



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 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: MELODIE MASHEL

06-11-2013

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

The original copy with signature's is 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	
Ina Concepción	*PA/PTA President or Designated Co-President	
Blanca Ayala	DC 37 Representative	
N/A	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
N/A	CBO Representative, if applicable	
Esther Nuñez	Member/Teacher	
Mildred Gonzalez	Member/Teacher	
Cynthia Guadalupe	Member/Parent	
Magaly Cordova	Member/Parent	
Alvecia Simmons	Member/Parent	
Gabriela Vargas	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

Annual Goal #1

- By June 2013, all teacher's will engage in collaborative inquiry by analyzing student writing to make instructional decisions to meet the needs of all students. 25% of all students will improve at least one level, as measured by the Teachers College Reading and Writing Assessment Pro.

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 improve student writing performance to meet the demands of the Common Core.

Instructional strategies/activities

Activity 1:

- **Professional Development:**

Professional Development will be given by the Teachers College Staff Developer so that students are supported when they are assessed in writing in topics such as:

Qualities of writing (work around exploring the qualities of writing—ideas, design, language, presentation—and how, when each is infused with the personality of the writer, the individuality of its author, the writing is energized.)

Use of Student On-Demand End-of-Unit Writing Pieces as Assessment to Plan and Set Goals for Upcoming Writing Units

Incorporating Strategies into Everyday Instruction (work around using strategies as a tool, plan, or method to accomplish a task.)

Collaborate with Teachers College Staff Developers and school literacy teachers to analyze and improve student work to meet NYS Common Core Standards grade level expectations during grade meetings and Thursday morning Professional Development.

- **Key personnel and other resources:**

All classroom teachers and out of classroom literacy support teachers, in conjunction with the principal, assistant principals, literacy coach and Teachers College Consultants.

- **Implementation Deadline:** September 2012 - early June 2013

Activity 2:

- **Implementation of Study Units:**

Teachers implement the Teachers College Units of Study supported by the NYS Common Core Standards in the writing workshop in order to learn practical literacy strategies and instructional methods to improve student achievement in daily writing and in test taking writing responses.

- **Target Population:**

All students

- **Key personnel and other resources:**
All classroom teachers and out of classroom literacy support teachers, in conjunction with the principal, assistant principals, literacy coach and Teachers College Consultants.
- **Implementation Deadline:** September 2012 - early June 2013

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 continue to engage in discussions regarding strategies and resources for working together to examine and discuss student work. Teachers will use protocols in order to guide their discussions.

Teachers come together to debrief and analyze student work to look for patterns and evidence. This work will provide teachers with essential skills and strategies to support instructional needs to provide multiple pathways to successfully meet grade level expectations in daily writing and in test taking writing responses.

Teachers come together bi-weekly to analyze student work in writing and to plan for instruction.
- **Target Population:**
Teacher selected students (one level 3 or 4, one level 2 and one level 1 student per class based on the Teachers College Writing Continuum).
- **Key personnel and other resources:**
Classroom teachers and out of classroom literacy support teachers, in conjunction with the principal, assistant principals and literacy coach.
- **Implementation Deadline:** September 2012 - June 2013

Strategies to increase parental involvement

- Parents will be invited to attend the School Literacy Fair in the spring of 2013.
- Parents will attend the Teachers College Parents and Literacy Partners Day with the Parent Coordinator in the Fall, 2012 and again in the Spring, 2013: *Passing the Tricks of the Trade to Parents*.
- 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.

Budget and resources alignment

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

- 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

- P.S. 23 purchased the *Letter People Program*, a pre-kindergarten program (2011-2012) that focuses on improving the oral language and emergent literacy skills of students that in turn will improve their writing skills. There is a strong focus on book and print awareness, phonological and phonemic awareness; skills that children need to become successful readers and writers. Modeled, shared and independent writing reinforce concepts of print and help students think of themselves as writers.
- An after-school program will be established using Title I/Title III grant funds to provide additional instruction for students, who are in shelters, and/or are ELLs in the area of literacy, that includes writing. The classes will include writing workshops where students can learn the techniques to write competently. Students will learn and practice writing skills (prewriting, drafting, conferencing, revising and editing) in order to improve their writing.
- A test preparation program for Grade 3 and 4 students will take place after school for at least 15 sessions (March – April, 2013) prior to the New York State ELA. In this program, students will be helped to realize all they know about writing in order to be successful on a standardized test. Charts about the things they know as writers will be made and students will claim strategies for themselves. They'll practice using craft and conventions.
- P.S. 23 is a pilot school for Teacher Effectiveness on teacher evaluation, growth and reflection. Through the support of the Teacher Effectiveness Team and the school assigned Talent Coach, teachers will be actively involved in improving their teaching practices, including the planning of and the teaching of the writing workshop, supporting the learning environments in classrooms and thereby will be able to reflect on their practice and experience professional growth.

