



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: THE NEW CHILDREN'S SCHOOL
DBN (i.e. 01M001): 10X023
Principal: SHIRLEY TORRES
Principal Email: STORRES3@SCHOOLS.NYC.GOV
Superintendent: MELODIE MASHEL
Network Leader: MARIA QUAIL

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Shirley Torres	*Principal or Designee	
Matt Gennaro	*UFT Chapter Leader or Designee	
Cynthia Guadalupe	*PA/PTA President or Designated Co-President	
Blanca Ayala	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Esther Nuñez	Member/ Teacher	
Mildred Gonzalez	Member/ Teacher	
Giovanni Coronado	Member/ UFT Paraprofessional	
Sharon Hood	Member/ SLT Parent	
Magaley Cordova	Member/ PTA Secretary/ SLT Parent	
Tiffany Halacre	Member/ SLT Parent	
Tahira Howard	Member/ SLT Parent	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, all teachers 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. Each grade will reflect and revise its teaching of writing to better align with the Common Core State Standards in ELA in order to enhance a stronger focus on writing. We expect a 2% increase in students scoring at Levels 3 and 4 on the New York State ELA Exam.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

After analyzing student performance on the Teacher's College Reading and Writing Project Assessment Pro, the on-demand end of unit student writing pieces, and the New York State ELA exam, our school has determined that we need to improve student writing performance to meet the demands of the Common Core, the Citywide Instructional Expectations, and to prepare our students for the college and career.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Professional Development will be given by the Teachers College Staff Developers on-site, as well as attendance at Teachers College calendar days so that teachers can support students when they are assessed in writing. Topics such as the following are studied:
 - 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.)
 - Boosting Vocabulary Acquisition: Supporting Word Awareness so Readers and Writers Catch Up to Grade StandardsProfessional Development will also include collaboration with Teachers College Staff Developers and School Literacy Team to analyze and improve student work to meet NYS Common Core Standards grade level expectations during grade meetings and Thursday extended period in the afternoon.
2. Teachers implement the new Lucy Calkins' Units of Study in Opinion, Information and Narrative Writing 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.
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 of student work.
 - 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.

B. Key personnel and other resources used to implement each strategy/activity

1. All classroom teachers and the out of classroom literacy support teacher, in conjunction with the principal, assistant principals, and Teachers College Consultants.
2. All classroom teachers, in conjunction with the principal, assistant principals, and Teachers College Consultants.
3. Classroom teachers, in conjunction with the Literacy Team, the principal, and assistant principals.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Artifacts of outside professional development including agendas, notes, and evidence of strategies provided by consultant in all targeted classes.

2. Agendas and sign in sheets of school workshops, snapshots and formal observations of teachers will demonstrate full implementation of Teachers College Units of Study and utilization of the on line assessment system.

3. 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.

D. Timeline for implementation and completion including start and end dates

1. August 2013 - June 2014
2. September 2013 - June 2014
3. September 2013 - June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Targeted staff will be able to attend Teachers College Professional Development during the school day.
2. Targeted staff will be able to attend Teachers College Professional Development during the school day.
3. Targeted staff will be able to attend Circular Six Literacy Team meeting and Extended Period during the school day.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

1. Parents will be invited to attend the School Literacy Fair in the spring of 2014.
2. Parents will attend the Teachers College Parents and Literacy Partners Day with the Parent Coordinator in the Fall, 2013 and again in the Spring, 2014.
3. Parents will collaborate with teachers during regularly scheduled parent conferences to find strategies for increasing independence while completing written homework assignments.
4. Parents will be invited to attend the end-of-unit author celebrations in students' classrooms.
5. Parents will be invited to attend Scholastic Book Fairs during Parent-Teacher conferences twice a year.
6. English-as-a-Second Language weekly sessions will be provided for those parents needing help with a second language.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Citywide Expectations Money 2013-2014.

Goal and Action Plan #2

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

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014 100% of administrators and classroom teachers will participate in collaborative team meetings, during the 2013-2014 school year that will examine the new Math Core Curriculum – “Go Math”. Each grade will reflect and revise its teaching of mathematics to better align with the new Common Core Standards in Math in order to enhance a stronger focus on problem solving. In lieu of the fact that students are being introduced to a new program, and will experience gaps from their previous learning, we expect a 2% increase in students scoring at Levels 3 and 4 on the New York State Math Exam.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

In reviewing our data, it was determined that students in PS 23 that worked with components of the Go Math! Program last year experienced greater success both on the NYS exam as well as daily performance as compared to students who were using other programs. The Go Math! Program is aligned to the Common Core Learning

Standards and provides scaffolded instruction for our students in need of RTI support. Additionally, we were not able to consistently track student progress. In an effort to accurately monitor student needs and growth, align our curriculum with Citywide Instructional Expectations, and prepare our students for college and career, we will fully incorporate the Go Math! Program and utilize the online assessment system so that we will be able to track and monitor student growth and address assessed needs.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

• Strategies/activities that encompass the needs of identified subgroups

1. Targeted staff will attend Houghton Mifflin Harcourt *Go Math!* general session offered Summer 2013 and throughout the 2013-2014 school year.
2. 100% of teachers and administrators will be trained by targeted staff. Workshops will be offered after school so that all staff may attend.
3. Outside consultant will work with math coach, and all grade teachers especially targeting teachers in 4th and 5th grades working on aligning the Go Math! with grade specific fluencies.

• Key personnel and other resources used to implement each strategy/activity

1. School based Math Coach, School based technology specialist, classroom teachers.
2. School based Math Coach, school based technology specialist.
3. Consultant, Dr. Nicki Newton.

• Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Artifacts of outside professional development including agendas and notes.
2. Agendas and sign in sheets of after school workshops, snapshots and formal observations of teachers will demonstrate full implementation of Go Math! Program and utilization of on line assessment system.
3. Evidence of strategies provided by consultant in all targeted classes.

