

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**DBN: (i.e. 01M001):**

**10X023**

**School Name:**

**P.S. 023 THE NEW CHILDREN'S SCHOOL**

**Principal:**

**SHIRLEY TORRES**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: The New Children's School School Number (DBN): 10x023  
Grades Served: Prekindergarten through 5<sup>th</sup> . Grade  
School Address: 2151 Washington Avenue Bronx, New York 10457  
Phone Number: (718) 584-3992 Fax: (718) 584-7252  
School Contact Person: Shirley Torres Email Address: Storres3@schools.nyc.gov  
Principal: Shirley Torres  
UFT Chapter Leader: Mildred Gonzalez  
Parents' Association President: Cynthia Guadalupe  
SLT Chairperson: Esther Nunez  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Sharon Hood  
Student Representative(s): TBD  
TBD

**District Information**

District: 10 Superintendent: Melodie Mashel  
Superintendent's Office Address: One Fordham Plaza, Bronx, New York 10458  
Superintendent's Email Address: MMashel@schools.nyc.gov  
Phone Number: 718-741-5852 Fax: 718-741-7098

**Borough Field Support Center (BFSC)**

BFSC: Bronx Director: Jose Ruiz  
Director's Office Address: One Fordham Plaza, Bronx, New York 10458  
Director's Email Address: JRuiz2@schools.nyc.gov  
Phone Number: 718-828-7776 Fax: 718-828-6280

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

**Directions:**

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk\*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Shirley Torres	*Principal or Designee	
Mildred Gonzalez	*UFT Chapter Leader or Designee	
Cynthia Guadalupe	*PA/PTA President or Designated Co-President	
Natala Scuderi	DC 37 Representative (staff), if applicable	
Sharon Hood	Title I Parent Representative (or Parent Advisory Council Chairperson)	
TBD	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
TBD	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Christine Daley	Member/Parent	
Sharon Hood	Member/ Parent	
Yenny Guzman	Member/Parent	
Francisca Almazan	Member/ Parent	
Alexandria Filmore	Member/ Parent	
Yesenia Rosario	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Michelle Eilets	Member/Teacher	
Jennifer Irurueta	Member/ Teacher	
Esther Nunez	Member/ Teacher	
Blanca Ayala	Member/ Secretary	
Natala Scuderi	Member/ School Aide	
	Member/	

### Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

#### **Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

#### **The Framework for Great Schools and CEP Development**



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

#### **The Six Elements of the Framework for Great Schools**

**Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

**Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

**Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

**Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

**Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

## The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

### NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

### Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

#### Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

At P.S. 23, we believe that the whole student needs to be served benefiting from the most efficient and effective combination of our available resources. We also believe that our students learn best collaboratively working in small groups and in partner work. Using an array of modalities (linguistic, visual, and audio) gives the students the opportunity to experience, conceptualize, analyze and apply meaning.

Across the school, teachers have Reading Workshop, Writing Workshop and Math Workshop. Flexible grouping and multiple pathways are an integral part of ongoing planning by all grades. Flexible grouping is also evident school-wide in our Response To Intervention (RTI) services and during the one Academic Intervention Period in the week by all teachers. It is expected that classroom teachers involve the students in guided reading, shared reading, book clubs, group discussions, small group instruction, student sharing of work, partner work, turn-n-talk and the use of questioning and discussion techniques of high cognitive challenge .

The teachers use student observations to make careful, intentional decisions about how children are learning. They consider the resources needed to develop activities and experiences that motivate children to explore and stay actively engaged. In addition, One-to-one conferencing in Reading, Writing and Math, Running Records, Baselines, Rubrics, Pre/Post assessments, End of Unit Assessments guide instructional outcomes.

Students and teachers alike share what they know and take risks to explore what they don't yet know or understand. P.S. 23's mission is to create and support a learning environment where children, parents, and staff can learn, share and grow together.

Through "**Professional Learning**" the teachers have been able to share information in order to improve professional competence and student success. In support of our focus on Reading and Writing through the entire school, classroom teachers and support teachers and supervisors participate in professional learning with the Teachers College Staff Developers. We are also working with a Math Consultant.

Dialogue and collaboration occurs during Grade Meetings, Common Planning, Mentoring and Workshop Turn-Key. These structures support teachers' regular collaborations to examine student work and inform changes in the curriculum and practice for success.

We continue to track student behavior through the School Wide Information System (SWIS). This is the beginning of our fifth year of the Positive Behavior Intervention Support (PBIS) program. We have noticed that some of the students from previous years that experience daily outburst are quiet, and do not need any of the supports and rewards needed in previous years.

For the second year, we will be participating in a partnership with a Department of Education Teacher Development Coach to deepen the knowledge of Advance , assessment of student progress, and the Framework for Teaching. Teachers will reflect and grow as they meet their students' needs and develop teacher leadership in order that:

- Teachers will take the lead in facilitating professional learning.
- Teachers will work in cohesive teams to enhance their professional knowledge, engage in peer coaching conversations, and strengthen their teaching practices using the Framework for Teaching .

A Library Reach Grant was granted during the 2014-2015 and will continue into the new school year (2015-2016). With this grant money, we were able to purchase new furniture, new computers and add additional books to our library. In addition, afternoon parent–student literacy activities took place on the last Monday of every month; these will continue in the new school year.

At P.S. 23, we are making sure that the key ingredients of the continuous improvement process include teams, technology, process and information, best practices, and leadership involved in doing the catalytic work.

**Any special student populations and what their specific needs are.**

In our last Quality School Snapshot (2013-2014), the student demographics at P.S. 23 read: Asian: 1% | Black: 38% | Hispanic: 60% | White:1% | English Language Learners - 17% | Students with Special Needs - 35%.

Many of our English Language Learners are not first generation and parents request English as a Second Language services instead of bilingual education. Presently, we have one and a half teachers for this population of students, Kindergarten through 5<sup>th</sup> grade. Students receive push-in/pull-out services.

Our special needs student population has varied needs. Some of our students are in wheelchairs or use walkers. P.S. 23 is a barrier-free building.

Some of our students solely receive related services, others are in an integrated setting and still others are in self-contained classes with a ratio of 12:1:1. At P.S. 23, there are two physical therapists, three occupational therapists, four speech teachers, adaptive physical education, and related service counseling.

**The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.**

According to the elements of the Framework for Great Schools, this past year, P.S. 23 made the most progress in the following focus areas: **Collaborative Teachers, Effective School Leadership and Trust.**

Open and honest communication has always been encouraged, and staff members demonstrate humor and trust, especially on days of celebrations interspersed throughout the months of the school year.

