL Teacher Carmen Sanchez	Guidance Counselor Candance Hanna
Teacher/Subject Area Magdalene Poulos, AIS	Parent
Teacher/Subject Area type here	Parent Coordinator Jason Rojas
Related Service Provider Catherine Misterka	Other
Network Leader Margarita Nell	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	0	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	0	Number of teachers of ELLs without ESL/bilingual certification	16
Number of teachers who hold both a bilingual extension and ESL certification	1	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	305	Total Number of ELLs	24	ELLs as share of total student population (%)	7.87%
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Part II: ELL Identification Process

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

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

Paste response to questions 1-6 here

ELL Identification Process

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

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

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

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

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

*Carmen Sanchez, ESL

*Magdalene Poulos, AIS

Annually Evaluating ELLs Using the NYSESLAT

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

Notifying Parents and Supporting Parent Choice

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

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

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

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

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

Part III: ELL Demographics

A. ELL Programs

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

K 1 2 3 4 5
6 7 8 9 10 11 12

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

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

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

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

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

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

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	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: ____	Other: ____
Native American: ____	White (Non-Hispanic/Latino): ____

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	4	4	4	6	6								24
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	4	4	4	6	6	0	0	0	0	0	0	0	24

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Paste response to questions 1-7 here

ELL Program

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

SIFE Instructional Plan

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

Students Receiving Service 4 to 6 years

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

A. Programming and Scheduling Information

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

ELLs Identified as having Special Needs

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

Parent /Community Involvement

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

Intervention

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

Instructional strategies and grade level materials are provided for teachers of ELL-SWDs use researched based technology program based on language acquisition curriculum development called Imagine Learning. Teachers also use during their balanced literacy- use the Literacy by Design programs that are based in the content area of social studies and Sciences in fiction and informational text. This program provided ELL instructional support and strategies in order to immerse our ELL students during instruction. Teachers and all support staff are provided with professional development that incorporates the scaffolded strategies required for ESL and academic development. The Scaffolding strategies used during instructional periods consist of Modeling which includes walking the students through an interaction, doing a required task together first, or providing students with a clear example of how students can accomplish the task. Bridging forges connections between new concepts and language component for all learning. students are asked to activate prior knowledge and make a link with new content information. Contextualizing new concepts and language by using realia, manipulatives, and graphic representation. These are just some of the scaffolding strategies along side schema building, metacognition and text representation that are provided to ELL-SWDs in order to provided proper curricula instruction. Students of ELL-SWDs in self-contained classroom are placed in a 12:1:1 setting and SETSS ELL students are also provided with small group instruction in order to provided them with the least restrictive environment.

Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes

- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts			
Social Studies:			
Math:			
Science:			

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
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%	Freestanding ESL		
50%			
25%	Freestanding ESL		
100%			
75%	Freestanding ESL		
50%			
25%	Freestanding ESL		
TIME			
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?

Paste response to questions 8-17 here

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

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

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

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

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

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

C. Schools with Dual Language Programs

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

Not applicable

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

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

Topics and Timelines

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

Total of 7.5 of ESL Professional Development hours

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

- o Phonemic Awareness
- o Word Patterns
- Vowels , blends, and digraphs- activities

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

All Professional Development provided for teachers are recorded through attendance sign-in sheets along with an agenda and materials provided for teachers and placed in a Professional Development Binder located in the Main Office.

Policy Review and Modification

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

School Counselors, ESL teacher as well as their grade level teachers will provide support in transition from elementary school to middle school by provided them an opportunity to visit and become acquainted to middle school atmosphere. Provide parents and students an opportunity to visits schools they have applied for when their chosen schools have open house.

E. Parental Involvement

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

Paste response to questions 1-4 here

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	1	3	0	3	0	1	0	8

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

Paste response to questions 1-6 here

The ELA and Math Data Overview:

In 2010, 29% of the students scored levels 3&4. In the spring 2011, we had 22% of the students scored levels 3&4, giving us a decrease of 7% for 2011. Level 1's in 2010 was 30%, in the spring of 2011 we had 25% giving us a decrease of level 1's of 5%. Level 2's in 2010 was 41%, in the spring of 2011 we had 54% , giving us an increase of level 2's of 13%. Level 3's in 2010 was 26%, in the spring of 2011 we had 22%, giving us a decrease of level 3's of 4%. Level 4's in 2010 was 4%, in the spring of 2011 we had 0%, giving us a decrease of 4% in level 4's.

Grade 3- ELA

In 2010, 29% of the students scored level 3&4. In the spring 2011 we had 23% of the students score level 3&4, giving us a decrease of 6% for 2011.

Grade 4- ELA

In 2010, 24% of the students scored level 3&4. In the spring 2011 we had 17% of the students scored level 3&4, giving us a decrease of 7% for 2011.

Grade 5-ELA

In 2010, 33% of the students scored level 3&4. In the spring 2011, we had 25% of the students scored level 3&4, giving us a decrease of 8% for 2011.

