

**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**  
**UPDATED 2014-2015**

**School Name:** THE CARTER G WOODSON ELEMENTARY SCHOOL

**DBN (i.e. 01M001):** 14 K 023

**Principal:** CELINA NAPOLITANO

**Principal Email:** [CNAPOLI@SCHOOLS.NYC.GOV](mailto:CNAPOLI@SCHOOLS.NYC.GOV)

**Superintendent:** *Alicja Winnicki*

**Network Leader:** CYNTHIA FELIX

**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
Celina Napolitano	*Principal or Designee	
Elizabeth Cortes	*UFT Chapter Leader or Designee	
Julie Luna	*PA/PTA President or Designated Co-President	
Rosie Garcia	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Gigi Mathews	Member/ Parent	
Michelle Renna	Member/ Parent	
Lisa Rodriguez	Member/ Faculty	
Samantha Arbouine	Member/ Parent	
Ester Gabor	Member/ Parent	
Celeste Green	Member/ Parent	
Magdeline Poulos	Member/ Faculty	
Joseph Mattina	Member/ Assistant Principal	
	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.
- 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).

### **Guidance for Developing 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.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. 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 directly to respond to the parental involvement section of each goal and action plan.
- 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	
<b>x</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>x</b>	▪ 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)
<b>x</b>	<b>Academic Intervention Services (AIS)</b>
<b>x</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>x</b>	<b>Parent Involvement Policy (PIP)</b>

## 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 2015 students will demonstrate gains of the Common Core State Standards (CCSS) and improved vocabulary acquisition as evidenced by the assessments in the Wonders Reading Program & Student Progress on State English and Language Arts Exams

### **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 evaluating the School Quality Snapshot, it has been concluded that overall student progress on State English Exam was Poor while the Lowest Performing students was Fair. Therefore, this school year teachers in all grades will focus on vocabulary acquisition to foster students reading comprehension in finding text based evidence to answer questions. Additionally, this goal will address the requirements of Pillar # 1 of Improving Student Achievement by providing High Quality Instruction Aligned to CCSS preparing to set up students to meet higher standards, moving students towards meeting those higher standards and reviewing evidence of meeting those higher standards through the creation of systems that look for evidence of growth/ gaps and making adjustments to instruction. Finally teachers will adjust and realign current curricula resources/programs and curriculum maps based on inquiry work to achieve this goal.

### **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. All teachers will participate in continued professional learning in the 2013 Danielson Framework for Effective Teaching focusing on individual teaching responsibilities and identifying areas for professional growth.
2. Administrators will conduct cycles of short focused observations and provide targeted direct feedback (looking for vocabulary acquisition) to teachers in which clear expectations are shared.
3. All teachers will be provided with a structured schedule for professional learning focusing strengthening the areas of focus in Pillar 1.

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

1. All Teachers, Administrators, Talent Coach
2. Principal, Assistant Principal, Talent Coach
3. All Teachers, Principal, Assistant Principal, Network Achievement Coaches

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

1. By the end of October each teacher will have developed a plan to deliver vocabulary instruction concentrating on improving teacher practice as defined by the Danielson Framework for Effective Teaching. .
2. Plans will be reevaluated and updated monthly (or after an observation) in order to ensure maximum professional growth and student progress.
3. Professional Development opportunities will be evaluated bi-monthly in collaboration between administrators and teachers during Monday Professional Learning Activities.

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

1. September 2014 continued implementation, bimonthly check-ins thereafter.
2. A minimum of four short focused observations will take place between October 2014 and May 2015
3. October 2014 – June 2015

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

1. Teacher teams will meet on Monday's
2. No programmatic changes or additional resources needed
3. Per diem funding will be used to allow teachers to attend workshops to strengthen their instruction

### **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).

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

collaborative professional practices. This will take place during designated parental engagement time allocated every Tuesday and through outreach to parents by the Parent Coordinator, Parent Association (PA) and School Leadership Team (SLT) meetings.

***Budget and Resource Alignment***

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

<b>X</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
----------	-----------------	--	-----------------	--	------------------	--	------------------	--	------------------	--	---------------

List any additional fund sources your school is using to support the instructional goal below.

n/a

## 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 2015 students in all grades will demonstrate gains in meeting State Standards on State Mathematics Exam and successfully solving mathematical word problems through increasing understanding of mathematical vocabulary.

### **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 evaluating the School Quality Snapshot, it has been concluded that overall student progress on State Mathematics Exam was Fair while the Lowest Performing students was Good. Therefore, in an effort to close the achievement gap, this school year teachers in all grades will focus on vocabulary acquisition in mathematics to foster students' success in correctly solving word problems. Additionally, this goal will address the requirements of Pillar # 1 of Improving Student Achievement by providing High Quality Instruction Aligned to CCSS preparing to set up students to meet higher standards, moving students towards meeting those higher standards and reviewing evidence of meeting those higher standards through the creation of systems that look for evidence of growth/ gaps and making adjustments to instruction. Finally teachers will adjust and realign current curricula resources/programs and curriculum maps based on inquiry work to achieve this goal.

### **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**

1. Teachers will purposefully plan and move towards a variety of authentic, rich and engaging activities for student achievement; such activities will move students to a state of college readiness. Teachers are provided with daily meeting time (common preparation periods) to collaborate in developing curriculum and analyze map components making adjustments to better deliver vocabulary instruction leading to higher levels of student achievement in solving word problems; through the use of Exemplars.
2. Teachers will align lessons and curriculum maps to reflect the continued integration of the CCSS with a focus on vocabulary. Teacher planning (using the guidelines from The Framework for Teaching based upon the research of Charlotte Danielson) will lead to students making connections by applying concepts to real world situations in cumulating unit activities involving word problems; through collaboratively planning and revising curriculum maps and activities
3. Teachers will adjust the enVisions and GO Math Programs to meet the educational needs of the students that will include the necessary scaffolding for students to succeed; revising work with AUSSIE consultants.

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

1. All Teachers, Administrators and Talent Coach
2. Principal, Assistant Principal, Talent Coach
3. Teachers, AUSSIE Consultants, principal, Assistant Principal Network Achievement Coaches

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

1. Benchmark assessments will be administered and analyzed using the schoolnet tool.
2. Beginning in September 2014 through June 2015; Exemplars will be used to assess student comprehension of mathematical concepts.
3. After the fall benchmark and teacher adjustments, beginning in January teachers will work with educational consultants to adjust curriculum maps through June 2015

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

1. Fall 2014 through June 2015
2. September 2014 through June 2015
3. Fall 2014 through June 2015

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

1. Teachers will have daily planning time and weekly meeting with administration during Monday Professional learning sessions; discusses during vertical and horizontally designed teacher teams.