We have set our goals to be reflective of the following areas for the 2015-2016 school year: **Rigorous Instruction, Supportive Environment and increasing Strong Family-Community Ties.**

## 10X023 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	561	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	84.9%	% Attendance Rate		91.3%
% Free Lunch	84.5%	% Reduced Lunch		0.2%
% Limited English Proficient	16.0%	% Students with Disabilities		34.6%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.2%	% Black or African American		37.4%
% Hispanic or Latino	60.4%	% Asian or Native Hawaiian/Pacific Islander		0.5%
% White	1.3%	% Multi-Racial		0.2%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	5.17	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		6.89
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	6.6%	Mathematics Performance at levels 3 & 4		6.5%
Science Performance at levels 3 & 4 (4th Grade)	89.4%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
<b>Accountability Status – Elementary and Middle Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
<b>Accountability Status – High Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5A – Framework for Great Schools Element – Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

After reviewing the feedback from our November 2014 and April 2015 Principal Performance Observation visits, it was noted that the school should integrate more Science and Social Studies into the English Language Arts unit plans. Based on the item analysis of the 2014-2015 New York State English Language Arts tests, it was found that the most common errors involved questions that fell within the Reading Informational Standards. We have chosen to incorporate these specific skills into the instructional day in order to give students more exposure to content-based standards.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Beginning in September 2015, all of the classroom teachers will embed Science and Social Studies curriculum into the Reading Workshop units. As a result, 75% of the students will increase at least two reading levels as measured by the Teacher’s College Reading Assessment by June 2016.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>80 minute PD time- Two Mondays of every month will be dedicated to looking at and revising English Language Arts unit plans to incorporate more Science and Social Studies content.</p>	<p>All classroom teachers Kindergarten through Fifth Grade</p>	<p>September 2015-June 2016</p>	<p>Classroom teachers, administration</p>
<p>During instructional time in Reading Workshop, teachers will ensure that they are integrating more Science and Social Studies content through the core curriculum materials and mentor texts.</p>	<p>All classroom teachers Kindergarten through Fifth Grade</p>	<p>September 2015-June 2016</p>	<p>Classroom teachers, administration</p>
<p>The Literacy Coach will be utilized monthly to work collaboratively with teacher teams to embed the Social Studies curriculum into the Reading units.</p>	<p>All classroom teachers Kindergarten through Fifth Grade</p>	<p>November 2015-June 2016</p>	<p>Classroom teachers, administration, Literacy Coach</p>
<p>Classroom teachers will work collaboratively, by grade, to embed the Science curriculum into the Reading units.</p>	<p>All classroom teachers Kindergarten through Fifth Grade</p>	<p>September 2015-June 2016</p>	<p>Classroom teachers, administration</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Scheduling changes will be made for teachers to attend professional development in school and out of school. All professional development will occur during the instructional day. Substitute teachers will be hired to provide coverage for teachers. Core curriculum materials that were pre-purchased will be used to support incorporating Science and Social Studies content into the Reading units.</p>										
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

In January 2016, teachers will assess students in Reading using the Teacher's College Reading Assessment to monitor if 75% of the students have moved at least one reading level from their September level.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

**Section 5B – Framework for Great Schools Element – Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**Part 1 – Needs Assessment**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

After reviewing the feedback from our November 2014 and April 2015 Principal Performance Observation visits, it was noted by the District 10 Superintendent and the Principal Leadership Facilitator (PLF) from District 6 that the school should incorporate student protocols that can help to improve ongoing inquiry work which will help increase student outcomes and help drive instruction. During the observation visits, 50% of the classrooms were visited and trends were noted in the areas of Pedagogy and Assessments. Our school received a Developing rating in these areas.

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Beginning in September 2015, all of the classroom teachers will adapt and incorporate the use of student protocols in writing to foster a common understanding of student learning expectations as well as establish a collaborative forum for examining student work to inform targeted instruction. As a result 75% of students in kindergarten through fifth grade will advance one benchmark level using the Teachers College Writing Continuum by June 2016.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>80 minute PD time- One Monday of every month will be dedicated to looking at student writing using the selected and adapted student protocol.</p>	<p>All teachers and paraprofessionals</p>	<p>September 2015-June 2016</p>	<p>Grade Leaders, Literacy Coach, Grade Supervisors</p>

Classroom teachers will utilize the Writing Workshop time to support students in writing with targeted instruction, based on the next steps and implications for teaching.	All classroom teachers	September 2015-June 2016	Classroom teachers, grade supervisors
Additional after-school instruction will be provided for Level 1 and Level 2 students based on the Teacher's College Writing Continuum.	Targeted students	November 2015-June 2016	Teachers, administrators

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
Circular 6 Professional Development Period that will be used for Academic Intervention Services to support students in writing with targeted instruction, 80 minute Professional Development period once a month, Common Planning Time										
<b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Student Protocol Form and Monday Professional Development Sign In Sheet will be utilized to keep track of the ongoing work being done around student protocols. In January 2016, teachers will assess students in Writing using the Teacher's College Writing Continuum to monitor if 75% of the students have moved at least half of one benchmark level from September.
<b>Part 5b.</b> In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5C – Framework for Great Schools Element – Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

### Part 3 – Action Plan

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"><li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li><li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li><li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li></ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>

### Part 4 – Budget and Resource Alignment

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

<b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.										
	<b>Tax Levy</b>		<b>Title I SWP</b>		<b>Title I TA</b>		<b>Title II, Part A</b>		<b>Title III, Part A</b>	<b>Title III, Immigrant</b>
	<b>C4E</b>		<b>21<sup>st</sup> Century Grant</b>		<b>SIG/SIF</b>		<b>PTA Funded</b>		<b>In Kind</b>	<b>Other</b>

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p><b>Part 5b.</b> In <b>February 2016</b>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

**Section 5D – Framework for Great Schools Element – Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

**Part 1 – Needs Assessment**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	<b>Tax Levy</b>		<b>Title I SWP</b>		<b>Title I TA</b>		<b>Title II, Part A</b>		<b>Title III, Part A</b>		<b>Title III, Immigrant</b>
	<b>C4E</b>		<b>21<sup>st</sup> Century Grant</b>		<b>SIG/SIF</b>		<b>PTA Funded</b>		<b>In Kind</b>		<b>Other</b>

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5E – Framework for Great Schools Element – Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

According to the Framework for Great Schools, it is important to bring together the strengths of schools and their communities to support students and their families throughout the school day and beyond. Our priority need is to increase parent participation and involvement within our school community. Based on the results of the Framework for Great Schools 2015 report, we received a score of 41 in the area of Strong Family and Community Ties.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

The Home-School Partnership will be strengthened with opportunities for families to attend workshops both during the day and after school that enrich the civic life of the school. As a result, we will see an increase of 20% in the Framework for Great Schools-Strong Family and Community Ties indicator score to 50.

### Part 3 – Action Plan

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
Parent Workshops on Tuesday afternoons during the 40 Minute of parent engagement time on varying topics in each subject to encourage active parent participation in student learning . Workshops will be done by grade and by vertical grades.	All parents	September 2015-June 2016	Parent Coordinator, teachers, coaches, school librarian, health coordinator
Parent Workshops during the school day, after school and as needed on parent interest-related topics.	All parents	September 2015-June 2016	Parent Coordinator, teachers, coaches, school librarian, health coordinator, Parent/Teacher Association
Parent Workshops given by the Parent Coordinator/Teachers to promote and support parenting skills during the school day, after school and as needed.	All Parents	September 2015-June 2016	Parent Coordinator, Teachers

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Ten Net Support, Cook Shop from New York City Food Bank, Health First (St. Barnabas Hospital) and other community based organizations											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
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There will be a 5% increase in the number of parents in attendance for parent teacher conferences and workshops. We will use sign in sheets to keep track of the number of parents in attendance.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 6: Academic Intervention Services (AIS)**

**(Required for All Schools)**

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</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>English Language Arts (ELA)</b>	Groups will be determined based on current TC reading levels.  Grades 3-5	Tier I – Universal Response to Intervention  Tier II – Response to Intervention  Literacy Language Development for English Language Learners in Native Language (Newcomers)  Literacy Language Development for English Language Learners  Mandated Academic Intervention Services/Test Preparation	Small Group (Grades 3, 4, 5) by classroom teacher  Small Group (Grades 1 & 2)  (Grades 3, 4 & 5 as needed)  Small Group (Grades 1, 2, 3, 4, 5)  Small Group (Grades 1, 2, 3, 4, 5)  Small Group (Grades 3, 4, 5)	Academic Intervention Services (During the instructional school day)  During the instructional school day  During the instructional school day  After school  After school (10 sessions after school beginning in January)
<b>Mathematics</b>	Groups will be determined based on current Go Math levels.	Math Intervention  Math vocabulary instruction for English Language Learners  Math Intervention/Test Preparation	Math Intervention  Math vocabulary instruction for English Language Learners  Math Intervention/Test Preparation	During the instructional school day  After school (Wed./Thurs.)  After school (10 sessions after school beginning at end of February)
<b>Science</b>	End of Unit Assessments	Science Intervention	Small Group –  All Grades	During the instructional school day