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

- By June 2013, at least 75% of Kindergarten students will attain at least a **Level C** in both the **Counting and Numeration Content Strands** in the Early Childhood Assessment in Mathematics (**ECAM**). (Counting & Numeration are embedded into much of the mathematics curriculum, such as measurement and data collection.) The ECAM will also be a guide to assist teachers with implementing effective instruction based on students' needs. In addition, we will be administering both the Acuity and CFN 109 developed pre and post unit of study assessments.

Comprehensive needs assessment

- In previous years, students were assessed using either a school or AUSSIE developed assessment tool. Although teachers gained valuable information as to the mathematical development of their students, neither of these assessments was sanctioned by the New York City Department of Education. In an effort to accurately monitor student needs and growth and align our curriculum with Citywide Instructional Expectations, we will now be using ECAM, Acuity and CFN 109 developed Pre and Post Units of Study assessments as ongoing assessments for students to determine growth.

Instructional strategies/activities

Activity 1:

- **Professional Development:**

Professional development will be provided by the Math Coach. In September, teacher teams as well as administration will meet with the coach to receive initial training in the rationale and the process of implementing ECAM. Teachers will receive additional support throughout the year both by grade and individual basis (as needed) to evaluate student results and plan for appropriate instruction based on those results. This will be ongoing since ECAM will be administered as a Baseline, Mid-Year and End-of-Year Assessment. Teacher teams will also meet weekly to analyze student work and to modify units of study based on observed and assessed student needs as reflected in the above mentioned assessment tools. Math Coach will also attend scheduled CFN 109 Instructional Coach meetings and turn-key relevant information to staff.

Professional development will be provided by an outside Math Consultant, Dr. Nicki Newton, approximately once a month to work with teacher teams to adjust their practice as they work together to understand the learning needs of all students. In addition, their work will be in keeping with the Common Core's emphasis on key concepts and on the major work of the grades. Teachers will prioritize where to spend most of their instructional time.

- **Key personnel and other resources:**

Kindergarten teachers working with the math coach and Math Cluster/AIS teacher, along with the math consultant, administration and the analyzing math units of study and student data as reflected by the above mentioned assessment tools.

- **Implementation Timeline:** September 2012 - June 2013

Activity 2:

- **Analyzing Student Work:**

Kindergarten teacher teams will analyze student results of the ECAM and Unit Tests to determine trends of student strengths and needs. In analyzing student performance on these assessments, teacher teams will be able to determine next steps for their students as well as be able to revise their methodologies. Class summary sheets will be kept in order to accurately group students. Additionally, individual student record sheets will be kept to track student growth and set goals.

- **Key personnel and other resources:**

Kindergarten teacher teams working with the math consultant, administration, math coach and Math Cluster/AIS teacher

- **Implementation Timeline:** September 2012 - June 2013

Steps for including teachers in the decision-making process

- Teachers will meet in groups to analyze student performance on the fore mentioned assessments. Additionally, Pre-Kindergarten teachers will receive professional development from the Math Coach regarding student expectations for Kindergarten and the impact on Pre-Kindergarten math instruction.
- **Periodic Assessment Dates:** Kindergarten students will be administered the ECAM as a baseline assessment by October 15, 2012. As the ECAM tool is ongoing, students will again be assessed at the mid-point of their instructional units of study (February 25-March 8), as well as again in June 2013. Additionally, the Pre and Post Unit of Study assessments, as developed by CFN 109 will be administered.

Strategies to increase parental involvement

- Parent workshops will be conducted on an ongoing basis. 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.

Budget and resources alignment

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

- 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

- 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 will be increased.
- Pre-Kindergarten teachers will also be trained in the ECAM so that they will be informed as to the mathematics expectations for their students as they enter Kindergarten.
- P.S. 23 is a pilot school for Teacher Effectiveness on teacher evaluation, growth and reflection. Through the support of the Teacher Effectiveness Team and the school assigned Talent Coach, teachers will be actively involved in improving their teaching practices, supporting the learning environments in classrooms and thereby experience professional growth and increased student outcomes.

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

- By June 2013, our school will develop a proactive instructional approach to teaching and improving social behaviors. By the end of the year, our school climate and student behaviors as it relates to **SAFETY** and **RESPECT** will demonstrate progress as measured by a 3-5% decrease in level 2-5 infractions in accordance 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 2011-2012 school year OORS reports, it was determined that a proactive instructional approach to teaching and improving social behaviors will be further developed in order to address the need to change the school climate as it is related to **SAFETY** and **RESPECT**. As a result, we have continued to collaborate with **S.T.O.P.P.** and **PBIS** to further develop a school wide positive behavior initiative and made behavior a priority goal for the school year. We have also seen the need to form a three tier Behavior Intervention Team that will consist of RTI Tier 1-PBIS Universal Team, RTI Tier 2 – Behavior Team and RTI Tier 3 – Behavior Team. These teams will work collaboratively to facilitate the school-wide expectations. We will continue to decrease OORS reports as compared to last year by at least 5%.