2. Ongoing re-alignment based on identified gaps in student learning as identified through assessment; during common planning time and Monday professional learning sessions
3. Continuous adjustment of resources and curriculum maps to fit the CCSS and vocabulary; with assistance of Administrators and consultants

***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).

Working with the parent coordinator the community will;

- Actively promote parent workshops on Tuesday afternoons
- Increase the quantity of events offered to families; from information collected at the end of each event
- Increase communication with families, through newsletters, school messenger system and revised website
- Continue using Title III funding to provide parent workshops in the areas of ESL services and technology workshops
- 

***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	Title IA	Title IIA	x	Title III	Set Aside	Grants
---	----------	----------	-----------	---	-----------	-----------	--------

List any additional fund sources your school is using to support the instructional goal below.

n/a

### 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.

- Increase parental involvement in school activities, such as Parent Association Meetings, Parent Teacher Conferences, Workshops and Community Event and establish Parent-Teacher luncheons. By June 2015 P. S. 23 will see a 5% increase in attendance in school wide community events as evident by sign in sheets at various activities.

#### **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.

Research indicates that active parental involvement will increase student achievement and academic success. Recent changes in the surrounding community and an increase in student mobility has had an impact on the level of active parental involvement; in our community we have almost 1/3 of the population in a temporary housing situation and desire to involve those parents in maintaining a stable education for their child/children. This will support Pillar 3 of Engaging Parents and Families in Every Aspect of School Life.

#### **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**

1. English as a second language (ESL) teacher will continue using Title III funding to provide parent workshops in the areas of ESL services and technology workshops
2. Parent Association will coordinate a parent –teacher luncheon related to multi -cultural events addressing the cultural diversity in our community.
3. Establish and cultivate relationships with various organizations to meet the needs of our STH population, specifically the local shelter

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

1. ESL Teacher, Parent Coordinator, PA President
2. Parent Coordinator, Parent Association, Teachers
3. Administration, STH coordinator, Community Organization Staff

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

1. Surveys at the end of each workshop will drive future workshops and serve as a tool to improve current workshops
2. Attendance will be taken at events along with surveys to gather information to support future events
3. Track parental involvement at Tuesday Meetings and track attendance of STH population

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

1. October 2014 through June 2015
2. October 2014 through June 2015
3. September 2014 through June 2015

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

1. Utilize outside organizations such as LEAP to deliver specific targeted workshops to parents so they have the ability to support their child/children's education at home
2. Parent Association will work with community members to utilize their unique strengths, abilities and talents for various cultural events and customs
3. Establish partnership with local shelter to increase student attendance, develop ILP (Individualized Living Plans) with shelter staff to encourage parental participation at school events

#### **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).

- *Parents will be engaged in discussions with teachers in various forms focusing on how teachers can best meet the needs of students through stronger collaborative professional practices. This will take place through outreach by the Parent Coordinator, Parent Association (PA) and School Leadership Team.*
- *Home Basketball games*
- *Family Game/ Movie Night*
- *Parent – Teacher conferences and participation in the school environment survey*
- *Attendance at PA and SLT Meetings and PA sponsored events*
- *Apply for Eat Well Play Hard Program*
- *Involve parents in the Move – to- Improve Program*
- *Work with STH Content Expert in exploring additional outside resources for STH population*
- 

***Budget and Resource Alignment***

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
<b>X</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>	<b>X</b>	<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.											
n/a											

## 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.

### **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.

**4. Strategies/activities that encompass the needs of identified subgroups**

4.

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

6.

7.

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

**7. Timeline for implementation and completion including start and end dates**

1. Ongoing throughout the school year.

2.

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

1.

### **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
--	----------	----------	-----------	-----------	-----------	--------

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.

### **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**

1.

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

6.

**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
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***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Wonders, RALLY, myAccess	Small group	During the school day, extended day
<b>Mathematics</b>	enVisions, RALLY, ST Math	Small group	During the school day, extended day
<b>Science</b>	myAccess	Small group	During the school day
<b>Social Studies</b>	myAccess	Small group	During the school day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Counseling created conflict resolution and counseling sessions	One to one and small group counseling sessions	During the school day, extended day

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

2. All elements of the *All Title I Schools* section must be completed\*.
4. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
5. Targeted Assistance (TA) Schools must also complete the *TA 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.			
<b>X</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**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.
Empower Teachers to formulate their own Professional Development, Involve all stakeholders in making decisions that impact instruction

**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).
<p>Professional development is provided by the CFN. PD was based on needs discussed with the Network Leader</p> <ul style="list-style-type: none"> <li>• Teachers will continue to receive professional development that will enhance their instructional techniques. Each teacher will be paired with colleagues on their grade</li> <li>• Formal and informal observations will be conducted on a regular basis with immediate and valuable feedback in order to improve teacher practice and effectiveness.</li> <li>• Teachers will identify their strengths and areas for growth through clinical observations and with peer/administrator conversations.</li> <li>• Teachers will strengthen their understanding of an effecting framework for teaching, modeled on the research based studies of Charlotte Danielson, focusing on individual teaching responsibilities and professional growth.</li> <li>• Teachers will attend professional development workshops provided by the Grapevine Network, CFN 612.</li> <li>• Teachers will be scheduled to attend citywide and network workshops to support these goals</li> <li>• Administrators will attend ATR job fairs in the event of a vacancy</li> <li>• Candidates who apply via the Open Market System will be screened in the event of a vacancy</li> <li>• Untenured teachers will be mentored and tracked in the Mentoring Tracking System</li> <li>• Untenured teachers will meet with administrators in addition to the required number of formal/informal observations to review and update Teacher Portfolios needed for tenure</li> <li>• All staff will be surveyed to assess their Professional Development needs and an appropriate Professional Development plan will be constructed to address the self-assessed needs</li> <li>• In early spring one-on-one conversations will be held to discuss teaching desires and assignments for the upcoming school year and then given a preference sheet for desired assignments</li> </ul>

**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 <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Since we have a large number of students in temporary housing, we purchase uniforms, backpacks, folders, notebooks and other school supplies to those. In December 2014 the Designated Paraprofessional will be attending Professional Development on how to better meet the needs of those Students in temporary Housing. Additionally we will be working with Wayne Harris on addressing the needs and attendance for STH families.

**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.).

Through a partnership with the QUALITY Stars Program, Administrators, Parent Coordinator and Prekindergarten team members we will me

**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.

Instructional Cabinet and Lead Teachers meet on a regular basis to review and make decisions on what instructional material to purchase and use to support instruction and prepare students to meet the high rigor demanded by the Common Core Learning Standards. Additionally, the Assistant Principal participates in the Grading Process of the State Exams and discusses findings and the impact for instruction with the Instructional Cabinet and Lead Teachers who disseminate findings to all.

**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)**

**Title I Parent Involvement Policy and Parent-School Compact for  
The Carter G. Woodson Elementary School / P.S. 023K**

**Section I: Title I Parent Involvement Policy**

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 P.S. 023K, *[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. P.S. 023K'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 Advisory Council, as trained volunteers and welcomed members of our school community. PS 023K will support parents and families of Title I students by:

1. Providing materials and trainings (eg. Workshops) to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);
2. 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;
3. Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
4. Providing assistance to parents in understanding City, State and Federal standards and assessments;
5. Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
6. Providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

P.S. 023K's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the P.S. 023K 's Title I Parent Involvement Policy, parents, parent members of the school's Parent Association, as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, P.S. 023K will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- 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 Office for Family and Community Engagement (FACE);
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)
- host the required Title I Parent Annual Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings (e.g., quarterly and monthly meetings), with

flexible times, such as meetings in the morning or evening to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

- translate all critical school documents and provide interpretation during meetings and events as needed; and
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help.