<b>Social Studies</b>	End of Unit Assessments	Social Studies Intervention	Small Group – All Grades	During the instructional school day
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	The information received from The School-Wide Information System (SWIS)	Social Skills and Emotional Discipline	Small Group (Grades K-5)  One-to-One (Grades K-5)	As needed, during the instructional school day

## Section 7: Title I Program Information

**Directions:**

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

**Part 1: Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**Part 2: All Title I Schools**

**2a. Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ol style="list-style-type: none"> <li>1. Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers.</li> <li>2. School-based personnel - principal, assistant principals and teachers – will be involved in the process of interviewing and hiring, giving everyone greater ownership of the hiring process and making it much more effective.</li> <li>3. The administration works closely with the District Human Resource Manager to ensure that non-Highly Qualified Teachers meet all required documentation and assessment deadlines.</li> <li>4. School-based mentors are assigned to support beginning teachers, teachers new to the school system.</li> <li>5. All teachers attend selected calendar days at Teachers College, as well as, on-site literacy staff development workshops as provided by the Teachers College Reading and Writing Project consultants (PreKindergarten-2) &amp; (3-5).</li> <li>6. All teachers attend on-site math staff development workshops as provided by the Math consultant (PreKindergarten-5).</li> <li>7. Teachers meet in grade groups during Monday Professional Learning (PreKindergarten-5) to analyze the progression of Common Core-Aligned Curriculum for the purpose of improving student achievement.</li> <li>8. Teachers meet in grade groups during common planning time (PreKindergarten-5) to collaboratively plan for the purpose of improving student achievement.</li> <li>9. Teachers attend on-site/off-site Professional Learning opportunities provided by Generation Ready Math Consultant, Opportunities for English Language Learners, New York University World of Words, New York City of School Wellness, Prekindergarten Work Sampling System, the New York City Public Library, the Office of Early Childhood and Positive Behavior Intervention and Support.</li> <li>10. Teachers are involved in Professional Learning around ADVANCE using resources on LEARN and from the Teacher Effectiveness Office.</li> <li>11. Teachers are involved in ADVANCE Professional Learning using the Danielson Framework as a lens.</li> </ol>

## **2b. High Quality and Ongoing Professional Development**

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

1. All teachers and administration participate in Professional Learning with Highly Qualified Consultants to improve and increase their knowledge of the core academic subjects – Literacy and Math.
2. Targeted Professional Learning experiences emphasizing ongoing collaboration experiences that are clearly focused on building the content knowledge of the discipline and fluency with the discipline’s critical skills and processes.
3. All administration, teachers and instructional paraprofessionals meet in grade groups during Monday Professional Learning afternoons (PreKindergarten-5) to analyze the progression of Common Core-Aligned Curriculum for the purpose of improving student achievement and the unpacking of the reading units of study.
4. Opportunities to examine student work to determine achievement gaps in student knowledge between the Learning Standards and the Common Core Standards during grade meetings and common planning times as well as on Monday afternoons during the 80 minute Professional Learning time.
5. Opportunities for teachers to engage with other teachers, coaches and administrators and participate in “Learning Walks” about content in order to improve their own knowledge and expertise and their readiness to meet the Common Core State Standards and to compete in the 21<sup>st</sup> century workplace.
6. Promote the use of data and targeted assessments to improve instruction in order to group students and support the success of all including our students with special needs and English-Language-Learners.

### **Part 3: TA Schools Only**

#### **3a. Use of Program Resources**

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

#### **3b. 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).

### **Part 4: SWP Schools Only**

#### **4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)**

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

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

Directory 2016.

#### **4b. Measures to Include Teachers in Decisions Regarding Assessments**

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

With the new teacher evaluation system, ADVANCE, 40% of a teacher's overall rating continues to be based on Measures of Student Learning. The Measures of Student Learning are selected to fit within the school's coherent system of assessments by a team composed of 4 selected members by the principal and 4 selected members by the United Federation of Teachers chapter leader. P.S. 23's local measures committee includes the principal and the United Federation of Teachers chapter leader. The members of the team that were selected represent the constituencies across the school. The committee works together to achieve an ideal combination of local measures at the beginning of the school year. Although, the principal makes decisions about the State Measures, wherever possible, both the principal and the committee make decisions together about the Local Measures, target population and growth measurements.

##### **Professional Learning regarding the use of assessment results to improve instruction**

- The staff was involved in unpacking the 2014-2015 assessment results from the State English Language Arts, Math and Science to improve instruction and academic achievement.
- Throughout the year both in Literacy and Math, as we work with staff developers from the Reading and Writing Teachers College Project and the Generation Ready Math Consultant, we continue to analyze student work in order to inform and adjust the instruction.
- Teachers College Assessment Pro will inform the work in November, January, March and May. The teachers work together with the data specialist from Teachers College, our school Literacy Coach and Data Specialist.

End of Unit Chapter Assessments in “Go Math” core program will be reviewed with the school Math Coach. Results will be inputted into “Think Central” and students not meeting mastery are given a prescription that helps to adjust their instruction and how support is given to the children after school.

#### 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, a Schoolwide Program school must identify in its Schoolwide plan (CEP) 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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	432,021.00	X	Section 5A Section 5C Section 5D Section 5E
Title II, Part A	Federal	202,105.00		
Title III, Part A	Federal	11,200.00	X	Section 5B
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,145,866.00	X	Section 5A Section 5C Section 5D Section 5E

#### <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 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

### **Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)** ***(Required for All Title I Schools)***

**Directions:** All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement

requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **P.S. 23**, 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 the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **P.S. 23** will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- 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 the school community;

The purpose of the P.S. 23 Title I Parent Involvement Policy is to help strengthen the parent/school connection and support student achievement by navigating through the New York City school system and to become partners in their children's education, including parents/guardians of English Language Learners and students with disabilities. This plan has been developed in consultation with parents across the years, modified and changed as the needs of our parents change. An annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys, including the learning survey and feedback forms will be used to design strategies to more effectively meet the needs

of parents, and enhance the school's Title I program. This information will be maintained by the school. Assessed, as well as requested needs of the families who comprise our school community have also impacted on our plan each year. We also utilize our parent questionnaire at the beginning of each school year to identify interest, strengths and needs of our entire parent community.