• Timeline for implementation and completion including start and end dates

1. July 2013 - June 2014.
2. September 2013 - June 2014.
3. October 2013 - June 2014.

• Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Targeted staff will be able to attend Go Math! Professional Development during the school day.
2. Training rate will be paid to teachers to attend after school training.
3. Substitute teachers will be hired so that teachers can be freed during the school day to attend 8 sessions of Professional development with the Math Consultant.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Workshops will be offered during the second semester of the school year for parents to inform them of strategies that can be used at home to support student learning.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA		Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Citywide Expectations Money 2013-2014, Core Curriculum Purchasing

Goal and Action Plan #3

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

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, all eligible teacher evaluations will be completed and entered into the ADVANCE web administration program with the support of our ADVANCE Talent Coach. The teacher evaluations will be an objective process that supports the teachers in their ongoing professional growth. Measuring teacher competence and simultaneously encouraging developmental growth by strengthening instructional practice will be the purpose of effective evaluations of teachers. By advancing teacher practice, we support student learning in order to meet the Common Core standards. Teacher evaluations will be used to develop meaningful professional development. Ongoing dialogues starting with the Initial Planning Conference in conjunction with the Charlotte Danielson's Framework, will enable the administrative team to engage all teachers as active participants in their evaluations and will address the conditions of teaching and learning for all children in our school community as asked in the 2013-2014 Citywide Instructional Expectations.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

After analyzing the data from our 2012-2013 Teacher Effectiveness Program Pilot, it was determined we needed to further develop the administrative team of P.S. 23 on the Danielson Framework in order to support teachers in looking at students work and to facilitate change in our school community. We also found that the administrative team needed continued support from an ADVANCE Talent Coach to assist in teacher evaluations and planning continued professional development based on the analyzed data.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

• Strategies/activities that encompass the needs of identified subgroups

1. Provide professional development around the new teacher evaluation system (ADVANCE) in order to articulate the immediate steps to prepare for the implementation of this new accountability tool.
2. Conducting Initial Planning Conferences for each eligible teacher to focus on instruction, planning, resources, and supports for the school year.
3. Periodic calibration of administrative team using the observed components in a low inference observation with the support of the ADVANCE Talent Coach in order to provide fair and accurate evaluations.
4. Conducting informal observations (snapshots) and formal observations to provide the teachers with constructive and actionable feedback that helps them to improve their practice.
5. On-going Professional Development (on-site and off-site) for teachers around the four Danielson Framework Domains and all 22 components.
6. Summative End of Year Conferences with teachers to reflect on practice throughout the year and discuss evidence of performance and learning, as well as ways to improve teacher practice.

• Key personnel and other resources used to implement each strategy/activity

1. School Administrative Team.
2. School Administrative Team and Eligible Teachers.
3. School Administrative Team and the ADVANCE Talent Coach.
4. School Administrative Team and periodically, the ADVANCE Talent Coach.
5. Eligible Teachers and trained personnel in ADVANCE to turn-key information.
6. School Administrative Team and Eligible Teachers.

• Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Danielson's Framework for Teaching

2. Discuss performance goals for students, teacher's self assessment on teacher practice and the setting of two formative professional goals from Domain 4 – Professional Responsibilities. Initial Planning Conference for teachers is also an opportunity for them to ask questions about ADVANCE.
3. Results of the calibration amongst the school administrative team are aligned.
4. Align evidence to the Danielson rubric using low-inference notes from observations and providing feedback to teachers.
5. The collection of classroom observation data and alignment of the evidence from the observations with the Danielson Framework to identify a level of performance.
6. End-of- Year Ratings Calculations

• **Timeline for implementation and completion including start and end dates**

1. September, 2013.
2. September, 2013-October 25, 2013.
3. September, 2013-June, 2014.
4. September, 2013-June, 2014.
5. September, 2013-June, 2014.
6. April 25, 2014-June 20, 2014.

• **Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Professional development Summer 2013 facilitated by the New York City Department of Education.
2. Professional development Summer 2013 facilitated by the New York City Department of Education.
3. ADVANCE Talent Coach and Online professional development activity – Teachscape Framework for Teaching Proficiency System (NYCDOE Calibration).
4. New York City Department of Education Evaluators Form 1 and 2, Danielson Framework for Teaching Rubric and ADVANCE web application system.
5. Staff Development Consultants in Literacy and Math, Teacher Leaders, Professional Development Opportunities for Teachers facilitated by the Danielson Group, ARIS Learn and the ADVANCE Intranet page.
6. The Measures of Teacher Practice, the State Measure and Local Measure

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

NOT APPLICABLE.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

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

Annual Goal #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, 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 minimum of 2% decrease in major anecdotes based on data collected in the School Wide Information System (SWIS).

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

After review of the NYC School Survey for P.S. 23 and analyzing the data collected from the 2012-2013 school year On-line Occurrence Reporting System (**OORS**), 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 Strategies, Techniques, Options, Prior to Placement (**S.T.O.P.P.**) and Positive Behavioral Interventions & Supports (**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 Response to Intervention Tier 1-PBIS Universal Team, Response to Intervention Tier 2 – Behavior Team and Response to Intervention 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 2%.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- **Strategies/activities that encompass the needs of identified subgroups**

1. Continue the work begun by the PBIS Tier 1 team in developing lessons that address the “High Five Characteristics”.
2. Create more non-tangibles for students as rewards, such as, special events.
3. Educate staff on the referral process to the RTI Team for behavior review based on SWIS documentation.

- **Key personnel and other resources used to implement each strategy/activity**

1. Classroom teachers.
2. All staff.
3. All staff.

- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. A minimum of 2% decrease in the total number of major anecdotes as reported through SWIS data.
2. Based on the number of students who attend the special events.
3. Students meeting the criteria, as determined by the SWIS Data, will be reviewed by the RTI Tier 2 Team for review.

- **Timeline for implementation and completion including start and end dates**

1. September 2013-June 2014.
2. September 2013-June 2014.
3. September 2013-June 2014.

- **Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. PBIS Tier 1 Team will work during their Circular 6 to create lesson plans.
2. PBIS Tier 1 will create and supervise the special events.
3. PBIS Tier 2 Team will analyze the data collected by SWIS.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

1. An initial parent newsletter is sent to parents at the beginning of the year explaining the PBIS program.

2. Parents are an integral part of the Check-in/Check-out program in that they are signing student progress report on a daily basis. Students receive credit for obtaining parent signature on this report.
3. Parents will be informed that their child will be participating in the PBIS Morning groups and advised of student progress every 10 weeks.
4. Parents Association will be sponsoring a school dance 3X per year for grades 3-5 as a PBIS incentive.
5. The parent coordinator is a member of the RTI team and will conduct parent outreach as needed.
6. Parents are informed of the progress of the PBIS program during School Leadership Team meetings.
7. 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.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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

Annual Goal #5

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

NOT APPLICABLE

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

2. Key personnel and other resources used to implement each strategy/activity

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

4. Timeline for implementation and completion including start and end dates

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.



Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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	Tier I – Universal RTI Tier II – RTI Literacy Language Development for ELLs in Native Language (Newcomers) Literacy Language Development for ELLs Literacy Intervention/Test Prep	Small Group (Grades 3, 4, 5) by classroom teacher Small Group (All grades as needed) Small Group (Grades 1, 2, 3, 4, 5) Small Group (Grades 1, 2, 3, 4, 5) Small Group (Grades 3, 4, 5)	Extended Morning (Before the instructional school day) Extended Morning (Before the instructional school day) Extended Morning (Before the instructional school day) After school Before & After school (7 sessions afterschool beginning at end of February)
Mathematics	Math Intervention Math vocabulary instruction for ELLs Math Intervention/Test Prep	Small Group (Grades 1 & 2 – selected students Level 2's) Small Group (Grades 1, 2, 3, 4, 5) Small Group (Grades 3, 4, 5)	During the School Day After school Before & After school (7 sessions afterschool beginning at end of February)
Science	NONE AVAILABLE	NONE AVAILABLE	NONE AVAILABLE
Social Studies	NONE AVAILABLE	NONE AVAILABLE	NONE AVAILABLE
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Social Skills and Emotional Discipline	Small Group (Grades K-5) One-to-One (Grades K-5)	As Needed during the School Day

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

1. All elements of the *All Title I Schools* section must be completed*.
1. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
2. Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ol style="list-style-type: none"> 1. Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers. 2. 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. 3. The administration works closely with the Network Human Resource Manager to ensure that non-Highly Qualified Teachers meet all required documentation and assessment deadlines. 4. School-based mentors are assigned to support beginning teachers, teachers new to the school system. 5. The administration ensures that teachers receive on-going professional development during the weekly Circular 6 sessions. 6. All teachers attend selected calendar days at Teachers College, as well as, on-site literacy staff development workshops as provided by the Teachers College Reading and Writing Project consultants (K-2) & (3-5). 7. All teachers attend on-site math staff development workshops as provided by the Math consultant (K-5). 8. Teachers meet in grade groups during Extended Time (Pre-K through Fifth Grade) to analyze the progression of Common Core-Aligned Curriculum for the purpose of improving student achievement. 9. Teachers meet in grade groups during common planning time (Pre-K through Fifth Grade) to collaboratively plan for the purpose of improving student achievement. 10. Teachers attend on-site/off-site staff development workshops provided by the Response to Intervention Team (RTI), Guidance Counselors, District 75 in regard to incident and accident reporting as well as Strategies, Techniques, Options, Prior to Placement (S.T.O.P.P.). 11. Teachers are involved in Professional Development around ADVANCE using resources on ARIS Learn. 12. Teachers are involved in ADVANCE Professional Development using the Danielson Framework as a lens.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ol style="list-style-type: none"> 1. All teachers and administration participate in professional development with Highly Qualified Consultants to improve and increase their knowledge of the core academic subjects – Literacy and Math. 2. Targeted professional development experiences emphasizing continued learning experiences are clearly focused on building the content knowledge of the discipline and fluency with the discipline's critical skills and processes. 3. All administration, teachers and instructional paraprofessionals meet in grade groups during Extended Time (Pre-K through Fifth Grade) to analyze the progression of Common Core-Aligned Curriculum for the purpose of improving student achievement. 4. Opportunities to examine student work to determine gaps in student knowledge between the Learning Standards and the Common Core Standards during grade meetings and common planning times.

5. Opportunities for teachers to engage with other teachers both on the grade and vertically across the grades about content in order to improve their own knowledge and expertise and their readiness to meet the Common Core State Standards.
6. Promote the use of data and assessments to improve instruction in order to group students and support the success of all including our special needs and English-Language-Learners.
7. Provide training for teachers afterschool in the use of technology applications for the use with “Go Math”. Results inputted are analyzed by the program and then used in the classroom to improve teaching and learning in this core academic subject.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

1. The integration of funds has given P.S. 23 the opportunity to have all of the teachers attend on-going professional development on-site and outside of our school. All teachers are provided the opportunity to participate and substitute teachers are hired. In-turn, the knowledge developed and gained enhances process and task skills for the students.
2. All students, including special needs and English-Language-Learners, in grades 3, 4, 5 are invited to participate in the 14 sessions program in preparation for the State Exams in Literacy and Math.
3. At the beginning of 2014, these funds will be used to supply 6 classrooms on the second floor with Smart boards. This installation will complete three out of our four school floors. The use of the SMART Board will aid the teachers with the delivery of hands-on interactive lessons improving student learning outcomes.
4. Specialty Teachers are made available to our students with this consolidation of funds: Art, Technology, Science.
5. Provide an additional two days a week small guided reading group, during the day, to selected targeted students (Level 2) to improve the fluency and stamina in order to improve their results on the State ELA.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

1. Professional development activities of the Prekindergarten and Kindergarten teachers is at times shared in order to align curricula and goals.
2. Intervisitation between the Prekindergarten and Kindergarten teachers to simulate the processes used in the Kindergarten classrooms, such as the same expectations, language, progress reports, and so on to prepare students for the systems in the coming year.
3. Ongoing communication regarding each student in order to align students with appropriate supports and interventions early such as speech for language development, occupational therapy, physical therapy, etc.
4. The Prekindergarten teachers are involved in the Work Sampling System (WSS) for the first time this school year (2013-2014). This research-based evaluation system will provide the Kindergarten teachers with student portfolios and a written record of their learning during Prekindergarten. Sharing information about a child’s expectations from Prekindergarten is particularly important in cases where a child may need extra support in order to experience success in school. It also gives the Kindergarten teacher the opportunity to build on the skills that the student has already mastered.
5. Prekindergarten staff share information and address parental concerns at parent conferences throughout the year before a child moves to Kindergarten.
6. Parents are provided with information about how to register for kindergarten.

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

With the new teacher evaluation system, ADVANCE, 40% of a teacher’s overall rating is going to be based on Measures of Student Learning. The Measures of Student Learning were selected to fit within the school’s coherent system of assessments by a team composed of 4 selected members by the principal and 4 selected members by the UFT chapter leader. P.S. 23’s local measures committee includes the principal and the UFT chapter leader. The members of the team that were selected represent the constituencies across the school. The committee worked together to achieve an ideal combination of local measures at the beginning of this school year (2013-2014). Although, the principal made decisions about the State Measures, wherever possible, both the principal and the committee made decisions together about the Local Measures, target population

and growth measurements.