**P.S. 023K will further encourage school-level parental involvement by:**

- Holding an annual Title I Parent Curriculum Conference;
- Hosting educational family events/activities during Open School Week and throughout the school year;
- Encouraging meaningful parent participation on School Leadership Teams, Parent Association and Title I Parent Advisory Council;
- Supporting or hosting FACE District Family Day events;
- establishing a Parent Resource Center or lending library; instructional materials for parents.
- Hosting events to support, men asserting leadership in education for their children.
- Encouraging more parents to become trained school volunteers;
- Providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- Developing and distributing a school newsletter and web publication designed to keep parents informed about school activities and student progress; and
- Providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

---

## **Parent Involvement Policy (PIP) Template**

**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**MAY BE LAST YEARS BUT MUST BE UPDATED**

### **P.S. 23 School-Parent Compact**

P.S. 023K [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. P.S. 023K staff and the 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.

#### **School Responsibilities:**

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

using academic learning time efficiently;

respecting cultural, racial and ethnic differences;

implementing a curriculum aligned to State Standards;

offering high quality instruction in all content areas; and

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 a Title I Parent Annual Meeting (prior to December 1<sup>st</sup> of each school year) for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;

arranging additional meetings at other flexible times (e.g., morning, evening) and providing (if necessary and funds are available) transportation, child care or home visits 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; and

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:**

Ensure that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.

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; and

planning activities for parents during the school year (e.g., Open School Week);

**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 with all members of the school community;

supporting parental involvement activities as requested by parents; and

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;

**Parent/Guardian Responsibilities:**

monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;

ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;

check and assist my child in completing homework tasks, when necessary;

read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes)

set limits to the amount of time my child watches television or plays video games;

promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;

encourage my child to follow school rules and regulations and discuss this Compact with my child;

volunteer in my child's school or assist from my home as time permits;

participate, as appropriate, in the decisions relating to my child's education. I will also:

- communicate with my child's teacher about educational needs and stay informed about their education by promptly reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact; participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and
- share responsibility for the improved academic achievement of my child;

### **Student Responsibilities:**

attend school regularly and arrive on time;

complete my homework and submit all assignments on time;

follow the school rules and be responsible for my actions;

show respect for myself, other people and property;

try to resolve disagreements or conflicts peacefully; and

always try my best to learn

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by \_\_\_\_\_ on \_\_\_\_\_.

This Parent Involvement Policy was updated on \_\_\_\_\_.

The final version of this document will be distributed to the school community on \_\_\_\_\_ and will be available on file in the Parent Coordinator's office.

**\*\*\*A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school's CEP and filed with the Office for Family Engagement and Advocacy.\*\*\***

4.

**DBN: 14K023**

#### **4c. "Conceptual" Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide

plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$214,797.33	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$68,272.00	X	See action plan
Title III, Part A	Federal	\$11,200.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$1,463,486.00	X	See action plan

**<sup>1</sup>Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To

consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.



**Department of English Language Learners and Student Support**

Milady Baez, Senior Executive Director  
 52 Chambers Street, Room 209  
 New York, New York 10007  
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

**Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY**

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.
  - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

<b>Part A: School Information</b>	
Name of School: <u>Carter G. Woodson</u>	DBN: <u>14K023</u>
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)	

<b>Part B: Direct Instruction Supplemental Program Information</b>
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
Total # of ELLs to be served: 31
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

**Part B: Direct Instruction Supplemental Program Information**

6   7   8   9   10   11   12

Total # of teachers in this program: 1  
# of certified ESL/Bilingual teachers: 1  
# of content area teachers: 0

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: The ESL Program for this school year 2014-2015 will include two components: a Language Arts instructional component and a content area instructional component. The language arts instructional component is delivered through instruction in English language arts and English as a second language. The content area instructional component is delivered through instruction in English and ESL methodologies. The teacher will push-in and pull-out a certain number of students to receive ESL instruction to students at beginning, intermediate levels for at least two units a day and advanced levels for one unit a day. In order to reach them effectively and productively, the ESL teacher will employ and continuously provide the students with ESL methodology and work with the students according to their levels and grade strand during parts of the period each day. The balanced literacy model will be implemented to the students during their time with the ESL teacher to give them a sense of uniformity throughout the school, a pattern in which they will be comfortable with (using the same format as their regular classroom teacher as they use the Wonders Reading Program).

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

After a review of 2013-2014 PS 23's Math and ELA data indicates that ELL's showed a growth in math and a decrease in ELA, we want to continue to develop their strength in the after-school sessions for grades 3-5 in math and a needs improvement in ELA. The findings of a comprehensive needs assessment resulted in the identification of several priorities in order to improve the quality of student's performance. Implementation of the strategies will address the large number of ELL students lacking in the basic skills in both reading and mathematics; improving instruction within the listening, speaking, reading and writing components of their instruction will increase their opportunities for inclusion into the mainstream education program with proficiency. For this reason we have designed an After School Program to meet the needs of these students.

After school Program for grades 3-5 will be from November 2014 to April 2015. The program has been designed in the following manner:

- ELA and Math classes for beginner and intermediate students, grade 3-5 taking the ELA and Math assessment in April of 2015. These students will meet 1 days a week on Wednesday for one hour for a total of 17 sessions from November 2014 to April 2015. Students will use New York Progress English Language Arts level 2, and level 3 to differentiate instruction as well as Vocabulary Links for English Language Development to build vocabulary in the content area level A to E. Rosetta Stone English software, a program based on the needs of the students individually in a rich language environment. Learning Content through listening, reading, writing and speaking skills. This ELA reading program will enhance their reading skills and strategies. A certified ESL teacher will service these

## Part B: Direct Instruction Supplemental Program Information

students. For beginner and intermediate student's grade 3-5 taking the Math assessment in April 2014, students will use Finish Line Math Strands to support the NYS Math Strands and Common Core. Each strand consist of Number and Operations, Algebra, Geometry, Measurement, and Data Analysis and Probability. We will also use Mathematics Assessment Grades 3-5 by Topical Review Book Company. A certified ESL teacher will service these students.

- Language Development ESL – one class for beginner and intermediate students grade 3-5 taking the NYSESLAT assessment in April - May 2015. These students will meet 1 day a week for 2 hours on Thursdays for 16 sessions from November 2014 to April 2015. Students will use Empire State NYSESLAT Test Prep materials and the Rosetta Stone Software Program and Wilson Foundations building a foundation for reading and writing designed to increase second language acquisition, vocabulary development and instruct their listening comprehension skills, and Basic Phonics and Word Study Practice for ELL students. A certified ESL teacher will service these students. Instructional supplies will be purchased for these programs with Title III funds.
- A total of 33 sessions will be used for this program.