Instructional strategies/activities

Activity 1:

- **Professional Development:**

Work collaboratively with **S.T.O.P.P.** to provide support to teachers to further develop “tool kits” through individual consultations in classroom, professional development and behavior management, crisis intervention and enhancement of a **Response to Intervention Team**. Create a PBIS Professional Development Team to implement Tier 1 Intervention strategies.

- **Key personnel and other resources:**

Administration, teachers and support staff servicing students with behaviors defined in the developed glossary, in addition to S.T.O.P.P. and PBIS Behavior Specialists; certified PBIS staff.

- **Implementation Timeline:** July 2012 - June 2013

Activity 2:

- **Data Collection/ Management System:**

To continue to educate staff on the process of how to record behavioral data according to ABC checklist and anecdotal form created by the **Response to Intervention Behavior Team** in collaboration with **S.T.O.P.P.** Educate staff on the referral process to the **RTI** behavior team for review. Collect and manage base-line behavioral data system through the **Response to Intervention** behavior team for the 2012-2013 school year. To develop a process of tracking positive behaviors, this will be developed by the PBIS team in collaboration with the S.T.O.P.P. Behavior Specialist.

- **Key personnel and other resources:**

Teachers and support staff reporting the data together with the RTI Behavior Team, PBIS team, S.T.O.P.P. Behavior Specialist.

- **Implementation Time Line:** October 2012- June 2013

Activity 3:

- **Analysis of Data and Response to Analysis:**
Examine data so that the school based **Response To Intervention (RTI)** Behavior Team may plan strategically and in turn implement behavioral supports that affect positive change school wide. The PBIS Team will be sharing this data with the staff through a monthly newsletter. In addition, coaching support will be provided for staff in the use of research based **Therapeutic Crisis Intervention (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:**
Students reported to OORS in the sub categories of (A06) and (A34) as well as, students who meet criteria for data recorded into School Wide Information System (**SWIS**).
- **Key personnel and other resources:**
PBIS Team, RTI Behavior Team and Administration and TCI trained teachers and staff
- **Implementation Time Line:** October 2012 - June 2013

Activity 4:

- **Creation of Universal Positive Behavior Supports Systems:**
The PBIS Universal Team will create universal expectations, acknowledgment systems and plan universal behavior lessons which will be a proactive instructional approach to teaching and improving positive social behaviors.
- **Target Population:**
All students Pre-K through Fourth Grade
- **Key personnel and other resources:**
PBIS Team, Administration, S.T.O.P.P. and PBIS Behavior Specialist
- **Implementation of Time Line:** October 2012 - June 2013

Steps for including teachers in the decision-making process

- Teachers, support staff and administration on the RTI Behavior team will meet weekly to discuss, track and problem-solve for students with behavioral concerns.
- The RTI Behavior team has determined that a 3-5% 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 2012, January 2013, March 2013, May 2013

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, 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 meetings to provide information or concerns regarding their child. The parent is involved in each goal and strategy implemented for their child.

Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- 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

- The school has established a school-wide **Positive Behavior Instruction Support** system with assistance of the District 75/citywide programs **S.T.O.P.P.** Behavior Specialist (Elizabeth Sklerov, LCSW) and **PBIS** Behavior Specialist (Donald Don, RSE-TASC, Cluster 1) that focuses on improving school climate and **SAFETY** and **RESPECT** as reported in the NYC School Survey.

ANNUAL GOAL #4 AND ACTION PLAN

Annual Goal #4

By June 2013, using the language of the Charlotte Danielson's Framework, the administrative team will engage 100% of the teachers as participants in their evaluations and will address the conditions of teaching and learning for all children in our school community as asked in the 2012-2013 Citywide Instructional Expectations.

Comprehensive needs assessment

- After review of the ARIS Learn Teacher Effectiveness Dashboard and analyzing the data collected, it was determined that a proactive instructional approach to teaching and improving teacher practice would further develop the student learning outcomes at the school. There is a need to strengthen the common language and understanding of what quality teaching looks like. By advancing teacher practice in the areas of Designing Coherent Instruction, Using Questions and Discussion Techniques, and Using Assessment in Instruction, we will support student learning in order to meet the New York State Common Core Standards. Meaningful professional dialogue and development included in teacher evaluations helps to develop pedagogical practice. The data showed that in:
 - Designing Coherent Instruction - 54% of our teachers were in the ineffective and developing range
 - Using Questions and Discussion Techniques - 48% of our teachers were in the ineffective and developing range
 - Using Assessment in Instruction – 39% of our teachers were in the ineffective and developing range

Instructional strategies/activities

Activity 1:

- **Professional Development:**

Provide professional development aimed at improving teacher practice during Circular 6 Teacher Teams, Weekly Professional Development on Thursday mornings and Grade and Vertical Meetings.

Provide learning opportunities to help teachers understand the different competencies within *The Framework for Teaching*. These will help the teachers improve their craft and prepare all students to thrive.