Professional Development regarding the use of assessment results to improve instruction

- Since the new teacher evaluation involves assessment results in the overall teacher’s rating, beginning on the first day of this school year the staff was involved in professional development regarding the use of assessment results to improve instruction.
- Throughout the year both in Literacy and Math, as we work with staff developers from the Reading and Writing Teachers College Project and the Math Consultant, we will be looking at student work in order to inform and adjust the instruction.
- Teachers College Assessment Pro will inform the work in November, January, March and May. The teachers will work together with the data specialist from Teachers College.
- End of Unit Chapter Assessments in the new “Go Math” core program will be reviewed with the school Math Coach.
- The Circular 6 Literacy Team and the Circular 6 Math Team will be analyzing school trends across the grades and making them public to the school community quarterly.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

Directions and Guidance for Developing and Updating the Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

Parent Involvement Policy (PIP) Template

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

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, including the learning survey 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 support 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 and leaving a message, or by making an appointment in the appointment binder by the security agent in the school lobby or sending a written request in the child's book bag for an appointment;
- 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 such as: 5th grade application process workshop, what is bullying?, Common Core workshops, preparing for your child's state exams, Positive Behavior Intervention Supports (PBIS), Response to Intervention (RTI), special education workshops explaining ICT, 12-1-1, SETSS, and IEP's including IEP workshops for parents for children leaving to middle school;
- Informative meeting topics including: asthma, hygiene, sexual abuse, domestic violence, foster care, parenting, nutrition, conflict resolutions and fire safety, in addition to parent requested topics. Our Guidance Counselor, Health Coordinator, and Parent Coordinator as well as our 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) Title I Parent Committee and the Comprehensive Educational Plan of the School (CEP). 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

REQUIRED OF ALL SCHOOLS

MAY BE LAST YEARS BUT MUST BE UPDATED

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**.

1.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 10	Borough Bronx	School Number 23
School Name The New Children's School		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Shirley Torres	Assistant Principal Carole Cooke, Susan Rolon
Coach Elise Lucas	Coach type here
ESL Teacher Jennifer Iruqueta	Guidance Counselor Margaret Harvey
Teacher/Subject Area Roselina Monegro	Parent Cynthia Guadalupe
Teacher/Subject Area Mildred Gonzalez	Parent Coordinator Yvonne Flores
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	3	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	4	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (Excluding Pre-K)	602	Total number of ELLs	101	ELLs as share of total student population (%)	16.78%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In		4	1		1	2								8
Pull-out	2	0	2	2	1	1								8
Total	2	4	3	2	2	3	0	16						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	101	Newcomers (ELLs receiving service 0-3 years)	67	ELL Students with Disabilities	42
SIFE	0	ELLs receiving service 4-6 years	34	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 SWD. [?](#)

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	67	0	0	34	0	0				101
Total	67	0	0	34	0	0	0	0	0	101

Number of ELLs who have an alternate placement paraprofessional: 11

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
French														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 0 Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 0 Asian: 0 Hispanic/Latino: 0
 Native American: 0 White (Non-Hispanic/Latino): 0 Other: 0

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	4	15	19	23	21	10								92
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic				1										1
Haitian														0
French	1			2		1								4
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	2				1	1								4
TOTAL	7	15	19	26	22	12	0	0	0	0	0	0	0	101

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	0	2	1	2	5	0								10

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	4	10	10	9	1	0								34
Advanced (A)	4	7	17	9	4	0								41
Total	8	19	28	20	10	0	0	0	0	0	0	0	0	85

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	17	4			21
4	8	6			14
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)				3	3

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	11	1	4		4		1		21
4	8	1	4		1				14
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)					1		4		5

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		2		5		5		13
8									0
NYSAA Bilingual (SWD)									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 Foreign Language				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)		1	2					
Chinese Reading Test	0	0	0	0	0	0	0	0

After reviewing and analyzing the assessment data, answer the following:

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

For newcomers who are predominately spanish speaking, we use "El instrumento de observacion" by Marie Clay and "Estrellita" word study assessment as an initial evaluation. During the school year, we use "Evaluacion del desarrollo de la lectura" (EDL2) and the on-going assessment part of the "Estrellita" word study program that measures letter-sound recognition, reading of syllables, words and sentences with each vowel.

For all other ELL students, we use the Teachers College Reading Writing Assessment Program (TCWRP) as the tool to assess our children's English Language Arts skills, as we do throughout our entire 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 proficiency in reading and writing progressively. We expect that the students reach the proficiency level by the end of 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 instruction throughout the year as the results change each assessment period for our group of newcomers. 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 the LAB-R and the NYSESLAT, we see growth in our students' English language skills across the course of three years - as students' NYSESLAT overall proficiency levels increase in listening/speaking from Kindergarten through second grade - the reading/writing levels also increase in the proficiency levels. We find that 75% of our students move in proficiency levels yearly and by grade 4 we have 10% of our students Proficient in all modalities.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

At the present time, New State has not submitted us the new modality scale. We are waiting for the new individualized scale for each modality (listening,speaking,reading and writing), in order for us to address the modality patterns of our Ells students.

4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

At the present time, New State has not submitted us the new modality scale. We are waiting for the new individualized scale for each modality (listening,speaking,reading and writing), in order for us to address the modality patterns of our Ells students.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

We review student data received from the results of the LAB-R and the NYSESLAT in order to make informed decisions about the instruction at the Tier I level needs to be provided.

Tier 1

These components include:

- Shared Reading
- Guided Reading-grouped by needs according to TC assessments/informal running records
- Read-Alouds
- Independent reading/conferencing
- Guided Reading- As part of Tier 1 intervention, all students will receive guided reading in their classroom during the literacy block
in small group.
- Push-In will be used for Tier 1 instruction.

Teachers also make language comprehensible for our Ell population 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 scaffold the language of the text through engagement such as read-alouds and shared reading.

Tier 2

All Tier 2 intervention work with students will utilize assessment data as basis to inform teaching and will be progress monitored once every two weeks. Interventions are delivered in small group formats (no more than 5 or 6 students per group); groups are homogenous.