## Part C: Professional Development

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

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

Begin description here: Thus incorporating the intensive professional learning for teachers will increase their level of understanding of the implementation of rigorous strategies to meet the needs of the growing ELL population. Professional staff development for general education teachers gives them the first-hand knowledge of ESL methodology and will also continue to be conducted for new teachers to assist them in instructing ELL students in the classroom. The entire staff including the Title III teacher will receive staff development that incorporates scaffolds that are beneficial to use when instructing ELL students and to revisit the eligibility and time allotment for ESL instruction. Also the professional development will focus on second language acquisition, NYS standards for ESL and ESL strategies for the classroom teachers. Study groups focusing on Second Language Acquisition will be offered to all mono-lingual teachers who are willing to attend. The Title III teacher will participate in this study group and assist the teachers in creating lesson plans to use in their classrooms. These lesson plans will focus on differentiating instruction for their ELL population. Professional Development books on English Language Learners Strategies for development in Reading, Writing, Speaking and Listening. All materials will be purchased with Title III funds.

Topics and Timelines

Timeline: A total of 7 (60 minutes) and 1 (30 minutes) Professional Learning from October to May 2015 a total of 7.5 + of ESL Professional Development hours

Topics Covered during Professional Learning :

ESL Methodology

Differences between Social and Academic English

Common Core Shifts

HLIS Form- Identification Process of ELLs and NYSITELL Testing

CR-Part 154 and Title III

## Part C: Professional Development

### [Stages of Language Acquisition](#)

[Six Stages- Pre-Production, Early Production, Speech Emergent, Beginning Fluency, Intermediate Fluency, and Advanced Fluency](#)

[Instructional Strategies for each Stage](#)

### [Second Language Acquisition](#)

[Framework for Understanding Second Language Acquisition](#)

[Current Research on Language Learning](#)

### [ESL Teaching Methodologies](#)

[Overview of ESL Teaching Methodologies](#)

[demonstrations of current teaching techniques](#)

### [ESL Assessment](#)

[NYSESLAT](#)

[Listening Component](#)

[Speaking Component](#)

[Writing Component](#)

[Reading Component](#)

[Reading Assessments](#)

[Writing Assessments- Writing Continuum](#)

[Vocabulary Development for ELLs](#)

### [Cognates](#)

[Tier 1, Tier 2, and Tier 3 words](#)

[Scaffolds for learning new words](#)

[Pre-teaching Vocabulary](#)

[Strategies for ELLS](#)

[Using Thinking Maps in the Content Area](#)

[Use of other Types of Graphic Organizers to filter information for Understanding](#)

[Word Study for ELLs](#)

[Phonemic Awareness](#)

[Wilson Foundations -Vowels , blends, and digraphs- activities](#)

## Part D: Parental Engagement Activities

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

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

Begin description here:

### [Parent Engagement](#)

[Public School 23 recognizes the importance of parent engagement in the education process of our ESL students. Newly enrolled ELL students are invited to attend an orientation session in the month of September and in the spring. Letters will be sent to these parents in their native language telling of the exact time and place, as well as the nature of their orientation. At this orientation, topics and discussions will be in the parents Native Language and include, but not limited to state standards and](#)

## Part D: Parental Engagement Activities

assessments, general ESL program descriptions, NYSITELL testing procedures, and ESL teaching approaches. The ESL teacher and the parent coordinator will plan several parent workshops over the course of the school year to contact the parents about their children's work and how parents can assist in helping their children. Here at P.S.23 we have Bilingual staff and reference materials (video, parent guides, etc) as resources available for the parents as support. To continue development in parent engagement, we are participating in Learning through an Expanded Arts Program (LEAP) providing workshops in Literacy games and activities that they can recreate at home with their children, Cooking: Simple Healthy Meals-Parents learn to cook tasty nutritional foods from various cultures, parents are also shown how to use cooking to improve their children's math and reading skills. Additional orientation and parent workshop sessions will be scheduled throughout the year as needed such as:

\* Ten things Parents should know about the Common Core Standards for ELLs

\*Vocabulary Building/Identifying Cognates

\* Using Oral Rhymes for Language Development

\* Understanding the Common Core Shifts

\* Preparing for the NYS ELA and Math Test

Making Reading Relevant- Comprehension Strategies

- Predicting
- Making Self to text connections
- Inferring
- Main idea
- Visualizing
- Note taking
- Using ARIS Parent Link –Keeping Informed (Afterschool Session)
- Technology Based Activity

Word Study for ELLs- Hands on Activity- (Afterschool Session)

- Phonemic Awareness
- Rhyming Words
- Vowels
- Sight words/ high frequency words
- cognates

Promotional Policy

- Understanding Report Cards Grading System
- NYSESLAT Assessment- (Afterschool Session)
- Listening Component
- Reading Component
- Writing Component
- Speaking Component

\* Engaging ELLs in Meaningful Science Activities at Home with Parents

• Workshops will be held at minimum of twice a month throughout the school year. Ten one hour sessions for planning and preparation for Parent engagement for one ESL teacher. Ten sessions for Parent Workshops will be held during the evening for parents from 2:30 to 3:30 pm on Friday's. A total of 20 sessions for one ESL teacher.

**Part D: Parental Engagement Activities**

Empty area for reporting Parental Engagement Activities.

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

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



**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 [i](#).

## Part I: School ELL Profile

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

District <b>14</b>	Borough <b>Brooklyn</b>	School Number <b>23</b>
School Name <b>Carter G. Woodson Elementary School</b>		

### B. Language Allocation Policy Team Composition [i](#) 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 <b>Celina Napolitano</b>	Assistant Principal <b>Joseph Mattina</b>
Coach <b>n/a</b>	Coach <b>n/a</b>
ESL Teacher <b>Carmen Sanchez</b>	Guidance Counselor <b>Candace Hanna</b>
Teacher/Subject Area <b>Vivian Roth, ELA</b>	Parent <b>Yulermina Luna</b>
Teacher/Subject Area <b>Renata Archie</b>	Parent Coordinator <b>Jason Rojas</b>
Related Service Provider <b>Luciano Rosa</b>	Other <b>Edwin Rivera, Technology</b>
Network Leader(Only if working with the LAP team) <b>Cynthia Felix</b>	Other <b>n/a</b>

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>278</b>	Total number of ELLs	<b>25</b>	ELLs as share of total student population (%)	<b>8.99%</b>
--	------------	----------------------	-----------	---	--------------

# 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	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
Pull-out	1	1	1	1	1	1								6
Push-In	1		1	1	1	1								5
<b>Total</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>11</b>						

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	25	Newcomers (ELLs receiving service 0-3 years)	21	ELL Students with Disabilities	1
SIFE	0	ELLs receiving service 4-6 years	4	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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>	0	0	0	0	0	0	0	0	0	0
<b>Dual Language</b>	0	0	0	0	0	0	0	0	0	0
<b>ESL</b>	21	0	0	4	0	1	0	0	0	25