Collaborative work amongst school leaders and teachers to strengthen the common language and understanding of what quality teaching looks like by deepening the comprehension of the competencies (especially 1e, 3b, 3d) in Charlotte Danielson's Framework for Teaching.

Competency Clinics will be offered afterschool by the TEP Talent Coach together with the P.S. 23 Teacher Effectiveness Team in order to engage and support teachers in the relevant competencies (Designing Coherent Instruction, Using Questions and Discussion Techniques, and Using Assessment in Instruction) to teacher development that most support the implementation of the New York State Common Core Standards.

- **Key personnel and other resources:**

School Administrative Team, Talent Coach from the Teacher Effectiveness Pilot Program, CFN 109 Instructional Coach, Circular 6 Teacher Effectiveness Team, All Classroom Teachers

- **Implementation Timeline:** September 2012 - June 2013

Activity 2:

- **Teacher Effectiveness Pilot Program:**

The Administrative Team will -

Participate in the Teacher Effectiveness Pilot Program with an assigned Talent Coach

Conduct frequent cycles of formative classroom observations and feedback, so that the administrative team and teachers discuss what effective teaching looks like, have a shared language to discuss what's working and what needs to be improved, and know which actions to take to improve their practice.

Collect classroom observation data and align the evidence from the observation with the Danielson Framework to assign a level of performance.

Give constructive and actionable feedback aimed on improving teaching and student learning.

- **Key personnel and other resources:**

School Administrative Team, Talent Coach from the Teacher Effectiveness Pilot Program, CFN 109 Instructional Coach

- **Implementation Timeline:** July 2012 - June 2013

Budget and resources alignment

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

- 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:

- Teacher Effectiveness Pilot Program Monies

Service and program coordination

- P.S. 23 has established a Circular 6 Teacher Effectiveness Team composed of the principal, 2 - assistant principals, 2 - coaches (Literacy & Math), 4 - classroom teachers. This team will coordinate professional development during the day and afterschool in order to deepen the school community's comprehension of Charlotte Danielson's *Framework for Teaching*.
- Thursday morning's grade study groups will maximize opportunities for teacher development promoting continuous evaluation and revisions to classroom practices in order to improve student learning outcomes.

ACADEMIC INTERVENTION SERVICES (AIS)

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	Literacy Intervention Guided reading Phonics Intervention Literacy Language Development for ELLs Literacy Intervention/Test Prep	Small Group (Grades 2, 3, 4) Small Group (All grades) Small Group (All grades, as needed) Small Group (Grades 1, 2, 3, 4) Small Group (Grades 3 & 4)	Extended Morning (Before school) During the School Day During the School Day After school After school
Mathematics	Guided Math Math Intervention Math vocabulary instruction for ELLs Math Intervention/Test Prep	Small Group (All grades) Small Group (Grade 1) Small Group (Grades 1, 2, 3, 4) Small Group (Grades 3 & 4)	During the School Day During the School Day After school After school
Science	Science Intervention in preparation for ESPET in the Spring '13	Small Group (Grade 4)	Extended Morning (Before school)
Social Studies	N/A	N/A	N/A
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Social Skills and Emotional Discipline	Small Group (All grades) One-to-One (All grades)	As Needed during the School Day

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. P.S. 23, in turn, ensures that teachers are HQT, as defined by NCLB.

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

- Administrative staff will regularly attend hiring fairs to identify and recruit highly-qualified teachers.
- School-based personnel - principal, assistant principals and teachers – will be 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 (K-2) & (3-4).
- Teachers will meet in vertical groups (Pre-K through Fourth Grade) to analyze the progression of Common Core-Aligned curriculum with Instructional Supports from the Literacy/Math Coach.
- 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.
- Teachers will be involved in Teacher Effectiveness Professional Development using resources on ARIS Learn.
- Teachers will be involved in Teacher Effectiveness Professional Development using the Danielson Framework as a lens.

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-Teacher Association at registration. All parents are encouraged to become active members of the Parent-Teacher 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/or student progress;
- providing written progress reports 4 times a year informing parents of their children's progress.

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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.

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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 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%
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Part II: ELL Identification Process

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

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

Home Language Identification Survey (HLIS):

- A. The HLIS is administered to every parent/guardian registering his/her child, along with the official registration packet. The ESL teacher(s)-Jennifer Irueta, 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 registration:

Jennifer Irueta, 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:

Identification:

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

Program selection:

- Parents attend an ELL parent orientation session, where they view an official NYCDOE video, as well as have the opportunity to ask questions/receive information from appropriate trained bilingual staff (ESL teacher(s), parent coordinator, principal).
- Parents complete Program Selection forms, and students are placed according to parent choice. If a program selected by a parent is not offered at P.S.23, the students are placed in the current push-in/ pull-out ESL program until such program is available in a neighboring school. If 15 or more students within 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 accommodation, a bilingual special education placement has been requested through CSE. Due to the unavailability of seats, this accommodation has been offered. 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 cumulative record for each student.