- At least 3 times a week, 20-30 minute periods
- Students' needs will indicate appropriate intervention services
- Program management to ensure that students do not miss literacy and math block instruction or the same subject more than 1 time per/week.
- Duration of 6-8 weeks
- RtI team will check in on student's progress to make recommendations
- Tier 2 data will be tracked and analyzed and the results will be shared with classroom teachers to help determine if subsequent intervention is necessary.

Tier 3: Additional supplemental and customized interventions will be provided (at least 30 minutes per session, 5 times per week) in addition to the 90+ minutes provided in core reading instruction.

- Interventions are matched to students' specific needs.
- Interventions are implemented on a consistent basis at a level that is specified by research or program.
- Interventions provided at Tier 3 are research-based and implemented by staff who are knowledgeable about the student's needs and trained in the needed area of instruction.
- Students in Tier 3 will be progress monitored once a week
- Intervention provider will communicate with the classroom teacher regarding student progress
- Administration monitoring fidelity of assessments
- Tier 3 data will be tracked and analyzed and the results will be shared with classroom teachers to help determine if subsequent intervention is necessary.

6. How do you make sure that a child's second language development is considered in instructional decisions?

To make sure that a child's second language is considered in instructional decisions, we begin with a regular plan for gathering information through informal and formal assessments in both the students' native and second language. Based on the results of the data, ESL and classroom teachers formulate language objectives and plan lessons connecting students' background knowledge and daily lives to the content and language objectives of the lesson. This form of purposeful planning which includes language objectives are reflected in teachers' lesson plans. Teachers in all content areas also integrate language development in the form of academic conversations within the classroom, in which all ELLs are involved in the conversation about content topics. Language development is also implemented in the form of reading and writing exercises that integrate vocabulary instruction and teach word-reading, spelling and comprehension in interactive ways and within a context of reading and writing activities. Lesson plans also reflect instruction that is cognitively challenging providing opportunities for higher level thinking.

We closely monitor assessment data, in English as well as native language, to determine the academic success of our instructional approach to our ELL program. 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 reading, writing and math. The ESL teachers monitor all language modalities using the ESL NYS rubric at the end of the first semester of each school year.

7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

NOT APPLICABLE

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

To evaluate the success of our program for ELLs, at the beginning of the school year a team of teachers meet to analyze the results of the NYSESLAT. Using the results we generate data on the students who made AMAO 1 and II and students who didn't make AMAO. We compare this data to our targets and set SMART goals for the following year. Specific goals are set for each group of students such as those within Special Education, students not making progress, students who dropped in levels, and students who met proficiency level. Throughout the year, we continue to assess the students' language performance and adjusting the goals accordingly.

We closely monitor assessment data, in English as well as native language (for newcomers), to determine the academic success of our instructional approach to our ELL program. 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 reading, writing and math. The ESL teachers monitor all language modalities using the ESL NYS rubric at the end of the first semester of each school year.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
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 Irurueta, ESL Teacher
Roselina Monegro, Bilingual Reading Teacher
Susan Rolon-Nelson, Assistant Principal
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 and the date of administration 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. All teachers of ELLs are trained in NYSESLAT administration. 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, official letters are sent home to families, in order to inform them of entitlement or non-entitlement to ELL services.

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 during the morning and afternoon, in order to accommodate parents' schedules. Letters are translated as needed.

During the orientation session, , the ESL teacher(s), Bilingual Teacher and in collaboration with the principal, explain the ELL identification process to parents, parents are shown the NYCDOE on-line video, in their home language, and then are provided the opportunity to ask follow-up questions about the available programs for ELL's. Official information packets, and other mandated materials, are also provided to parents. The parent survey and selection form are then completed during the parent orientation session. Program choices offered at P.S.23 are explained. If a parent choice is not available at the school, parents are given a list of the surrounding schools and their programs for ELL's.

Make-up sessions are scheduled for parents who are unable to attend initial sessions.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
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 and Program Selection forms are distributed and completed during an ELL parent orientation session, as information is given and support is provided. These forms are 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 for all ELL students (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 at 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 on-line 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. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
- The Testing Coordinator/ ESL teacher attend meetings in which they are informed of any changes and updates to the upcoming state tests (NYSESLAT).
 - A student school list is generated with all the modifications that are needed to take the state test.
 - Class lists are then generated with testing modes and assigned proctors.
 - A proctors meeting is coordinated to inform on the protocols of testing.
 - A letter is sent home to inform parents of testing days.
6. 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.) 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. 

According to our Parent Survey and Parent Program Selection forms, 14 parents (2013), 17 parents (2012) have requested ESL programs for their children when entering for the first time into our school. Therefore, at P.S. 23 we have provided a push-in/pull-out ESL program. In the past few years, not enough parents have requested a bilingual special education program, the students, therefore have been accommodated with a language alternate para as per Committee of Special Education (CSE).

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 the cumulative record for each student.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?

A. Within our ESL Program, we use two organizational models:

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 - Grade 5); and in a range of settings (General Education, Special Education, and Integrated Team 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, some of the other grades (Kindergarten - Grade 5), and with 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 other grades, the units of instruction 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.

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 teachers articulate with classroom teachers of ESL students in regard to the literacy curriculum covered. The 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 Chest).

B. 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 pulls 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 (see table below)?

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

The Bilingual Reading Teacher through an Academic Intervention Service provides those students that are newcomers with basic native language skills and strategies in order to support them in their transition into English. This service is given to them three times a week during our Extended Morning.

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 foster language development and meet the demands of the Common Core Learning Standards.

Push-In Model

- Content Area learning delivered in English
- In special education classrooms where students have a language alternate para-professional support is given to the ELL student in their native language as needed.
- Teachers are equipped with a current and comprehensive view of their students' levels of language proficiency within each modality. This best enables the teachers to plan for instruction that both supports and challenges the students on their way to meeting and exceeding the New York State Common Core Curriculum Standards.
- The ESL teacher pushes-in to the classrooms and works in conjunction with the classroom teacher in order to support the student in language and comprehension needs.
- We utilize multiple ELL-appropriate resources to support our children in content area learning.
- Teachers make language comprehensible for our ELL population 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 scaffold the language of the text through engagement such as read-alouds and shared reading.