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
<b>Total</b>	<b>21</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>25</b>
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

**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														<b>0</b>
SELECT ONE														<b>0</b>
SELECT ONE														<b>0</b>
<b>TOTAL</b>	<b>0</b>													

\*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	
	ELL	EP																		
SELECT ONE																			<b>0</b>	<b>0</b>
SELECT ONE																			<b>0</b>	<b>0</b>
SELECT ONE																			<b>0</b>	<b>0</b>
<b>TOTAL</b>	<b>0</b>																			

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

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino: ____
Native American: ____	White (Non-Hispanic/Latino): ____	Other: ____

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	8	1	3	4	5	2								23
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1			1										2
<b>TOTAL</b>	<b>9</b>	<b>1</b>	<b>3</b>	<b>5</b>	<b>5</b>	<b>2</b>	<b>0</b>	<b>25</b>						

## 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)	6	1	3	3	2	2								17
Intermediate(I)	0	2	0	2	0	2								6
Advanced (A)	6	0	2	0	1	0								9
Total	12	3	5	5	3	4	0	0	0	0	0	0	0	32

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>													

**NYSESLAT Modality Analysis**

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

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3	0	0	0	3
4	2	0	0	0	2
5	3	1	0	0	4
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1	0	2	0	0	0	0	0	3
4	0	0	2	2	0	0	0	0	4
5	4	1	0	0	1	0	0	0	6
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

**NYS Science**

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
  - The Assessment tool our school uses to assess the early literacy skills of our ELLs is the TC Reading Performance Assessment. The assessment covers concept of print, letter/sound recognition/reading progression as well as high frequency words. The TCRWP offers a set of informal reading inventories for narrative texts, which correlates, to the Fountas and Pinnell system for leveling books. These

assessments help teachers identify which level of texts students can read independently and will therefore be able to practice all the reading strategies they are learning during the Reading Workshop. The assessments provide an analysis of comprehension, miscues, and, fluency (fluency is only assessed for Levels J-Z).

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

2013 NYSESLAT Reading and Writing Modality Results

	Kgn	First grade	Second grade	Third grade	Fourth grade	Fifth grade
Beginning	0%	33%	40%	67%	50%	42%
Intermediate	0%	33%	0%	33%	0%	29%
Advanced	50%	33%	40%	0%	25%	0%
Proficient	50%	0%	20%	0%	25%	29%

The data reveals that there were 50% of the kindergarten students were proficient leaving us with 50% of the kindergarten at advanced level. The data also shows that there was a significant amount of students in grade 3 who scored a beginning level in reading and writing. However, the patter shows that our kindergarten ELLs progressed from beginners at the beginning of the year and are now advanced and proficient levels. This data reveals that our focus needs to shift on the development and instructional implications for our third grade ELLs to increase their English proficiency levels.

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](#))

Not available at this time.

4. For each program, answer the following:

- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

A. There is not pattern across profienceies and grades for our ELLs in test taken English as compared to the native language because it is not applicable at this time. The only comparisons at the moment would be the pattern across proficiencies and grades in the NYS ELA Test.

b. Results of the ELL Periodic Assessments are shared with teachers and all School leadership team to discuss the patterns across the modality. Based on the results teachers will identify the modality that requires teaching implications that will reinforce strategies used for each modality -speaking, listening, reading and writing.

c. Our school based on the ELL Periodic Assessments has learned that even though our students have made a large improvements in the area of listening and speaking, still require rigorous instruction in reading and writing. This data was evident across grades 3,4 and 5. At the present moment our school provided ESL services to our ELLs. Their native language is supported with a supplement of native language, dual language and bilingual library. Students are encouraged to continue to read in their native language as an L1 to L2 language development support using cognates in transferring information.

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](#).)

To provide ELLs with rigorous, culturally responsive instruction, a strong Response to Intervention (RtI) model has been put in place. This set of guidance has been designed to assist teachers, instructional leaders, and ELL support services with RtI implementation, as the model is adapted in each context.

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

To ensure that a child's second language development is considered in instruction decision teachers will plan and embed in their curriculum differentiated instruction that will consist with scaffolded ELL strategies for reading, writing, listening and speaking modalities. These modifications for differentiation will be based on the ELLs proficiency levels of beginners, intermediate and advanced levels.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the second (target) language?
- What is the level of language proficiency in the second (target) language for EPs?
- How are EPs performing on State and City Assessments?

Not applicable at this time in our school.

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

We evaluate the success of our program for ELLs by analyzing the NYSESLAT data by modalities. The AMAO tool is used to analyze

the RESI and RNSR data report. This tool will provide us with early warning indicators for ELLs who are not meeting AYP. Students who made progress would move up a level from beginning to intermediate or advance. For example: 50 % of our Kindergarten ELLs met proficiency level, 20% of second grade ELLs met proficiency level, 25% of fourth graders met proficiency and 29% of ELLs in 5<sup>th</sup> grade met proficiency level.

## 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](#).)  
The ELL identification process here at PS23k includes two main parts: the administration of the Home Language Identification Survey (HLIS) to determine the child's home language, followed by the administration of the Language Assessment Battery-Revised (LAB-R) to determine ELL status and proficiency level of students whose home language is not English. The LAB-R is performed to students within the first ten days of their first time enrollment to a NYC Public School System. We also follow up with the RLER report (revised Lab and NYSESLAT eligibility report) to determine and identify students who are eligible and identified as ELLs. When the parents first come in to register the secretary will notify our licensed ESL teacher, Ms. Sanchez or Mr. Rivera our licensed pedagogy to conduct the initial screening of both the parent and student in their native language (spanish- is our dominant native language in our school). If the parent speaks another language other than English or Spanish the pedagogy will contact translation services to provided them with someone who can speak in their native language and provide the translation of the interview. Our ESL Teacher, Ms.Sanchez or Mr. Rivera will administer the HLIS form. Ms. Sanchez will perform the administration of the LAB-R.
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.  
**Notifying Parents and Supporting Parent Choice:**  
The parents of ELL students are informed within the ten days of registration to attend Parent Orientation to view a video tape describing the program choices available to them for their child. Ms. Sanchez, ESL Teacher will provide the orientation and brochures about the three different programs available for their children (Transitional Bilingual Program, Dual Language Program and /or english as a Second Language Program-ESL) in our Public School System. A parent survey is given to each parent of a new student. The trend at P.S.23 in this regard has been E.S.L. for first choice, Bilingual as their second choice and Dual Language as their third choice. The procedure applies for the students in grades K-5 and the survey is completed in English, Spanish or any other language require that we may have available to service our parents. The LAB-R is performed by our ESL Teacher, Ms. Sanchez who is certified with an ESL license to students within the first ten days of their first time enrollment to a NYC Public School System. At this time PS23 does not have a TBE/DL Program. Should these programs ever become available parents will be notified by letter, phone calls or parent meeting which will be documented and placed in the ESL binder located in the main office.
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 [\[see tool kit\]](#).)  
At PS23k parents are the sole determinants of the programs their children receive, initially and in subsequent years. Like all Public Schools, PS23k is required by law to notify parents of their child's eligibility for ELL services and provide information and program choices through orientations. When a new ELL is enrolled to our school, we will inform parents of the three instructional models available in NYC, regardless of whether the preferred model is currently offered in the school. Once parents have selected their parent choice, The Pedagogue Ms. Sanchez, ESL Teacher will enter the parent choice into the ELPC screen in ATS. All parent survey and program selection is a formal record of the parents' preference of ELL program for their child. All surveys and parent choice letters are stored in a ESL binder located in the main office of P.S.23. Once the child is processed and given the LAB-R assessment to determine placement. Once placement has been determined the school will send parents a letter indicating the appropriate placement based on Parent Choice. Every effort is made to ensure that our parents complete the Parent Survey and Program Selection form, and outreach attempts are tracked and maintained in the ESL Binder 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.