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

- Providing families in temporary housing and foster care parents with support from our Parent Coordinator, Guidance Department and our Health Coordinator. Specific support groups and workshops will be designed or employed to target these families. Our Parent Coordinator is in place to support parents with identified needs. Communication and parent programs offered at P.S. 23 will increase parent involvement across the year;
- Sending parent and student rights and responsibilities with clear expectations in the Principal's beginning of the year letter to parents as well as placing them in our School Website. Additionally, Parent Curriculum Orientation, which takes place within the first few weeks of school, also includes Student and Parent Rights and Responsibilities as it applies to daily classroom application and immersion in curriculum assigned by grade;
- Maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office;
- Putting in place a system for parents to communicate their concerns directly with school staff. They are able to contact the teacher via telephone and leaving a message, or by making an appointment in the appointment binder by the security agent in the school lobby or sending a written request in the child's book bag for an appointment;
- Automatically making parents members of the P.S. 23 Parent-Teacher Association at registration. All parents are encouraged to become active members of the Parent-Teacher Association. It helps them become a part of the school community and helps foster a greater understanding of their child's education;
- Conducting Parent workshops on a regular basis. All parents are invited to attend whenever possible. Workshop times are held mornings, and afternoons on Tuesday's. Translation is available at all workshops in Spanish. For those parents who speak other languages, we will continue to use the Department of Education's Unit of Translation & Interpretation;
- Providing workshops such as: 5<sup>th</sup> grade application process workshop for Middle School, What is bullying?, Common Core workshops, Preparing for your child's state exams, Positive Behavior Intervention Supports (PBIS), Response to Intervention (RTI), Special Education workshops explaining Integrated Collaborative Teaching, 12:1:1, Special Education Teacher Support Services, and Individualized Education Plan's including Individualized Education Plan workshops for Parents for children leaving to Middle School;
- Informative meeting topics including: asthma, hygiene, sexual abuse, domestic violence, foster care, parenting, nutrition, conflict resolutions and fire safety, in addition to parent requested topics. Our Guidance Counselor, Health Coordinator, and Parent Coordinator, work to identify speakers or support Community Based Organization personnel who can deliver workshops to parent groups based on their expressed needs and interests;
- Providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- Providing assistance to parents in understanding City, State and Federal standards and assessments;
- Providing an English as a Second Language program for parents weekly;

- Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- Providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- Actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- Engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- Ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- Support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) Title I Parent Committee and the Comprehensive Educational Plan of the School (CEP) . This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- Provide opportunities for parents to help them understand the accountability system, e.g., No Child Left Behind /State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- Host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- Schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- Developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and/or student progress;
- Providing written progress reports 4 times a year informing parents of their children's progress .

The school'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. The 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 the 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 Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher 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, the school 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 School 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 the school 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 the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- 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, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent 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 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;
- 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;

The school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;

- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- 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 or web publication designed to keep parents informed about school activities and student progress;
- 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.

### **School-Parent Compact (SPC)**

**P.S. 23** , in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

#### **I. School Responsibilities:**

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

- convening an Annual Title I Parent Meeting prior to December 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 or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;

- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

- 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;
- communicate with my child’s teacher about educational needs and stay informed about their education by prompting 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 to 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., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

## **III. 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;
- always try my best to learn.

**I am expected to ...**

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

Be dressed in my school uniform **EVERYDAY**.

**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.

Part A: School Information	
Name of School: <u>The New Children's School</u>	DBN: <u>10x023</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)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>75</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>3</u>
# of certified ESL/Bilingual teachers: <u>3</u>
# of content area teachers: <u>0</u>

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: \_

Rationale: English Language Learners have been historically an under-performing subgroup. We find that 75% of our students move in proficiency levels yearly and by grade 5 we only have 10% of our students Proficient in all modalities. We seek to provide supplemental instruction to these students in order to acquire academic knowledge, as well as English-language skills, using strategies that are targeted to their language learning characteristics and instructional needs. Our program will provide small group instruction, and focus on unleashing comprehension through intensive academic vocabulary practice. Language learning will extend through literacy and mathematics, our core areas of instruction. We will provide a learning environment in which children gain some degree of growth in the areas of reading, writing, listening and speaking, as well as in mathematics language, thereby establishing a successful learning environment for all of the ESL students in the program.

Across all grades and language proficiency levels, it has been noticed that most of our children perform strongly in listening and speaking, and struggle more in reading and writing. In addition, we will use our after-school intervention program to strengthen the student's literacy skills in reading and writing through the Content Areas (Social Studies/Science).

•Subgroups and grade levels of students to be served :

English Language Learners: Hispanic/LOTE Students, Students with disabilities, Economically Disadvantaged Students.

Grades 1, 2, 3, 4, 5 will be served.

•Schedule and duration:

Twice a week (Wednesday & Thursday) - 2:45 - 3:45 p.m. – 2 cycles will be done -

Cycle I - November 12, 2014 through February 5, 2015 - Grades 3,4,5

Cycle II - February 11, 2015 through May 14, 2015 - Grades 1, 2,(3rd. grade

newcomers exempted from the State Exams)

•Language of instruction: English

•Number and types of certified teachers: 3 teachers – one ESL certified teacher (Jennifer Irurueta), one bilingual special education certified teacher (Amy Rodriguez), one Reading Recovery trained certified bilingual teacher (Roselina Monegro).

•Types of materials:

Words Their Way for English Learners (Pearson) word study program

Avenues (Hampton Brown)

graphic organizers visuals (pictures, charts)

vocabulary journals

guided reading books

Imagine Learning Software to support the use of the program in the classrooms.

Balancing Reading & Language Learning: A Resource for Teaching English Language Learners, K-5 (Mary Cappellini)

English Now! Intervention Program (Attanasio & Associates)

## 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: \_

Professional development for teachers of ELLs for the Title III program due to the fact that it will have direct influence in the instruction of the students. Teachers continue to be supported in a variety of ways in order to ensure their knowledge of standards-based common core curriculum. Professional development sessions are driven by our school goal of building content knowledge and comprehension through academic vocabulary.

- Fundamental teacher training is designed around informing our teachers of ELLs/ESL staff of pertinent ELL policy (including the allocation of English and Native Language throughout instruction drawing on the LAP Principles of a Coherent LAP and High Quality Teachers), as well as key instructional materials available within the school. These workshops allow teachers to be informed.
- Professional development sessions include work in understanding the new Language Arts Progressions in order to scaffold the instruction for the different acquisitions of language levels in Reading, Writing and Math.
- The use of the new resource "A Framework for Raising Expectations and Instructional Rigor for English Language Learners" that addresses challenges faced by educators who are implementing college- and career-ready standards with students who are acquiring English.
- The use of new resources from Engage NY for literacy and mathematics, "Scaffolding for English Language Learners: Resource Guides for English Language Arts and Mathematics" (Diane August and Diane Stehr Fennethroughout the school year).

-  
Teachers to receive training: All classroom teachers of ELL's and Para-educators on a cyclical basis

Schedule & Duration: Every Monday beginning October 6, 2014 through June 2, 2015  
from 3:30 to 4:00 p.m.

In order to adequately plan for the professional development periods, groups are divided allowing the facilitators to plan for the diverse needs of the faculty.

October 6, 2014 - Getting to know the ELLs in your classrooms:

The characteristics of the ELLs in each of the Language Proficiency levels

October 20, 2014 - The New Language Progression Grade 2

October 27, 2014 - Helping Teachers to Educate ELLs In Mainstream English Only Classes

Article: Setting ELLs for Success By: Kathy Checkly

November 3, 2014 - The New Language Progressions- Grade 3 & 4

November 10, 2014 - Web Cast: Asking and Answering Questions About Soil (Science Teachers)

November 17, 2014 - Teachers and Para-Educators of Grades 4<sup>th</sup> & 5<sup>th</sup>

Understanding the New Language Progressions in order to scaffold the instruction for the different language acquisition levels.

November 24, 2014 - Web Cast: Reading to Learn, Dr. Nonie Lesaux, focus challenges that teachers and ELLs are faced in the classroom

December 1 & 8, 2014 - Teachers and Para Educators of Pre-K

WebCast: Dr. Rebecca Palacios, focus on the Pre-K ELL program and language instruction.

December 15, 2014 - Teachers and Para Educators from Kindergarten - 5<sup>th</sup> grade

Understanding the New Language Progressions in order to scaffold the instruction for the different language acquisition levels

December 22, 2014 - Web Cast: Grade 3: Key details in a Non-Fiction Text

## Part C: Professional Development

January 5 & 12, 2015 - Teachers and Para Educators of Kindergarten

Understanding the New Language Progressions in order to scaffold the instruction for the different language acquisition levels.