Pull-out Model

- Content Area learning delivered in English
- In special education classrooms where students have a language alternate para-professional, the para-professional supports the students in the ESL room as needed.
- The ESL teacher pulls-out the students to the ESL classroom supporting the students with content area vocabulary, structure of the language, and comprehension needs.
- In the ESL room the language is made comprehensible for our ELL population by modifying the delivery of 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) in order 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 scaffold the language of the text through engagement such as read-alouds and shared reading.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

The AIS teacher in Reading who holds a Bilingual Reading License, evaluates our newcomers who are predominately spanish speaking, and uses "El instrumento de observacion" by Marie Clay and "Estrellita" word study assessment as an initial evaluation. During the school year, she continuously uses "Evaluacion del desarrollo de la lectura" (EDL2) and the on-going assessment part of the "Estrellita" word study program that measures letter-sound recognition, reading of syllables, words and sentences with each vowel in order to track movement.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 Three times throughout the year, we examine the modalities in order to ensure our plan for instruction is appropriate for the students and their language needs.
 Beginning of the school year: We analyze the results received from the Spring NYSESLAT.
 End of First Semester: We use the ESL NYS rubric in order to look at next steps through the modalities.
 End of Year: "Imagine Learning" program results in order to track growth and plan for the following year's instruction prior to the new NYSESLAT results in the summer.

6. How do you differentiate instruction for ELL subgroups?
- a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. At the present time, P.S.23 does not have any SIFE students. Not Applicable.

b. A plan for newcomers centers on easing children's adjustment to our school, and fostering a welcoming environment.

Classroom

instruction, as always, must be sensitive to how the differences between a student's home culture and their new culture may impact their both their learning style and general behavior/interaction. In addition, sensitivity must be paid to particular issues that may arise in the families of newcomers, such as immigration, home ownership, and English language learning at the

parent

level. With newcomers in the beginning stages of language acquisition, teachers make language comprehensible by

modifying

their speech (e.g., slower rate, simpler grammatical structures, restricted length of communication) and making use of extra linguistic cues (i.e., gestures, actions, and pictures) to convey meaning. Reading activities provide opportunities for further language input. Predictable books are particularly useful because of their highly repetitive language and simplified text. Chants and songs also offer students the opportunity to gain familiarity with content vocabulary and language patterns. Teachers can scaffold the language of the text through engagements such as read-alouds and shared reading. Additionally, materials to support English Language learning families of newcomers are supported through parent workshops where parents have computer access in which they work on their own pace on the computer. Another means of support for parents include parent orientation and parent ESL courses.

testing,

c. For students receiving 4 to 6 years of service we take into account our responsibility to prepare these students for ELA

the

as required by NCLB. We incorporate preparation for this exam into our instruction. Children take simulations in preparation for the State ELA and Math examination. Students are invited to attend our afterschool Title III program in order to further

those

work in reading and writing. Furthermore, our comprehensive preparation for the NYSESLAT addresses skills similar to

that students need to succeed on the ELA.

d. NOT APPLICABLE to this school.

the

e. P.S.23 ensures that our former Ells who have tested out of NYSESLAT receive all ELL testing accommodations, participate in

school's supplemental programs before school and after school and continue articulation with the ESL teacher.

7. 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?

The instructional strategies and grade level materials that teachers use ensure that content area materials are comprehensible to our Ells-SWD by using one of the following :

- Different media (iPads, Computers, Smartboard, SmartPen, CATT program materials)
 - Visual Scaffolding to support ELL Reading,
 - Oral scaffolding (e.g., clarity, pace, pausing),
 - Think-Pair-Share,
 - Graphic Organizers,
 - Brainstorming ideas,
 - Repetitive language story books,
 - Predictable books.
- In order to ensure the fidelity of these practices the following reviews will be implemented:
 - Actionable feedback formal and informal observations
 - Timeline for monitoring progress built in to implementation process
 - Informal/formal observations (Administration)
 - Grade team discussions of best practices
 - Classroom teacher support (TC Literacy Coach/ School Math Coach)

The new content area core curriculum (literacy, math, social studies and science) provides many suggestions for scaffolding instruction for the Ell population. In addition, the ESL teacher supports the classroom teacher in selecting the language objectives of the lesson according to the students language proficiency levels.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Forty-two students (42%) of our ELL population have been identified as having special needs. These students have IEP's, and receive a range of special education services: from self-contained 12:1:1 classes, to ICT classes, to general education classes with related services.

During intake, we place students in special education when appropriate, according to evaluation by the CSE, as well as their IEP. Based on CSE and IEP recommendations, ELL's are placed into self-contained classes with an alternate language paraprofessional, or with ESL services only. Students are re-evaluated as necessary by our School Assessment Team. Students are mainstreamed where appropriate.

Teachers receive professional development in support of strategies and skills that they can use with the ELL students in their class. 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 incorporated in the classrooms are: cooperative learning, language experience approach, TPR, Literature Circles, Turn & Talk, Shared Reading, Songs & Chants, Reading and Writing Workshops.

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
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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

Native Language Arts:	0		0	0
Social Studies:	0		0	0
Math:	0		0	0
Science:	0		0	0

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

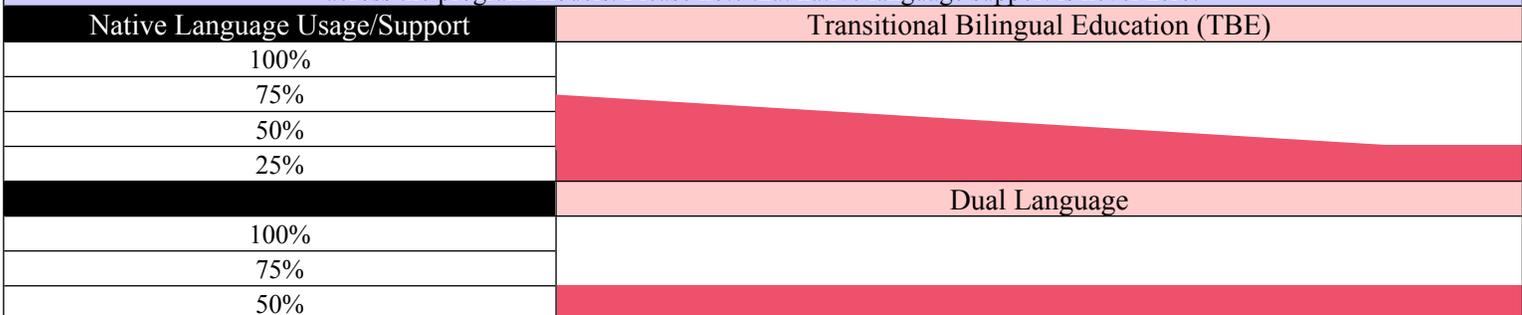
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

9. 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.