	Grade 3 Level 1	Grade 3 Level 2	Grade 4 Level 1	Grade 4 level 2	Grade 5 level 1	Grade 5 Level 2
2010	35%	35%	20%	47%	25%	41%
2011	28%	49%	20%	63%	25%	50%

	Grade 3 Level 3	Grade 3 Level 4	Grade 4 Level 3	Grade 4 level 4	Grade 5 level 3	Grade 5 Level 4
2010	25%	4%	24%	0%	27%	6%
2011	23%	0%	17%	0%	25%	0%

All Grades- Math

In 2010 we had 46 % of the students who scored level 3&4. In 2011 we had 40 % of the students score level 3&4 giving us a 6% decrease for 2011. Level 1's in 2010 were 14% , in the spring 2011 we had 8%, a decrease of 6% in Level 1's. Level 2's in 2010 were 39%, in the spring 2011 we had 52% , an increase of 13% in level 2's. Level 3 in 2010 were 33%, in the spring of 2011 we had 35%, an increase of 2%. Level 4's in 2010 were 13%, in the spring of 2011 we had 5% , a decrease of 8%.

Grade 3- Math

In 2010, we had 31 % of the students score level 3& 4. In 2011 we had 40 of the students score level 3&4, giving us an increase of 9% for 2011.

Grade 4-Math

In 2010, we had 50% of the students score level 3&4. In 2011 we had 38% of the students score level 3&4, giving us a decrease of 12% for 2011.

Grade 5- Math

In 2010, we had 57% of the students score level 3&4. In 2011 we had 42% of the students score level 3&4, giving us a decrease of 15% for 2011.

Overview of NYSESLAT Data 2009-2010 / 2010-2011

The data shows that in the reading and writing modality of the NYSESLAT overall there was 4% increase in beginning level students, a 7% decrease of intermediate level, 3% increase of advanced level and a 2% decrease of Proficient students as compared to the 2009-2010 NYSESLAT scores. As for the listening and speaking modality of the NYSESLAT overall there was a decrease of 3% in beginning level, an increase of 7% in intermediate level, increase of 8% in advanced levels and an decrease of 13% in proficient level students.

Strand and Grade	Beginning	Intermediate	Advanced	Proficient
10-11 All Grades				
Listening and Speaking	0%	7%	21%	72%
10-11 All Grades				
Reading and Writing	10%	28%	38%	24%
10-11 K-1				
Listening and Speaking	0%	11%	33%	56%
10-11 K-1				
Reading and Writing	22%	33%	22%	22%
10-11 Grade 2-4				
Listening and Speaking	0%	7%	13%	80%
10-11 Grade 2-4				
Reading and Writing	7%	33%	47%	13%
10-11 Grade 5				
Listening and Speaking	0%	0%	20%	80%
10-11 Grade 5				
Reading and Writing	0%	0%	40%	60%

Number of ELLs by Grade

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
0	4 Students	4 students	4 students	6 students	6 students

Assessments Tools Used and Process of Analyzing Data

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

- ECLAS-2 - K- 3 (Fall and Spring)
- Children's Progress Academic Assessment - Pre-K- 2

- TC Running Records - K- 5 (4 Times a Year Benchmarks)
- DRA- Developmental Reading Assessment - AIS- K-5 (as needed)
- ACUITY- Periodic Assessments - Grades 3-5 (minimum 3 times a year)

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

New students to the country will be provided with Native Language libraries , Native Language Content Area in Everyday Math, Social Studies and Science, spanish - english glossaries in the content areas, technology enrichment support in their native language and a buddy system will be in place to support them through their learning transition. Newcomers will also be able to take assessment in the content area of Math and Science in their Native Language. Access to the school website that has a translated option from English to spanish and many others. This will provided the students as well as the parents to view classroom events, homework sheets and more in their native language.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: <u>023k</u>		School DBN: <u>14</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Sharon Meade	Principal		
Joseph Mattina	Assistant Principal		
Jason Rojas	Parent Coordinator		
Carmen Sanchez	ESL Teacher		
Teresa Mojica	Parent		
Magdalene Poulos	Teacher/Subject Area		
	Teacher/Subject Area		
N/A	Coach		
N/A	Coach		
Candance Hanna	Guidance Counselor		
Margarita Nell	Network Leader		
Catherine Misterka	Other <u>SETSS</u>		
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013

Requirement under Chancellor's Regulations – for all schools

DBN: 14K023 School Name: Carter G. Woodson Elementary School

Cluster: 6 Network: 612

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

Part A: Needs Assessment Findings

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

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

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

According to the 2011-2012 Progress Report, 9.82% of the school population are English Language Learners. It can therefore be inferred at that least that percentage of the school population is in need of translations. To address this need, all written materials that are distributed to students in school to be taken home are also translated into all required languages. This way, the entire school community is kept abreast of important information and all happenings within the school. Teachers are aware of which of their students require translated materials. When specific materials are required to be sent home, teachers approach the Parent Coordinator to translate said materials in order to keep a constant channel of communication with the parents open. Any other languages that are required, are accommodated for as well, and all materials are translated in a timely manner.

Part B: Strategies and Activities

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

P.S. 23 provides in-house translation services, when we can accommodate the language that a particular parent speaks. Our most common non-English language is Spanish, so documents can be readily translated into Spanish. When documents have to be translated into another language besides Spanish, the Parent Coordinator will contact the Translation and Interpretation Unit to do so.

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

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

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

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