The LAB-R Assessment are provided to the students who's parents were interviewed by a Pedagogue and filled out the HLIS(Home Language Identificaiton) form providing information that their child's language is other than English at school and home. Parents of students who scores at or above proficiency on the LAB-R will receive a non-entitlement letter or entitlement letters. Once students are placed in a program, parents are notified with a placement letter. Students will be placed in one of the three programs (TBE,DL and ESL) that the parent has chosen. If we have 15 student with in two consecutive grade levels a TBE program will be opened at the school until then students will be placed in an ESL program. Students who score below proficiency levels on the NYSESLAT will receive a continued entitlement letter and students who reached proficiency levels on the NYSESLAT will receive a transition/non-entitlement letter. All letters sent to parents are copied and filed in the ESL binder and kept in the main office. All parent choices are logged into the ELPC screen on ATS within the 20 days required.

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.

Annually Evaluating ELLs Using the NYSESLAT:

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

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.   
For the past few years, parent surveys and program selection forms indicate that 10 out of 14 parents chose the E.S.L. Program for first choice, 4 out of the 14 chose Transitional Bilingual Program as their second choice and 0 out of 14 for Dual Language Program as their third choice. The procedure applies for the students in grades K-5 and the survey is completed in English, Spanish or any other language require that we may have available to service our parents. Parents of students who scores at or above proficiency on the LAB-R will receive a non-entitlement letter, students who score below proficiency levels on the NYSESLAT will receive a continued entitlement letter and students who reached proficiency levels on the NYSESLAT will receive a transition/non-entitlement letter. The ESL program is aligned to the parents request according to the survey and program selection.

# 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])?

### ELL Program:

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

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)?

As per CR Part 154 in the ESL program student who are at the beginning and intermediate levels will be provided with 360 minutes a week with ESL instruction. Where as advanced level students will be provided with 180 minutes a week of ESL instruction, 180 minutes of ELA instruction provided by their classroom teacher. All ELLs in the ESL program will be provided with 25% of NLA support through the availability of native language literature and content area support.

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.

The content areas are delivered in push-in, pull-out ESL program. The content area is delivered in English with content area translation dictionaries available to students in their native language. ESL scaffold consist of metacognition, contextualizing information, various forms of thinking maps. Such as, circle map to define content, tree maps to sort and classify, bridge maps to form analogies and bubble maps to describe their topics. These maps are used to think about their thinking and to ask questions and question.

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

Students in testing grades are provided native language math assessments through out the year to evaluate progress.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

There are several ways that we appropriately evaluate our ELLs in all four modalities of English acquisition throughout the year. The first format that is used to evaluate reading is the TC reading assessment program. It is a school wide periodic assessment with five(5) benchmark that the students including ELLs need to meet. Students are also assessed through an on demand writing assessment to look at their work to analyze what step we need to take next to improve their writing. We also provide the ELLs of grades 3-5 the ELLs Periodic Assessment that evaluated all four components at least twice a year .

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).

6a. SIFE Instructional Plan:

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

6b. ELLs who have been in US schools less than three years (newcomers) are grouped by placement level beginner, intermediate and advanced. Newcomers will also be provided with a class buddy that may be a FELL(Former English Language Learner), ELL(English Language Learner) or any other student in their class that may speak their native language as well to provide peer support. Newcomers are also provided with intensive academic and social vocabulary development to build background knowledge.

6c. Students Receiving Service 4 to 6 years :

Students with 4 to 6 years of service will be provided with detailed instruction based on their needs compiled from data on NYSESLAT and NYS/NYC Assessments. Students will develop goals based on their needs and be monitored on various benchmarks. ELL students will also have various Response to Intervention (RTI) where applicable, in addition to extended day, testing accommodations and afterschool academic and enrichment programs.

6d. Students Receiving Service 6+ years (Longterm ELLs):

Students with 6+years of service will be provided with detailed instruction based on their needs compiled from data on NYSESLAT and NYS/NYC Assessments. Students will develop detailed and rigorous goals based on their needs and be monitored consistently using skills benchmarks. ELL students will also have various Response to Intervention (RTI) where applicable, in addition to extended day, testing accommodations and afterschool Instructional Academic programs.

6e. ELLs who have been determined Proficient based on the previous NYSESLAT scores will be provided with two years of ESL(English as a Second Language) testing accommodations. The FELLs will also be provided with extended day and AIS (Academic Intervention Services)

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?

ELLs Identified as having Special Needs:

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

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?

PS23k has and will continue to focus on enabling ELLs-SWDs to achieve their IEP goals and attain English language proficiency by allowing teachers to cohesively plan on grade level and across grade level through grade conference meeting, teacher team meeting, and instructional planning. ELL-SWD participate and in all heterogeneous setting allowing them to mainstream. This process allow ELLs-SWDs to meet their goals in the least restrictive environment. Students are provided with a well balanced and rigorous curricula allowing our ELLs-SWDs achieve their IEP and set new ones.

Instructional strategies and grade level materials are provided for teachers of ELL-SWDs who uses researched based technology program based on language acquisition curriculum development called Imagine Learning. Teachers also use during their balanced literacy- use the Common Core Aligned Wonders reading programs that are based in the content area of social studies and Sciences in fiction and informational text. This program provided ELL instructional support and strategies in order to immerse our

ELL students during instruction. Teachers and all support staff are provided with professional development that incorporates the scaffolded strategies required for ESL and academic development. The Scaffolding strategies used during instructional periods consist of Modeling which includes walking the students through an interaction, doing a required task together first, or providing students with a clear example of how students can accomplish the task. Bridging forges connections between new concepts and language component for all learning. Students are asked to activate prior knowledge and make a link with new content information. Contextualizing new concepts and language by using realia, manipulatives, and graphic representation. These are just some of the scaffolding strategies along side schema building, metacognition and text re-presentation that are provided to ELL-SWDs in order to provided proper curricula instruction. Students of ELL-SWDs in self- contained classroom are placed in a 12:1:1 setting and SETSS ELL students are also provided with small group instruction in order to provided them with the least restrictive environment.