The following are the Academic Intervention Services (AIS) that our students are receiving:

- Title III Afterschool in Literacy & Math focusing on building comprehension through targeting oral language and academic vocabulary.
- Afterschool in Literacy & Math for the Proficient & Advanced ELL students focusing on Literacy and Math skills and strategies in preparation for the State Exams.
- RTI Tier III Intervention has also been started this year using the "Imagine Learning" Program.
- A small group of targeted newcomers work with the Bilingual Reading Teacher in native language during the Extended Period in the morning in order to increase their native language fluency so that transference into English is effective.
- Afterschool in Literacy & Math for the Proficient & Advanced ELL students focusing on Literacy and Math skills and strategies in preparation for the State Exams.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Based on analysis of the LAB-R and the NYSESLAT, we see growth in our students' English language skills across the course of three years - as students' NYSESLAT overall proficiency levels increase in listening/speaking from Kindergarten through second grade - the reading/writing levels also increase in the proficiency levels. We find that 75% of our students move in proficiency levels yearly and by grade 4 we have 10% of our students Proficient in all modalities.

Teachers in all content areas also integrate language development in the form of academic conversations within the classroom, in which all ELLs are involved in the conversation around content topics. Language development is also implemented in the form of reading and writing exercises that integrate vocabulary instruction and teach word-reading, spelling and comprehension in interactive ways throughout all content areas.

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

In the current school year (2013-2014), we have not implemented any new programs for the ELL students but we have improved our work around RTI and the articulation that the ESL teacher is having with classroom teachers of ELL's.

Our work in the improvement of RTI has started this year with attending the Leadership Series: Implementing a Response to Intervention Model to Support ELLs' Academic Achievement through Harvard Graduate School of Education. The information received from the workshops is shared in our school-based RTI group that meets weekly.

The classroom teachers and the ESL teacher together analyze each content area unit and make sure that they are adapted with strategies that will benefit our ELL students. We determine the language pre-requisites and demands of the units. We scaffold the instruction after having a clear understanding of the language objectives that must be included in each lesson plan for the ELL population. Our main focus is on oral language development and academic vocabulary, using visual aids and graphic organizers to support comprehension.

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

As our number of bilingual students has decreased, the transitional bilingual program at P.S. 23 has been discontinued. Our students in special education have been provided with a language alternate para-professional as per Committee of Special Education (CSE) in order for the students to have a smooth transition into monolingual class. In addition, according to our Parent Survey and Parent Program Selection forms, 14 parents (2013), 17 parents (2012) have requested ESL programs for their children when entering for the first time into our school. In the past few years, not enough parents have requested a bilingual special education program, the students, therefore have been accommodated with a language alternate para as per Committee of Special Education (CSE).

13. 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 receive equal access along with supplemental support including test prep afterschool sessions. They participate in all school programs and activities (arts, labs, dance, gym, assemblies, trips, lunch, etc.). They also have complete access to all materials and resources in the school, as well as materials that are bought specifically for them (such as the practice books for the NYSESLAT).

Additionally, we have a Title III after-school program specifically tailored to the needs of our ELL's. The afterschool literacy program is led by a bilingual-certified reading specialist, and includes other ELL trained teachers, such as the ESL teacher. There is also a mathematics program in the afterschool that focuses on academic vocabulary to enhance comprehension of mathematical language.

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

14. 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 (as needed for our newcomers).

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.
- Empire State NYSESLAT (Continental Press): Clear and concise skill reinforcement to support curriculum goals, promote success on the NYSESLAT, and help students overcome daily language barriers. Comprehensive teacher manuals to support targeted instruction in student books, in addition to clear audio CDs.
- Getting Ready for the NYSESLAT (Attanasio): Through this program, teachers are able to: identify and put into practice the best strategies in standards-based instruction; identify the skills that are needed to succeed for accountability purposes; use ongoing assessment activities to measure progress in attaining English language proficiency; transition students from the NYSESLAT to the ELA test; familiarize students with the structure of the NYSESLAT and the ELA.
- On Our Way to English (Rigby): Designed to meet the differing rates at which English language learners develop language and literacy skills. Bridges language, literacy, and content to build grade-level achievement and maximum yearly progress. Enables assessment in language and literacy as separate developmental processes, in order to target and differentiate instruction based on individual needs; monitoring and reporting student progress; using a unique leveling system to address both language and reading characteristics; using content-based learning to develop academic language.
- PM Readers (Rigby): Low ratio of 1:20 new word introduction. Steady development of sentence structure. Meaningful stories with a clear climax and resolution. Repetition and review of high-frequency words meet the learning and teaching needs of every classroom.
- Sails Literacy Series (Rigby): Resource for Guided Reading and Writing, Reciprocal Reading and Independent Reading. Engaging visuals and subjects will motivate students to read for pleasure and for information. Series develops: analytical thinking skills; decoding and comprehension skills; understanding of fiction and non-fiction; and understanding of purpose, structure and genre.

- Imagine Learning Software Program - Moves ELL's toward English fluency using lessons designed to move learners immediately from an observer to a full participant. Closely follows the natural pattern of language acquisition via research-based instructional methodology. Features include: comprehensive reports that address a wide range of proficiency levels and mastered activities.

For newcomers (materials used in the native language - Spanish):

- "Estrellita" word study program with materials that help with letter-sound recognition, reading of syllables, words and sentences with each vowel.
- Guided Reading/Shared Reading Books from different companies - Rigby, Modern Curriculum Press, Dominic Press, Celebration Press.

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

Native language texts are available for students throughout the school ; library, ESL classroom, lunchroom, book baggies for home-school connection. Additionally, for our few newcomers, the bilingual reading teacher supports in native language these students in small group during the Extended Time three times a week and as a pull-out four times a week in the first grade.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

ELLs are grouped with their grade-appropriate peers, and fully participate in grade-level instruction. In addition, our students are pulled-out by proficiency levels in order to better support their language needs and development.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

The activities provided are for newcomers who are enrolled throughout the school year. The plan for newcomers centers on easing children's adjustment to our school, and fostering a welcoming environment. The Bilingual Reading Teacher through an Academic Intervention Service provides those students that are newcomers with basic native language skills and strategies in order to support them in their transition into English. This service is given to them three times a week during our Extended Morning.

18. What language electives are offered to ELLs?

Our school is a Pre-kindergarten to Fifth Grade school. At the present time, we are offering Conversational Spanish for all students in grades 3-5 by a specialty teacher who has a bilingual special education license.