January 26, 2015 & February 2, 2015 - Teachers and Para Educators of First Grade

Understanding the New Language Progressions in order to scaffold the instruction for the different language acquisition levels

February 9 & 23 2015 - Teachers and Para Educators of Second Grade and Sciences

Grade 2: Analyzing Similarities and Differences Between Insects and Spiders Using two Informational Text.

March 2 & 9, 2015 - Teachers and Para Educators of 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> Grade

Web Cast: Grade 3: Key detail in a Non-Fiction Text

March 16 & 23, 2015 - Teachers and Para Educators of grades 4<sup>th</sup>, 5<sup>th</sup> and Technology

Web Cast: Grade 4: Making Inferences using Details and the Main Idea

March 30, 2015 & April 13, 2015 - Teachers and Para Educators of 4<sup>th</sup> and 5<sup>th</sup>

Web Cast: Knowledge: Skills Strands Overview

April 20 & 27, 2015 - Teachers and Para educators of Pre-k

Web Cast: English Language Learners with Learning Disabilities

May 4 & 11, 2015 - Teachers and Para-Educators from Kindergarten to 5<sup>th</sup> grade

Web Cast: Helping Ells Grasp the Full Picture

May 18, 2015- Teachers and Para educators of Kindergarten

Web Cast: English Language Learners with Learning Disabilities

June 1, 2015 - Planning ahead: organization of lessons to fulfill the different language acquisitions levels of the Ell students.

\*Please Note: Upon completion of Engage NY and Teacher Tube web-casts, discussions will be conducted on how to implement multiple pathways for differentiated scaffolding.

Name of Providers: Jennifer Irueta (ESL Teacher) & Roselina Monegro (Bilingual Reading Recovery Teacher)

## Part D: Parental Engagement Activities

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

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

Begin description here: \_\_\_\_\_ Rationale:

ELLs in particular are in great need of a home-school connection to ensure their academic success. The families of these students often feel alienated from the new culture and English-dominant environment of their children's school. Additionally, the students may begin to lose connection with their families and native culture in assimilating to their new language and environment.

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

We want Parents to learn how to become more involved in their child's education. Workshops in English Language Arts and Mathematics engage parents with strategies to support their children at home.

Schedule & Duration: Every Friday beginning October 10, 2014 through June 5, 2015

**Part D: Parental Engagement Activities**

Time: 8:30- 9:15 a.m

Name of Providers: Jennifer Irurueta (ESL Teacher)

- Means of notifications to parents will be through - flyers, newsletter, phone calls, school calendar, letters

Parents will be informed of workshops, classes, etc., in a language that they understand (large majority of our parents are spanish-speaking). All of the flyers that go home, always go home in spanish and in english. Additionally, if we need help with any language other than Spanish, we reach out to the Unit of Translation and Interpretation and have a conference using the intepretor from the Unit and the parent. Appropriate interpretation services are also available and offered during workshops that allow parents to participate in a meaningful way. During parent/teacher conferences, especially, direct use of the Unit of Translation and Interpretation, Tel (718) 752-7373, over-the-phone interpretation services are made available for languages other than spanish.

**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>	_____	_____

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**

**2015-16 AND 2016-17 SCHOOL YEAR**

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

District <b>10</b>	Borough <b>Bronx</b>	School Number <b>23</b>
School Name <b>The New Children's School</b>		

### B. Language Allocation Policy Team Composition

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

Principal <b>Shirley Torres</b>	Assistant Principal <b>Susan Nelson/Carole Cooke</b>
Coach <b>Elise Lucas</b>	Coach <b>Katherine Slaterry</b>
ENL (English as a New Language)/Bilingual Teacher <b>Jennifer Irueta</b>	School Counselor <b>Margaret Harvey</b>
Teacher/Subject Area <b>Amy Rodriguez/Bil. CB SPED</b>	Parent <b>Cynthia Guadalupe</b>
Teacher/Subject Area <b>Tiffany Hughes/Data</b>	Parent Coordinator <b>Yvonne Flores</b>
Related-Service Provider <b>Maria Aponte</b>	Borough Field Support Center Staff Member
Superintendent <b>Melodie Marshel</b>	Other (Name and Title) <b>Maria Almanzar/Bil. Psych.</b>

### C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	3	Number of teachers who hold both content area/common branch and TESOL certification	3
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

### D. Student Demographics

Total number of students in school (excluding pre-K)	572	Total number of ELLs	80	ELLs as share of total student population (%)	0.00%
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> 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
	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11

### This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>	0	0	0	0	0	0								0
<b>Dual Language</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	83	<b>Newcomers</b> (ELLs receiving service 0-3 years)	13	<b>ELL Students with Disabilities</b>	25
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	16	<b>Long-Term</b> (ELLs receiving service 7 or more years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD.

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	13									0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 6

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

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

\* EP=English proficient student

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

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

	9		10		11		12		TOTAL	
	ELL	EP								
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): <u>0</u>	Number of students who speak three or more languages: <u>0</u>
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Freestanding English as a New 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	11	17	10	13	8	19								0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	2	2		1										0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)	2	4	2	2	1	3								0
<b>Emerging</b> (Low Intermediate)	2	5	3	3	3	5								0
<b>Transitioning</b> (High Intermediate)	4	1	2	0	3	2								0
<b>Expanding</b> (Advanced)	5	6	3	9	0	5								0
<b>Commanding</b> (Proficient)	0	3	0	0	1	4								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	0	0								0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	3	0	0	1	4								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	6	1			0
4	12	1			0
5	7	0			0
6					0
7					0
8					0
NYSAA			3		0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	6		1						0
4	12		3						0
5	4		4						0
6									0
7									0
8									0
NYSAA					3				0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	1		1						0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	0	0	0	0
Integrated Algebra/CC Algebra	0	0	0	0
Geometry/CC Algebra	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math _____	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	0	0	0	0
Geography	0	0	0	0
US History and Government	0	0	0	0
LOTE	0	0	0	0
Government	0	0	0	0
Other _____	0	0	0	0
Other _____	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

**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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 

We use Estrellita as the assessment tool to assess the native language art early skills (spanish) of our ENL students. We also use the Teachers College Reading and Writing program as the assessment tool to assess our children's English Language Arts skills, as we do throughout our school building.

Based on the analysis of standardized assessments, we see growth in our students' English language skills as students' NYSESLAT overall proficiency levels increase throughout the grades. Across all grades and language proficiency levels, it has been noticed that most of our children perform strongly in listening and speaking, and struggle more in reading and writing. Our students gain proficiency in reading and writing progressively, from kindergarten to fifth grade.

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

We modify the instruction throughout the year across all program models. Teachers plan for instruction (short term goals and long term goals) that then support and challenge the students throughout the year promoting language learning across the year promoting language learning as well as content comprehension.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 

Paste response to question here:

Based on analysis of standardized assessments, we see growth in our students' English language skills across the course of a three year program, as students' NYSESLAT overall proficiency levels increase in listening/speaking from Kindergarten, to first,

to proficient by the second grade. The data also shows that reading/writing levels increase as the students gain proficiency in listening/speaking. We find that 75% of our students move in proficiency levels yearly and by grade 4 we have 10% of our students Commanding in all modalities.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Paste response to question here:

The information from the Annual Measurable Achievement Objectives is used to identify and narrow down strategic areas to tackle. Efforts are made to help the ENL Teacher in her instruction of social and academic English, professional development is provided to mainstream teachers, afterschool programing is developed for English learners through Title III.