**Courses Taught in Languages Other than English **

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

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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

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

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

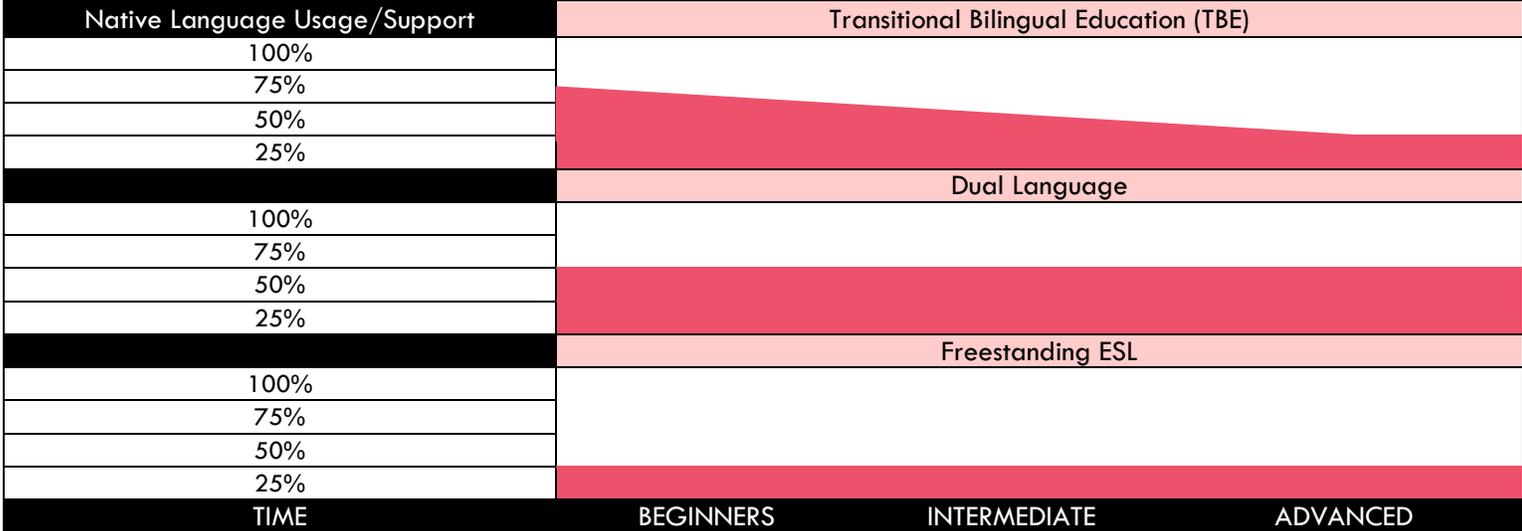
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> 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.



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.

At PS23k, there are ranges of intervention services offered to ELLs for specific content areas. The range of services provided are based on data collect through ARIS, teacher progress reports, baseline assessment, literacy level, Bottom Third, Special Education ELLs, as well as the NYS ELA and Math test is surveyed. In math, students are provided with math task to enhance the instructional program while providing study strategies for Math. In the ELA content area, the TC assessment tool is used to unearth student knowledge, skill, and to better understands the specific needs of the student.

Based on these assessments tools, students are provided with additional writing support, skills development, academic tutoring embedded in their schedules, with extra teacher support. In all content areas all ELLs are provided with academic tutoring either after school or in their schedules, peer tutoring, and one on one teacher student tutoring (RTI) Response to Intervention.

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

The current ESL program at PS23 are provided through a balance of tradebooks, leveled libraries in the content areas, access to the digital components of the aligned common core Wonders reading program that has an ELL differentiated instruction to support our ELLs vocabulary development and acquisition. The Wonders program covers all the needs our ELLs require in both the content and language development.

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

With budget pending for this upcoming new year we are going to implement an online called One More Story for English Language Learners.

- Their library gives the user the opportunity to hear colloquial English spoken as the written word on the page is highlighted.
  - The books in the library range from 'first books' like Bear in a Square to books with more mature content and more sophisticated vocabulary like Stellaluna.
  - The books in the library include more than 9500 distinct words, an excellent foundation for a working knowledge of English.
  - The variety of voices, nearly 30 different narrators, is excellent for training the ear in the learning of a foreign language.
  - The I Can Read It mode allows users to click on each word in a book to clearly hear the pronunciation of that word. In the privacy of a computer, an English language learner can click on a difficult word multiple times until they master the pronunciation.
  - Echo Reading allows a student to play an individual phrase, then echo it.
  - What is being said in the text is also expressed visually. The illustrations help with vocabulary and comprehension.
  - The multi-sensory experience, including the music, reinforces vocabulary and comprehension and helps with the retention of the material.
  - The variety of books and narrators helps with pronunciation, intonation and phrasing benefiting the full range of students from beginners to advanced learners.
- Pending the budget, we will also implement

Helping ELL students speak, read, write, and understand English is key not only to success with the Common Core, but across the curriculum. The Rosetta Stone program will help our PS23k ELL students speak, read, write and understand English not only to succeed with the Common Core, but across the curriculum. In order to further meet our AYP goals we intent to build the success of our ELL initiative by incorporating The Rosetta Stone TOTALE PRO technology-based language learning program.

- Learn English words through carefully structured sequences of pictures that encourage learners to associate images they understand with English words that they may not have known
- Practice English pronunciation in a safe, friendly learning environment using our proprietary speech-recognition technology
- Interact with online Studio Coaches, play language games to practice words and phrases, and use the system at any time as part of a blended-learning solution.

TOTALE PRO is a complete immersion-based solution that can be integrated into bilingual, dual immersion, or limited-English programs.

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

Our school has discontinued using the Literacy by Design program that was being used as a supplement to the TC Balanced Literacy Approach. The Program was used for a number of years with very little results in the Reading and writing component. The students required a much more structured reading program that was aligned with the new shift and implementation of the common core state standards.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

All ELLs are provided equal access to all programs in our school. Students are provided with applications to sign up for all programs available at the school. ELLs are also provided with the opportunity to try out for school basketball teams to learn about sportmanship and

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

There are a variety of instructional materials used to support ELLs. One of the most sort of instructional support is the use of a smartboard . The smartboards provide an interactive, visual and audio aid to ELLs. Overhead projectors are also used as a source of visual aid. Many online academic programs like Imagine Learning and Destination Math/Reading and STMath are being used to enhance student academic and language development.

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

In our ESL program we have embedded a multicultural and dual language library in order to provide native language support. Our ELLs also have native language support embedded in our digital online programs Imagine Learning and Destination Reading and Math online program available to all ELLs.

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

Paste response to question here:

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.

Throughout the school year our ELLs are enrolled in many school wide events, such as our Hispanic Heritage Cultural Events, school spirit days, Book Fairs, Winter Festival, Panthers Basketball Programs, PS23k Panthers Toy Drive, Spring Festival, Math Game Night, and many more. Newly enrolled students are buddied up with a fellow student. For incoming students, as well as ELLs, there are open house and orientation events. The Parent Coordinator or Principal Designee calls the individual homes to personally invite families to these events. Administration and school staff, including ESL staff, guides these events.