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

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 <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
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														To
	K	1	2	3	4	5	6	7	8	9	10	11	12	t #
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	Total #
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									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
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	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	
	EL L	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								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	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: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	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
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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	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 the TCRWP 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 appropriate strategies, and targeted materials for ELL literacy development (including Avenues, On the Way to English, and Treasure Chests).

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

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

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

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

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

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

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

A. Programming and Scheduling Information

unit of ELA instruction.

Within a TBE model, students also receive NLA instruction. This equates to 90 minutes per day for Beginning and Intermediate, and 45 minutes per day for Advanced. Additionally, TBE classes must take into account the ratio of Native Language to English support: 60:40 for Beginning; 50:50 for Intermediate; and 25:75 for Advanced. Certified bilingual teachers deliver program instruction within the TBE model. These teachers are trained in all appropriate policy and regulations, and attend weekly professional development sessions that address compliance with these mandates. Through these sessions, teachers are able to monitor their periods of instruction, and analyze their students' assessment results that drive the language of instruction throughout these periods.

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

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.

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

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

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

5. How do you differentiate instruction for ELL subgroups?

a. Describe your instructional plan for SIFE.

Not applicable to our school since SIFE students are students who enter a US school after grade two (E.g Grade 3 and above) P.S. 23, as of September, 2011, became a Pre-K through 3rd. Grade school.

b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.

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

A. Programming and Scheduling Information

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

Materials to support English Language Learning families of newcomers are supported through weekly a.m. parent workshops where parents are given information about topics that will help them with life-skills. Additionally, they have computer access to use the Ellis Language Learning Computer Program and other computer programs. Another means of support for parents include parent orientation and parent ESL courses.

We also take into account our responsibility to prepare these students for ELA testing, as required by NCLB. For the first time this year, our children will be administered the ELA exam. We will incorporate preparation for this exam into our regular daily instruction. Children simulate the ELA preparation and examination process through the administration of the EPAL in second grade and third grade. In addition, reading specialists construct test preparation curriculum and materials to support classroom teachers, and revisit these on an ongoing basis. Our ELLs are fully included in this instruction. Furthermore, our comprehensive preparation for the NYSESLAT addresses skills similar to those that students need to succeed on the ELA.

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

- Extra 37 ½ minutes in Reading during Extended Morning on Monday, Tuesday, Wednesday and Thursday.
- Academic Intervention Services from the SETSS teacher in Reading and in Writing.
- Academic Intervention Services from AIS teachers of Reading at least twice a week.
- Students will receive support in English language development, through literacy and mathematics instruction taught with ESL methodology, three times a week in our Title III after school program.
- Provide the opportunity for teachers of ELLs to attend OELL Professional Development in order to improve their teacher practice.
- Bilingual classroom teachers and teachers of ELL students will be part of a weekly Circular 6 Professional Development teacher training scaffolding instruction to meet the students' specific language learning needs, and develop and analyze language assessments in all modalities.
- All parents of these ELLs are invited to participate in family ESL workshops, which support parents working with their children around homework, and help the parents develop their own English proficiency.
- All teachers of these ELLs are involved in professional development once a month by a Teachers College Staff Developer addressing literacy instruction - language/vocabulary development, reading skills and strategies and using assessment to guide instruction.

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

N/A

6. What instructional strategies and grade level material do teachers of ELL- SWDs use that both provide access to academic content areas and accelerate English language development?

Describe your plan for ELLs identified as having special needs.

A large portion of our ELL population has been identified as special needs students. These students have IEP's, and are in: self-contained 12:1:1 classes, ICT classes, general education classes with related services.

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

A. Programming and Scheduling Information

mainstreamed where appropriate.

Our SWDs receive support from our Math and Literacy Coaches, RTI, Estrellita (Phonemic Awareness Program in Native Language), ELL support for teachers during Professional Development and the Instructional Bilingual Education Coach from the Network. Oral language development and academic vocabulary development is a focus using graphic organizers and visual aids to increase comprehension. We also use the core curriculum in Math, Social Studies and Science to develop their academic learning. A sample of the strategies incooperated in the classrooms of these ELLs are: cooperative learning, language experience approach, TPR, Literature Circles, Turn-&-Talk, Shared Reading, Songs & Chants, Reading and Writing Workshop.