The challenge this year (2015-2016) will be with training and teaching strategies to all teachers and para-educators in order to provide additional support to help students make measurable academic gains. We will be implementing teacher training on Monday afternoons.

The data from the AMAO Tool reveals:

1. ELL data in regard to ELLs at-risk with the number of years serviced.
2. AMAO #2: That a percentage of ELLs became fluent English proficient and thus exited ELL services. 12.70% of ELLs gained fluent English proficiency. There is a difference of -2.30% percentage points between the target and our attainment.
3. It also tells us that the rising targets in AMAO 2 and the gap of the proficiency levels being achieved by our students is getting wider from 2011/12 where the difference was -0.40% to 2014/15 where the difference is -2.30%.

4. For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

Paste response to questions here:

English as a Native Language (ENL)

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

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

Our periodic assessments reflect similar results as our formal assessments (e.g. NYSESLAT and NYSETELL). Across all grades and language proficiency levels, it has been noticed that most of our students perform strongly in listening/speaking, and struggle in reading/writing. Our students gain in proficiency in reading/writing progressively. We see that students that are newcomers, sometimes need to develop first in their native language skills, and then transfer these skills to English language proficiency. We use the native language to strengthen the second language. ENL students first build a base in oral language proficiency, and then are able to develop literacy skills.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide](#), Support Services for ELLs (RTI and AIS) section and [RTI Guide for Teachers of ELLs](#).]

Paste response to question here:

We review student data received from the results of the NYSITELL and the NYSESLAT in order to make informed decisions in order to tier our support and instruction to be provided for the ELL's within the RTI framework.

#### Tier 1 (Instructional Core)

In Tier 1, we use the following instruction and differentiate the use according to the students and their needs. These components include:

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

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

#### Tier 2

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

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

#### Tier 3

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

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

#### 6. How do you make sure that a student's new language development is considered in instructional decisions?

Paste response to question here:

To make sure that a child's second language is considered in instructional decisions, we begin with a regular plan for gathering information through informal and formal assessments in both the students' native and second language, if possible. Based on the results of the data, ENL and classroom teachers formulate language objectives and plan lessons connecting students' background knowledge and daily lives to the content and language objectives of the lesson. This form of purposeful planning which includes language objectives are reflected in teachers' lesson plans. Teachers in all content areas also integrate language

development in the form of academic conversations within the classroom in which all ELLs are involved in the conversation about content topics. Language development is also implemented in the form of reading and writing exercises that integrate vocabulary instruction and teach word-reading, spelling and comprehension in interactive ways and within a context of reading and writing activities. Lesson plans also reflect instruction that is cognitively challenging providing opportunities for higher level thinking.

We closely monitor assessment data, in English as well as native language, if possible, to determine the academic success of our instructional approach to our ENL program. Assessment data is reviewed officially by school leadership on a quarterly basis, through paper and online reporting. Teachers monitor their own assessment data on an ongoing basis in reading, writing and math. The ENL teacher monitors all language modalities using the New York State Language Progressions at the end of the first semester of each school year.

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

Paste response to questions here:

Not Applicable at P.S. 23 at this time.

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

Paste response to question here:

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

We closely monitor assessment data, in English as well as native language (for newcomers-spanish only), to determine the academic success of our instructional approach in our ENL program. Assessment data is reviewed officially by school leadership on a quarterly basis, through paper and online reporting. Teachers monitor their own assessment data on an ongoing basis in reading, writing and math. The ENL teacher(s) monitor all language modalities using the New York State Language Progressions Rubric at the end of the first semester of each school year.

In the 2014-2015 results, only the ELL students made Annual Yearly Progress (AYP).

## Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

Paste response to question here:

Home Language Identification Survey (HLIS)

- A. The HLIS is administered and every parent/guardian registering his/her child, along with the official registration packet is asked to complete the survey. The ENL teacher(s)-Jennifer Irurueta, Assistant Principal-Susan Rolon-Nelson, Principal-Shirley Torres administer an informal oral interview in English and in the native language ( if needed) to support the parent in completing the HLIS, when necessary. If a parent that speaks a language other than spanish, then the Office of Translation and Interpretation are contacted for over-the-phone interpretation.
- B. The ENL teacher works in coordination with the pupil accounting secretary to screen all registration packets, and immediately collect the HLIS paperwork. Each HLIS for school use is then completed, noting students who are eligible for the NYSITELL.
- C. The NYSITELL is administered and newly identified ELL students whose home language is Spanish, must be given the Spanish LAB.

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

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

Jennifer Irurueta, ENL Teacher  
Susan Rolon-Nelson, Assistant Principal  
Shirley Torres, Principal

New York State Identification Test for English Language Learner ( NYSITELL):

- A. The ENL teacher reviews all NYSITELL regulations. The ENL teacher then assesses each child eligible for the NYSITELL, within 5 days of the child's registration. Scores and the date of administration are recorded on a spreadsheet.
- B. Students who do not pass the cut off score for the NYSITELL, and who have a home language of Spanish, are then administered the Spanish LAB. The school then sends the entitlement letter of ELL status notification within 5 school days letting the parent know the results and that they have the right to appeal the ELL status within 45 days of enrollment.

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

- A. Each spring, the ENL teacher works in collaboration with the Principal and the Test Coordinator (Assistant Principal-Susan Rolon-Nelson) to organize the school-wide administration of the NYSESLAT. Initially, the ENL teacher consults the RLER and RLAT to determine NYSESLAT eligibility, and cross references these reports with class rosters.
- B. The ENL teacher then consults with the IEP teacher (in regard to students that have an Individual Education Plan), in order to review the IEP, as well as the RSPE, for any testing modifications. The ENL teacher and the Principal use this information to create testing groups, and ensure that students receive all appropriate modifications.
- C. Each testing group is assigned two monitors. All teachers of ELLs are trained in NYSESLAT administration. This training includes review of appropriate testing procedures, as well as any modifications that a student may require.
- D. Test materials are distributed and collected daily, and maintained in a secure location.
- E. Teachers of ELLs collaborate with the Test Coordinator to bubble and review students' answer documents, ensuring that documents are completed properly, and that all materials are packaged properly.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Paste response to question here:

Not applicable at this time at P.S. 23, but if we had any SIFE students we would begin by asking the parent to fill out an HLIS. Secondly, we would administer the oral interview questionnaire in the home language of the student if (s)he had a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish. Then, we would administer the Literacy Evaluation for Newcomer SIFE (LENS).

Initial SIFE status would then be indicated in the DOE's data collection systems no later than 30 days from initial enrollment (BNDC). The school has up to one year to make a final determination of SIFE status; therefore, initial SIFE identification within the 30 days may be modified for up to one year. SIFE status would be removed once the student scores at intermediate/transitioning level or higher on the NYSESLAT.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide](#), [ELL Identification](#) section).

Paste response to question here:

Principal: Shirley Torres  
Assistant Principal (Special Education): Carole Cooke  
Bilingual School Psychologist : Maria Almanzar  
ENL Teacher: Jennifer Irurueta  
Bilingual CB SPED Teacher: Amy Rodriguez  
Special Education I.E.P. Teacher: Maria D'Elio

The Language Proficiency Team determines if an out of state student with an existing IEP has a language acquisition need and should take the NYSITELL after the parent fills out an HLIS survey and based on evidence from:

- a. the student's history of language use in school and at home
- b. information provided by the Committee of Special Education in regard to whether the student's proficiency in English is the factor affecting the student's disability.