18. What language electives are offered to ELLs?

Not applicable at this time.

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 at this time.

## 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.

C1. Teachers (ESL and non-ESL) will attend workshops and conference (both CFN sponsored and non-CFN-sponsored) that will enhance teaching strategies for ELL students. In-house professional development will be presented by Carmen Sanchez, ESL Teacher. Furthermore, the following is a list of professional development workshops that the ESL teachers will provide the P.S.23 School Community:

Nuts & Bolts of CR PART 154

Identification Process & Student Programs:

Instructional Expectations for ELLs

Identification Process & Student Programs

Looking at Student/Teacher Work

Authentic Assessments for ELLs

Upgrading Curriculum Assessments with your Curriculum Maps

Building Academic Language

Persuasive to Argumentative Writing

Teaching Implications using ELL Periodic Assessment Data

Revisit & Upgrade Curriculum Maps include ELLs support

C2. Teacher of ELLs will be attending out of school and in-house Professional Development provided by the CFN and Ms. Sanchez, ESL teacher in support of the ELLs with strategies for ELLs implementation of the Common Core Learning Standards.

Wonder Reading Program - ESL PD- ESL Strategies for Reading

Using Graphic Organizers for ELLs

ELA fiction and Non-fiction Shifts support for ELLs (CCLS)

Vocabulary Development- Using the Frayer Model/ Foundations - Phonics and Phonemic Awareness support

C3. Our Guidance Counselor Ms. Hanna attends all Professional Development provided by our CFN 612 concerning any or all transition of students which includes ELLs who are in the process of entering middle school. Teachers and students will be provided with professional development of middle school process and supports. Parent Coordinator, Mr. Rojas will keep in contact with all ELL parents to provide support with Middle School applications along with Ms. Hanna our school Guidance Counselor and School Leadership Team.

C4. All staff including non-ELL teachers will have a minimum of 7.5 hours of professional development (10 for Special Education teachers) as per the Jose P. All staff will receive at the end of the Professional Development a certificate of completion. All professional development will have an Agenda and Sign-in Sheet to maintain and track staff attendance. All documentation of the Professional Development will be placed in the ESL binder located in the main office.

## 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?

### Parent /Community Involvement

D1. Public School 23 recognizes the importance of parent/ family and community involvement in the education process of our ESL students. Newly enrolled ELL students are invited to attend an orientation session in the month of September and in the spring. Letters will be sent to these parents in their native language telling of the exact time and place, as well as the nature of their orientation. At this orientation, topics and discussions will be in the parents Native Language and include, but not limited to state standards and assessments, general ESL program descriptions, LAB testing procedures, and ESL teaching approaches. The ESL teacher and the Parent Coordinator will plan several parent workshops over the course of the school year to contact the parents about their children's work and how parents can assist in helping their children. Some of the various Professional Development provided for parents will have topics concerning the following:

- \* Ten Things Parents Should Know About The Common Core Standards
- \*Vocabulary Building and Identifying Cognates
- \* Helping your Childre Get Ready to Read!
- \*Encouraging Children to Write
- \* Helping Your Child Become Successful Readers
- \*Using Oral Rhymes for Language Development
- \* Parents Roadmap to Common Core Support- Understanding the Common Core Shifts
- \*A Closer Look At the NYSESLAT

D2. P.S.23k has Partnered with Wyckoff Hospital to support our school community with Health Awareness, The NYPD/SSD Community Outreach Unit to provide school safety awareness, Home Depot providing our school community with beautification of our garden, Bridge Street Family center that provide care and placement for displaced families in need and Re-Connect Community Program that provides support for young students having social and academic concerns.

Here at P.S.23 we have Bilingual staff and reference materials (video, parent guides, etc) as resources available for the parents as support. To continue development in parent involvement, we are expanding our Resource Room by updating our parent lending library with a multicultural English and native language books to enhance students learning at home using reading techniques learned at the parent workshops. Parents will also be provided with a Parent Survival Kit that will include ARIS Parent link information, Literacy and Math Activities, NYSESLAT activities for listening, speaking, reading and writing. We will also provide surveys for our parents to evaluate the needs of the parents.

D3. To evaluate parent needs in the past we have had an open door policy allowing parents to communicate with us to inform us of their concerns. We also provided parents in the past and will continue Parent Surveys during workshops allowing them to evaluate their needs in future events, parent needs, concerns and professional developments.

D4. Parental Involment needs are addressed in many of the Parent Workshop provided by the ESL teacher which are based on their child/children academic needs as noted above.

## 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.

Not applicable at this time.

## Part VI: LAP Assurances

School Name: <u>Carter G. Woodson</u>		School DBN: <u>14k023</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Celina Napolitano	Principal		11/15/13
Joseph Mattina	Assistant Principal		11/15/13
Jason Rojas	Parent Coordinator		11/15/13
Carmen Sanchez	ESL Teacher		11/15/13
Yulermana Luna	Parent		11/15/13

Renata Archie/Kindergarten	Teacher/Subject Area		11/15/13
Edwin Rivera/Technology	Teacher/Subject Area		11/15/13
	Coach		
	Coach		
Candace Hanna	Guidance Counselor		11/15/13
Cynthia Felix	Network Leader		11/15/13
Luciano Rosa	Other <u>SETSS/SpEd.</u>		11/15/13
Vivian Roth/ELA	Other <u>Teacher/Subject</u>		11/13/13
	Other _____		
	Other _____		

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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

DBN: 14k023 School Name: Carter G. Woodson Elementary School

Cluster: 06 Network: 612

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

### **Part A: Needs Assessment Findings**

---

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

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

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

According to the 2012-13 Progress Report, 9.3% of the school population are English Language Learners. It can therefore be inferred that at least that percentage of the school population is in need of translations services. However, we also know that many of our students who are not identified as English Language Learners based on their LAB-R or NYSESLAT results any longer may have parents who still require written and translated services to meet their needs. To address this need, all written materials that are distributed to students in school to be taken home are also translated into all required languages. This way, the entire school community is kept abreast of important information and all happenings within the school. Teachers are aware of which of their students require translated materials. When specific materials are required to be sent home, teachers approach the Parent Coordinator to translate said materials in order to keep a constant channel of communication

with the parents open. Any other languages that are required, are accommodated for as well, and all materials are translated in a timely manner. We also provide parents with our school website that allows parents to view the schools information in various languages. Our school community are informed about our finding through workshops provided by the Parent Coordinator and other Key staff that will inform parents of updated services provided to them via emails, school website, flyers, school letters all letters are typed in English and then translated in spanish using in-house translation services using key staff members who are bilingual. At the moment we have 8.96% of the population that are identified as ELLs which gives us 8.96% of the parents in our school community that require written and language translation services. However, we also have several Former English Language Learners in our school in which we continue to provide translation services to their parents for as long as it is required of them.

## Part B: Strategies and Activities

---

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

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

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

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

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

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