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

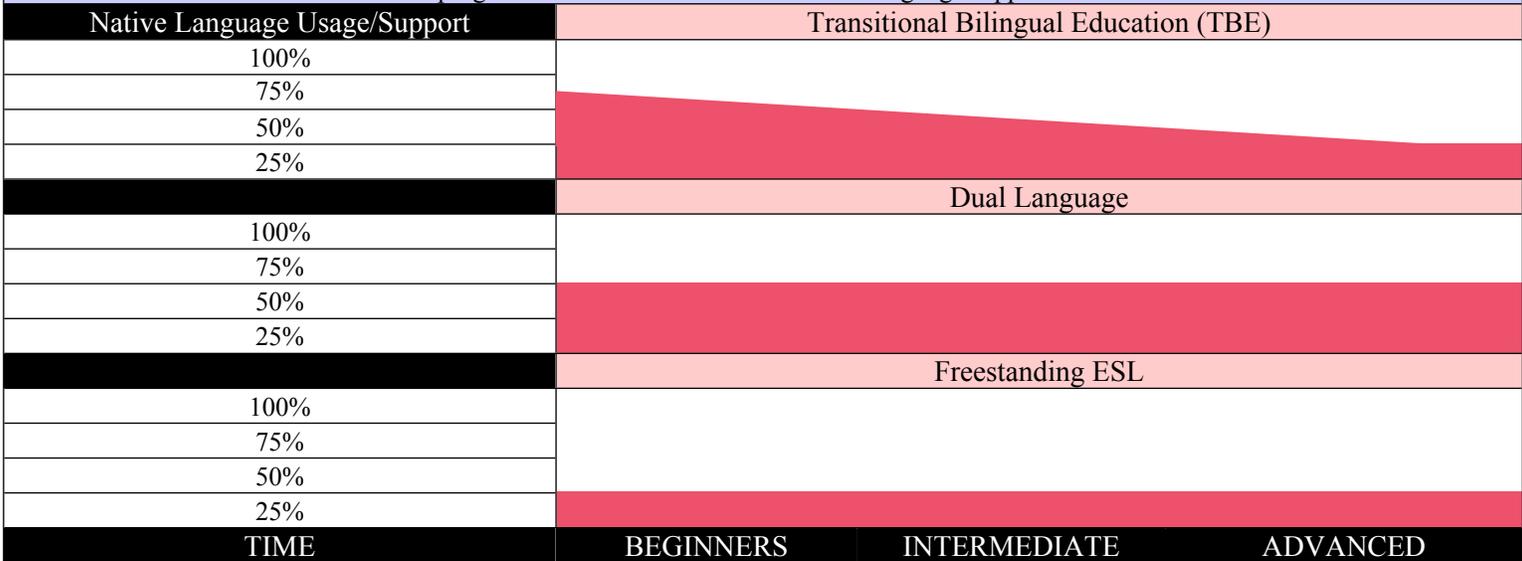
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	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
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Native Language Usage and Supports

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



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 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 Mathematics 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 attending external professional development workshops, and turn keying information to the entire group.
- Each month, our teachers will review upcoming curriculum in order to adapt instructional methodology to address the language learning needs of our students. Our main focus will continue to be oral language development and academic vocabulary, using visual aids and graphic organizers to support comprehension.
- Each month, our teachers will analyze student assessments, in order to determine how to best use these assessments to guide data-informed instruction, and differentiate according to students' needs across all language modalities. Towards that end, we will have a schedule for oral language assessment, and modified existing literacy assessment schedules to show a true comprehensive view of our students' language abilities.

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

N/A - We have not discontinued any programs or services for ELLs.

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

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

ELL's are fully incorporated into our broader school community, and so receive equal access along with supplemental support. They have equal opportunity to participate in all school programs (arts, labs, etc.). Additionally, we have a Title III after-school program tailored to the needs of our ELL's. Our literacy program is led by a bilingual-certified reading specialist, and includes other ELL trained teachers. Our mathematics program focuses on academic vocabulary to enhance comprehension. Furthermore, we use our Title III parent ESL program to support student achievement. During this time, trained ELL teachers facilitate parents in helping their children with their homework, in addition to their own English language development.

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

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

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

- * Sails Literacy Series (Rigby): Resource for Guided Reading and Writing, Reciprocal Reading and Independent Reading. Engaging visuals and subjects will motivate students to read for pleasure and for information. Series develops: analytical thinking skills; decoding and comprehension skills; understanding of fiction and non-fiction; and understanding of purpose, structure and genre.
- * Estrellita Accelerated Beginning Spanish Reading Program is a systematic, explicit phonics program which provides students with the phonics tools necessary to decode beginning reading materials in Spanish.
- * Native Language(Spanish) Guided Reading Books: Sun Sprouts, Sunshine Books, Farolitos, Basic Plus (The Spanish Big Book Company), The Wright Group in Spanish.
- * Native Language (Spanish) Leveled Libraries: Attanasio- Milo Educational Books and Resources.
- * Native Language (Spanish) Dictionaries: Mi Primer Diccionario
- * Dias y Dias de Poesia - Developing Literacy through Poetry and Folklore - Book, CD, Tapes.
- * De Canciones a Cuentos - Fonetica para leer y escribir (Phonic Song Tapes).
- * Mentor Texts for writing in Spanish to correlate with Teachers College Units of Study.
- * Children’s stories in Spanish – <http://www.milcuentos.com>. Spotted in “Web Watch” in The Language Educator, August 2011 Vol. 6, #4, p. 60-61.