Since the principal sits on the LPT, a determination to accept or reject the decision to administer the NYSITELL is made during the meeting. If a difference of opinion exists, the superintendent will then have the final decision/determination. If the superintendent's decision is to have the NYSITELL administered, then the school will administer the NYSITELL in five school days. The parent will be notified in a language of preference.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Paste response to question here:

Entitlement letters are generated by NYSITELL results. All students who fall below NYSITELL cut-off get back-packed entitlement letters sent home in the parents' preferred language, inviting parents to an orientation session with a follow-up phone call. Parent Survey and Program Selection forms are distributed and completed during an ELL parent orientation session, as information is given and support is provided in the parents' preferred language. (If a parent speaks a language that a staff member does not speak, the Over-the-Phone Language Line will be contacted for help.) These forms are copied and maintained in the Main Office.

Additional meetings are set-up for parents who could not assist prior meetings or for parents registering new students.

In addition, copies of the entitlement letters for all ELL students (continued services, new ESL services, and not entitled) are maintained in the Main Office.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [\*ELL Policy and Reference Guide, Re-Identification of ELL Status\*](#) section).

Paste response to question here:

The ENL teacher back-packs the entitlement letters and follows-up with a phone call to parents about the right to appeal ELL status within 5 school days in the parents' preferred language. Parents are advised by the ENL teacher about their right to appeal the ELL status determination within 45 days of initial enrollment using the protocol in which the superintendent renders the final decision. Copies of parent ELL notification letters will be kept on file in the students cumulative folder, as well as in the Main Office by the Pupil Accounting secretary.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

Paste response to question here:

Program selection:

- Parents are invited to attend an ELL parent orientation session, where they view an official NYCDOE on-line video, as well as have the opportunity to ask questions/receive information from appropriate trained bilingual staff (ENL teacher(s), parent coordinator, principal). At this orientation, the parents are informed of the three program choices available in New York City, even if they are not currently offered at P.S. 23. \*We assure that all communication with parents is done in a language that is native to them. If a parent speaks a language other than English or Spanish, The Language Line Over-the-Phone Interpretation services will be contacted.
- Parents are given and asked to complete Program Selection forms, and students are placed according to parent choice. If a program selected by a parent is not offered at P.S.23, the students are placed in the current push-in/ pull-out ENL program until such program is available in a neighboring school. If 15 or more students within two grade levels speak the same language then a Bilingual Education class at P.S.23 will be formed.

Parent choice as indicated on the Parent Survey & Program Selection Form is entered in the ATS screen ELPC and placed in the student cumulative record. Copies of all of the entitlement letters (continued services, new ENL services, and not entitled) are maintained in the Main Office also.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

Paste response to question here:

Parent letters are back-packed and sent home in their preferred language, inviting them to an orientation session. This is followed-up by a phone call. The Over-the-Phone Language Line will be contacted for help if a parents' preferred language is other than Spanish. Parent Survey and Program Selection forms are distributed at the meeting and completed during the ENL parent orientation session that is given by the ENL teacher. At this meeting, parents are informed of the program choices available for their children. Support is provided by both the ENL teacher and Parent Coordinator in spanish for the completion of the forms on site.

These forms are copied and maintained in the Main Office. Additional meetings are set up for parents who could not assist prior meetings or for parents registering new students.

A spreadsheet is developed by the ENL teacher that lists all eligible ENL students, NYSITELL raw scores, completed parent surveys and program selections. The ENL teacher and the Parent Coordinator continuously inform the parents of the availability of other dates and times of Parent Orientations in order to accommodate their needs. Also, the school logs and the Family Worker, Parent Coordinator and the ENL teacher call parents to remind and confirm other dates that are available in the event that they cannot attend previous dates.

The Family Worker is sent out to the homes of parents that have not been reached in order to have them call the ENL teacher in regard to the Parent Survey and Program Selection for their children. After all of the out-reach is exhausted and a few cases still exist where the parent survey and program selection have not been completed, the default program for ENLs, bilingual education, is then given.

In addition, copies of the entitlement letters for all ENL students (continued services, new ENL services, and not entitled) are maintained in the Main Office.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

Paste response to question here:

A spreadsheet developed by the ENL teacher that lists all eligible ENL students, NYSITELL raw scores, completed/not completed parent surveys and program selections is kept on file. The Parent Coordinator, The Family Worker and the ENL teacher continuously inform the parents of the availability of other dates and times of Parent Orientations in order to accommodate their needs by phone and additional back-packed letters. Parent letters are always sent home in their preferred language. Over-the-Phone Language Line will be contacted for help if a parents' preferred language is other than Spanish in order to have the parent letter translated.

9. Describe how your school ensures that placement parent notification letters are distributed.

The ENL teacher delivers the placement parent notification letters to each of the ENL student's and back-packs them home. She follows up by a phone call to the parents to make sure of receipt. Communication is done in the preferred language of the parent. The Over-the-Phone Language Line will be contacted for help if a parents' preferred language is other than Spanish.

Copies of the placement parent notification letters are made and kept on file in the students cumulative folder, as well as in the Main Office by the Pupil Accounting secretary.

All letters are sent out in parent's preferred language.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

Paste response to question here:

All original ELL documentation (such as HLIS, Entitlement Letters, Non-Entitlement Letters) are kept in each students' cumulative record folder. Copies of the HLIS and all other ELL documents are kept in a binder by grade and by student, as well as the Parent Survey/Program Selection forms in the Main Office.

Records are updated by the ENL teacher as new students arrive at the school.

All records are made accessible to the Pupil Accounting secretary, teachers, administration, and parents.

11. 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.

Paste response to question here:

- The Test Coordinator (Susan Rolon-Nelson)/ ENL teacher (Jennifer Irurueta) attend meetings in which they are informed of any changes and updates to the upcoming state test (NYSESLAT).
- The NYSESLAT consists of 4 sections (speaking, listening, reading, and writing), all of which must be administered in order to generate a valid score and proficiency level/result. Administration of the NYSESLAT runs from mid-April to mid-May. The first several weeks are devoted solely to administration of the speaking section. The last 2 weeks are devoted to the other 3 sections as well as those students who were not administered the speaking section.
- An eligible student school list is generated through ATS (RLER report).
- Class lists are then generated with testing accommodations needed to take the test.
- Students are group by accommodations.

- Proctors are assigned. A proctors meeting is coordinated to inform on the protocols of testing by the test coordinator - Susan Rolon-Nelson.
- A letter is sent home to inform parents of all eligible students of the testing days in the parents' preferred language.
- Tracking of absences of eligible students is done daily on the testing days.
- Make-up days are designated to make sure that all eligible students take all four parts of the NYSESLAT.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

Paste response to question here:

Entitlement letters are generated by NYSITELL/NYSESLAT results. All students who fall below NYSITELL/NYSESLAT cut-off get back-packed continued entitlement letters sent home in the parents' preferred language by the ENL teacher. These letters are copied and maintained in the Main Office and the original ones are placed in the students' cumulative record folder.

Transitional Support parent notification letters are also back-packed by the ENL teacher and sent home to parents in preferred language notifying them of the continuous 90 minutes a week support that their child will be receiving for the next two years by the ENL teacher (Jennifer Irurueta).

13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

Paste response to question here:

According to our Parent Survey and Parent Program Selection forms, 14 parents (2013), 17 parents (2012) have requested ENL programs for their children when entering for the first time into our school. Therefore, at P.S. 23 during these years, we have provided a push-in/pull-out ENL program. In the past few years, not enough parents have requested a bilingual education program either in general or special education. The students in special education, who are in need of bilingual education but because of the numbers, have been accommodated with a language alternate para as per the Committee of Special Education (CSE) and the student I.E.P.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).

a. Freestanding ENL program.