19. For schools with dual language programs:

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

NOT APPLICABLE

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

Professional development for teachers of ELLs has always been a primary focus of our program (building upon years past). Teachers continue to be supported in a variety of ways in order to ensure their knowledge of standards-based common core curriculum. Professional development sessions are driven by our school goal of building content knowledge and comprehension through oral language development and academic vocabulary.

- Fundamental teacher training is designed around informing our teachers of Ells/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.
- Professional development sessions include work in 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 in all content areas.
- 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 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.
- Enrichment materials/activities are given to the teachers in order to support their work in instruction with the ELLS.
- Regular meetings such as common planning and grade meetings allow teachers to engage in collaborative planning for instruction particularly for the ELLs in their classroom.
- In order to remain current with ELL practice and research, our ESL teacher and teachers of Ells attend regular outside professional development. Professional development activities include compliance and instruction workshops offered at

Teachers

College and Harvard School of Education. Additionally, content-based workshops given through the New York City

Department

of Education (OELL) .

9/25/2013:

Overview of RTI Model

10/11/2013:

Assessment Systems

10/30/2013:

Drawing Clear Connections between Reading and Writing Can Help Kids Move Closer to Conventional Reading

11/06/2013:

The Culture of your Classroom Matters: Choosing your Language, Assumptions, and Methods with Care, So as to Support Agency, Purpose, Joy and Collaboration.

11/07/2013:

Accelerating Vocabulary Acquisition for Primary Students that Needed Most: Helping Students Develop Vocabulary Across the Day.

11/19/2013:

Assessment- Instruction Links

12/06/2013:

Skills, Supporting English Language Learners as They Learn to Tackle Higher Level Tests, Develop Stronger Comprehension and Take Ownership of Their Learning in Reading Workshop.
12/10/2013:
Designing Intervention for Strugglers
1/14/2014:
Leading RTI; RTI & Other Reforms
3/3/2014:
Shared Reading to Support Language Development, Speaking and Listening Standards Comprehension and World Solving in Fiction and Informational Text For ELLs

This will be our first year transitioning to the middle school. We have already attended a meeting around the application process and the guidance counselor, pupil accounting secretary and parent coordinator will be contacting parents in regard to this process.

José P. Training: These sessions are provided beginning in November afterschool two times a week. The sessions offer the teachers development in the identification of an ESL student, the intake process, the history behind the Jose P. Law, Language acquisition process, ESL methodologies, materials to support and accelerate the learning of ELL students in the regular classrooms.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?

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

Families in temporary housing and foster care parents will receive targeted support from our Parent Coordinator, Guidance Department, and our Health Coordinator. Specific help groups and workshops will be employed according to family 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.

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. Additionally, Parent Curriculum Orientation, which takes place at the beginning of the school year, also includes Student and Parents Rights and Responsibilities as it applies to daily classroom practice.

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

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

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

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

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. Topics include: asthma, sexual abuse, domestic violence, foster care, parenting, nutrition (Cookshop), 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 at home. 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.

Translation is available at all times in Spanish. If we need help with any language other than Spanish, we reach out to the Unit of Translation and Interpretation and have a conference using the interpreter from the Unit and the parent.

E. 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.

Part VI: LAP Assurances

School Name: The New Children's School

School DBN: 10x023

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Shirley Torres	Principal		11/15/13
Susan Rolon Nelson	Assistant Principal		11/15/13
Yvonne Flores	Parent Coordinator		11/15/13
Jennifer Irurueta	ESL Teacher		11/15/13
	Parent		
Roselina Monegro	Teacher/Subject Area		11/15/13
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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 card, the Emergency Contact form, a language identification card ("I speak card") or posters to determine the language, as well as the Home Language Survey filled out at registration, we find that P.S. 23 needs translation services/oral interpretation in the following 3 languages: (5) French, (2) Mandingo, (2) Bambura, (92) 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 translated letters for parents from the Department of Education Translation & Interpretation Unit. We will also contact the Interpretation Unit, as we have already done this school year and in previous years, 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 is in the following languages: French, Mandingo, Bambura, Spanish but we find that the parents with languages other than Spanish always come to meetings/conferences with a translator or we reach out to the Unit of Translation and Interpretation and have a conference using the interpreter from the Unit and the parent. Translation is available at all times in Spanish. The Home Language Survey filled out at registration enables us to learn the language(s) used to communicate in the homes. Emergency contact forms are also used.

Through our monthly school calendars/newsletters, parent/teacher orientations, the school's parent coordinator, ESL teacher and staff volunteers, we have been able to keep our school community informed about the different languages spoken by our families. We ask, through

the parent coordinator and ESL teacher, that the parents inform the school of the specific language needs.

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.

All written communications such as calendars/newsletters, flyers, and letters, as well as report cards/progress reports will be translated in Spanish and other languages (as needed or provided by the Department of Education). Our in-house school staff and the Department of Education Translation & Interpretation Unit website will be used in order to make sure that our parents are reached.

P.S. 23 will also reach out to credible vendors (suggested by the Department of Education Unit of Translation/Interpretation) for parents needing written communication in other languages not translated by the Department of Education.

If, as stated in the Chancellor's Regulation A-663, P.S. 23 is unable to temporarily provide a timely, translated document to a parent, we will assist the parent in requesting free translation or interpretation of the document through other agencies.

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.

All oral interpretation services in Spanish will be provided by our in-house school staff. Other needed languages will either be provided by oral interpretation as provided by the Department of Education Unit of Translation/Interpretation, or credible vendors. The services provided by this Unit are reliable and P.S. 23 has used both over-the-phone interpretation, as well as on-site interpretation services through a suggested vendor during the Gifted and Talented assessment period for the past three years.

Parent families/volunteers will be used if no other resources are available.

P.S. 23 will also contact the American Sign Language services at the Department of Education if sign language interpretation services are needed.

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

P.S. 23 will continue to print and display throughout different locations in the school, especially in the lobby of the school, translated signs ("I Speak" cards, language posters) advising the parents of the availability of interpretation services. The School Safety Agent will also be provided with the DOE's Translation/Interpretation Unit's telephone number in the event difficulty communicating with a parent occurs.

Translated copies of the Bill of Parent Rights and Responsibilities document that states the rights in regard to translation and interpretation services will be sent home and discussed at a School Leadership Team meeting with executive parent board members.

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

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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		