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

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

TBE: Native language instruction is delivered in units and ratio mandated by CR Part 154, as described above, driven by language proficiency determined by the NYSESLAT (or LAB-R where applicable). In addition, teachers differentiate by language modality in “mini-lessons,” offering small group instruction during students’ independent practice, to support each student in the language and modality he requires. Native language is taught in literacy, as well as content areas. In addition this year, we are part of a pilot program with the Department Of Education using the Estrellita Accelerated Beginning Spanish Reading Program.

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

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

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

16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
N/A.

17. What language electives are offered to ELLs?

N/A. Our school is a Pre-kindergarten to Third Grade school.

C. Schools with Dual Language Programs

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

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.

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

December 9, 2011 - ELL Considerations for the Common Core Aligned Tasks in English Language Arts (Vocabulary)

December 16, 2011 - ELL Considerations for the Common Core Aligned Tasks in English Language Arts (Scaffolding)

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 Instructional 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?

N/A (As our terminal grade is third grade, our students do not transition from our school into middle school or high school.)

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

The ESL teacher and Bilingual AIS Reading teacher work with new teachers of ELLs. These sessions offer the teachers development in the identification of an ESL student, the intake process, ESL methodologies, materials used to accerlate learning, bilingual licensure, are invited to attend the weekly ELL professional development sessions (including: teachers, School Base Support Team (SBST), and reading/math AIS teachers). These sessions last for 45 to 90 minutes, and occur regularly on Wednesday's. Teachers are able to arrange their preparatory periods in order to attend, as the topics pertain to them.

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. Topics include: asthma, sexual abuse, domestic violence, foster care, parenting, nutrition, conflict resolutions and fire safety as a basic program structure and parent requested topics. Additionally, workshops in English Language Arts and Mathematics engage parents with strategies to support their children. ESL for Parents is offered through our Title III grant, and occurs weekly. Our Guidance Counselor, Health Coordinator, and Parent Coordinator as well as our Social Worker and Bilingual Psychologist work to identify speakers or support CBO personnel who can deliver workshops to parent groups based on their expressed needs and interests.

Part 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

NYS ELA							
Grade	Level 1		Level 2		Level 3	Level 4	Total
NYSAA Bilingual Spe Ed						2	2

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

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

We use EL SOL as the assessment tool to assess the native language arts early literacy skills of our ELLs. We also use the Teachers 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 proficiency 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:

a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?

Transitional Bilingual Education (TBE)

Based on analysis of the NYSESLAT, we see growth in our students' English language skills in listening/speaking across the course of a three year program. As the students' NYSESLAT overall proficiency levels increase in these two areas, the reading/writing proficiency level begins to progressively increase. Based on the results from the native language assessments given to our students in the TBE program (El Sol, Rigby Benchmarks, EDL) we have noticed that their native language must be reinforced in order to help these students make better transitions into English. As students transfer their native language skills in their third year of instruction, we find that there are more second graders who have become more proficient in English literacy.

English as a Second Language (ESL)

Based on analysis of standardized assessments, we see growth in our students' English language skills across the course of a three year program, as students' NYSESLAT overall proficiency levels increases. Across all grades and language proficiency levels, it has been noticed that most of our children perform strongly in listening and speaking, and struggle in reading and writing. Our students gain in proficiency in reading and writing progressively, as they go from Kindergarten to Second Grade. New arrivals are given a baseline assessment in native language by the bilingual-certified guided reading teacher, and given support in native language literacy as needed in order to give the students the ability to strengthen their native language and make the transition into English more fluid.

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

Periodic assessments for ELL's are analyzed by the teachers and the SLT in order to guide us in the instruction with curriculum mapping, and to provide the necessary materials to work with the students. The data is also used to arrange for the professional development needed to give teachers the necessary tools to increase student achievement. The training arranged focuses on analyzing assessment data, and using the data to inform instruction. The Principal also assigns the Literacy/Math Coach to work with teachers in order to improve their teacher practice. Decisions to assign consultants for teachers are also discussed and generated from the results.

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

Our periodic assessments reflect similar results as our formal assessments (e.g. NYSESLAT and LAB-R). Across all grades and language proficiency levels, it has been noticed that most of our students perform strongly in listening/speaking, and struggle in reading/writing. Our students gain in proficiency in reading/writing progressively, from Kindergarten to Second Grade. For TBE, we see that students develop first in their native language skills, and then transfer these skills to English language proficiency. We use the native language to strengthen

the second language. ELL students first build a base in oral language proficiency, and then are able to develop literacy skills.

5. For dual language programs, answer the following.

N/A

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

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

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

Additionally, our staff members' professional progress is a measure of the success of our ELL programs. We seek to empower our teachers, as they take on leadership roles, and grow pedagogical knowledge for student success. Teachers learn successful methodology for differentiation, and supporting student progress. Needs assessments and ongoing evaluations are administered during staff training to track progress and success.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: <u>The New Children's School</u>		School DBN: <u>023x</u>	
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 Irueta	ESL Teacher		12/1/11
Leydis Rodriguez	Parent		12/1/11
Roselina Monegro/ Bil. Reading	Teacher/Subject Area		12/1/11

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)
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 <u>Bilingual School</u> <u>Psy</u>		12/1/11
Amy Rodriguez	Other <u>Bilingual Special Ed</u>		12/1/11
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

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.

2012-13 Comprehensive Education Plan (CEP)

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: P.S. 23	DBN: 10x023
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 30
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
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 have been historically an under-performing subgroup. We seek to provide supplemental instruction to these students in order to acquire academic knowledge, as well as English-language skills, 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.

Our Bilingual Reading Recovery-trained teacher will provide literacy and language support to our newcomers in their native language (Spanish) in order to give them a good basis for a better transition. Language and literacy instruction will include guided reading, as well as language experiences using charts, songs, poems, and interactive writing in Spanish. Supports will also include the use of graphic organizers, interactive manipulative visuals and CD's.

Data Analysis: Based on analysis of standardized assessments (LAB-R and NYSESLAT), we see growth in our students' English language skills across the course of a three year program, as students' NYSESLAT overall proficiency levels increase from Kindergarten, to first grade, to second grade, to third 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. In addition, we will use our after-school intervention and enrichment program to build on students' oral language strengths in the first grade in order to develop their literacy skills in reading and writing in the second and third grade.

- Subgroups and grade levels of students to be served :

Limited English Proficient Students :

Hispanic/Latino Students

Students with disabilities

Economically Disadvantaged Students

Grades 1, 2, 3, 4 will be served.

Part B: Direct Instruction Supplemental Program Information

- Schedule and duration:

Twice a week (Tuesday & Wednesday) – beginning in January and ending the last week in May - 3:30 - 4:30 p.m.

- Language of instruction:

English

Native Language – Spanish for newcomers

- Number and types of certified teachers:

3 teachers – one ESL certified teacher, one bilingual special education certified teacher,
one Reading Recovery trained certified bilingual teacher

- Types of materials:

Words Their Way with English Learners (Pearson) word study program, graphic organizers, visuals (pictures, charts), word walls, vocabulary journals, guided reading books, On Our Way to English and Balancing Reading and Language Learning.

Note: Native language support will be given to those students that are newcomers to the English school system 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:

Fundamental teacher training has been designed around informing our Bilingual/ESL staff (including classroom teachers, reading specialists, bilingual psychologist, health coordinator, and principal) of pertinent ELL policy (including the allocation of English and the native language throughout instruction, as well as key instructional materials available within the school. These workshops will allow teachers to be informed and be "on the same page," and thus most effectively plan together. Our weekly professional development sessions (from October through June) are driven by our school goal of building content knowledge and comprehension through academic vocabulary. Our work includes monthly curriculum modification in order to use visual supports and graphic organizers to allow for

Part C: Professional Development

comprehensible input for our ELLs, in order to support their development of academic vocabulary (which research has proven to be the “gateway” to comprehension, particularly for language learners) in literacy and all content areas.

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

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

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

This study group will also be using the following professional text as a resource book:
"Balancing Reading and Language Learning: A Resource for Teaching English Language Learners, K-5"
by Mary Cappellini.

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

In order to remain current with ELL practice and research, members of our ESL/bilingual department regularly attend outside professional development. Professional development activities include: Quality Teachers of English Learners (QTEL); and 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.

Times per Day/Week: 1x a week for 45 minutes (Wednesday mornings from 9:46 - 10:31 a.m.)

Duration: October, 2012 - June, 2012

Service Provider/Qualifications: Bilingual certified teacher (Roselina Monegro)
ESL certified teacher (Jennifer Irurueta)

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:

•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.

Through our ESL course for families of ELLs and former ELLs, we develop English language proficiency in these adults through an individualized computer program (Pearson ELLIS), as well as working in everyday life skills with them. Two pedagogues guide parents' practice in their English language development, as well as other issues that arise for new immigrants. Field trips will be added to our parent component this year. Trips will be scheduled for the spring and both parents and children will be taken to sites in New York City.

We want Parents to learn how to become more involved in their child's education.

•Schedule and duration:

Times per Day/Week Every Friday morning from 8:30 a.m. until 9:15 a.m.

Program Duration December, 2012 through June, 2013

•Topics to be covered:

Workshops in English Language Arts and Mathematics will engage parents with strategies to support their children at home. In addition, parents will learn tips to help their children succeed academically in all content areas. Web-sites will be given to parents on homework help and tips to help their child succeed.

•Name of providers:

Bilingual certified teacher: Roselina Monegro ESL certified teacher: Jennifer Irurueta

(These teachers are regularly appointed teachers and are using their Friday 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 teachers'

Part D: Parental Engagement Activities

performance review. Per session will be paid for the preps used.)

- How parents will be notified of these activities:

Flyers, Monthly Newsletter, Monthly School Calendar

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		