Paste response to questions here:

Instruction for the ENLs is delivered in the following way:

1. Integrated ENL Instruction. Our Principal ensures that students requiring ENL services are clustered in particular classes, and allows ENL teacher(s) to organize schedules to push into these classes and collaborate with the classroom teachers. This occurs in each grade ( Grade K - Grade 5 ); and in a range of settings (General Education, Special Education, and Integrated Team Teaching (ICT).

Integrated units: Entering - 180 minutes of ENL/ELA instruction.

Emerging - 180 minutes of ENL/ELA instruction & an additional 90 minutes in either integrated ENL/Content Area or Stand-Alone.

Transitioning - 90 minutes of ENL/ELA instruction & an additional 90 minutes in either integrated ENL/Content Area or Stand-Alone.

Expanding - 180 minutes of ENL/ELA or Content Area instruction.

Integrated ENL instruction builds English language skills through content area instruction. It is delivered either by a dually certified teacher (ENL and a content area) or co-teaching by the certified ENL teacher and a certified content area teacher

(i.e., English language arts, math, science, or social studies). Both methods of integrated ENL instruction include content area subject matter and English language development using ENL strategies. All ENLs and former ENLs up to 2 years after exiting ENL status receive a minimum of 90 minutes of integrated ENL.

2. Stand-Alone ENL is used in conjunction with the integrated ENL in order to give children support and differentiation according to their language needs. For example, an ENL teacher pushes into a first grade class and co-teaches with the classroom teacher to serve children on all proficiency levels. The ENL teacher additionally pulls out children at entering, emerging, and possibly students with a transitioning proficiency level in order to give the needed additional units of ENL instruction in a smaller group setting.

Standalone units: Entering - 180 minutes of ENL instruction

Emerging - 90 minutes of ENL instruction & an additional 90 minutes in either stand-alone or integrated ENL/Content Area

Stand-alone ENL instruction develops English language skills so that students can succeed in core content courses. It is delivered by the certified ENL teacher. A student may not receive stand-alone ENL in lieu of core content area instruction.

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

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

- The Heterogeneous model is the predominant model used in ENL instruction. This model is used in all Push-In class settings, where ENL students are clustered.
- A Homogeneous model is used occasionally in intervention, when the ENL teacher pulls-out students with similar language learning needs in order to provide them with targeted supplemental support.

b. TBE program. *If applicable.*

Paste response to questions here:

Not Applicable at this time at P.S. 23.

c. DL program. *If applicable.*

Paste response to questions here:

Not Applicable at this time at P.S. 23.

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Paste response to questions here:

All of the ENL students are placed by grade/class on a spreadsheet. Added to this data is the proficiency level of the student in the NYSITELL and the NYSESLAT. Once this data is organized, a schedule for the providing of services is developed. The Principal and the ENL teacher meet to make sure that all of the needed services are available and are being satisfied for each ENL student.

-Students at beginning/entering level receive a total of 360 minutes of ENL (180 minutes standalone ENL & 180 minutes of integrated ENL/ELA)

-Students at low intermediate/emerging level receive a total of 360 minutes of ENL (180 minutes standalone ENL & 180 minutes of integrated ENL/ELA)

-Students at intermediate/transitioning level receive a total of 180 minutes of ENL (180 minutes integrated ENL)

-Students at advanced/expanding level receive a total of 180 minutes of ENL (180 minutes integrated ENL)

-Students at proficient/commanding level receive a total of 90 minutes of ENL (90 minutes of integrated ENL) for 2 years.

3. Describe how core content is delivered in each program model. 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.

Paste response here:

Literacy is intergrated throughout all of our ENL program in English, making sure that supports are available for students that may need them, such as focused small-group work. The school wide core curriculum in literacy follows the Teachers College

Reading Writing Program (TCRWP) units of study and assessment system. All teachers attend professional development around the TCRWP program. The ENL teacher(s) articulates with classroom teachers of ENL students in regard to the literacy curriculum covered. The ENL teacher(s) supplements literacy instruction for ELLs using appropriate strategies, and targeted materials for ELL literacy development ( including Avenues, On the Way to English, and Treasure Chest.) The students are involved in interactive enrichment activities that extend learning for them and practices and explores new concepts and ideas. Hands-on opportunities to develop oral language are also provided.

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

Paste response to question here:

The ENL teacher makes sure that newcomer ELLs are evaluated using running records in Spanish throughout the year, as well as making sure that when ELL students are eligible to take state exams, the state exams are ordered in the native language (math, science).

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Paste response to question here:

Three times throughout the year, we examine the modalities using results from different evaluations in order to ensure our plan for instruction is appropriate for the students and their language needs.

Beginning of the school year: We analyze the results received from the Spring NYSESLAT.

End of First Semester: We use the ESL NYS rubric in order to look at next steps through the modalities.

End of Year: The "Imagine Learning" program results are used in order to track growth and plan for the following year's instruction prior to the new NYSESLAT results in the summer.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

- a. SIFE /NA
- b. Newcomers (materials are used in the native language - Spanish by thee ):

- "Estrellita" word study program with materials that help with letter-sound recognition, reading of syllables, words and sentences with each vowel. Our plan for newcomers centers on easing children's adjustment to our school, and fostering a welcoming environment. Classroom instruction, as always, must be sensitive to how the differences between a student's home culture and their new culture may impact both their learning style and general behavior/interaction. In addition, sensitivity must be paid to particular issues that may arise in the families of newcomers, such as immigration, home ownership, and English language learning at the parent level. With newcomers in the beginning stages of language acquisition, teachers make language comprehensible by modifying their speech (e.g., slower rate, simpler grammatical structures, restricted length of communication) and making use of extra linguistic cues (i.e., gestures, actions, and pictures) to convey meaning. Reading activities provide opportunities for further language input. Predictable books are particularly useful because of their highly repetitive language and simplified text. Chants and songs also offer students the opportunity to gain familiarity with content vocabulary and language patterns. Teachers can scaffold the language of the text through engagements such as read-alouds and shared reading.

Materials to support English Language Learning families of newcomers are supported through weekly a.m. parent workshops where parents are given information about topics that will help them with life-skills. Additionally, they have

computer access to use the Ellis Language Learning Computer Program and other computer programs. Another means of support for parents include parent orientation and parent ESL courses.

c. Developing

- Academic Intervention Services from the SETSS teacher in Reading and in Writing.
- Academic Intervention Services from AIS teachers of Reading at least twice a week.
- Students will receive support in English language development, through literacy and mathematics instruction

taught with

ESL methodology, two times a week in our Title III after school program.

- Provide the opportunity for teachers of ELLs to attend OELL Professional Development in order to improve their teacher practice.

• All parents of these ELLs are invited to participate in family ESL workshops, which support parents working with their

children around homework, and help the parents develop their own English proficiency.

d. Long Term /NA

e. Former ELLs /NA

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

Paste response to questions here:

The principal will review the re-identification process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with the student's classroom teacher in order to review the student's work in English and in the home language. We will also conduct and review the results of a school-based assessment, administered by a qualified personnel, preferably the ENL teacher, of the student's abilities in listening, speaking, reading and writing in English. The parent/guardian, and the student, himself/herself will also be interviewed. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal will provide additional support services to the student by the ENL teacher and/or may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ENL status, he/she will consult with the superintendent or his/her designee. Final decision notification will be in writing to the parent, guardian, and/or student in the parent's preferred language within 5school calendar days.

8. 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?

Paste response to question here:

The instructional strategies and grade level materials that teachers use that ensure that content area materials are comprehensible to our ELLs-SWDs are the following:

- Different technology media (iPads, Computers, Smartboard, SmartPen)
  - Visual Scaffolding to support ENL Reading,
  - Oral scaffolding (e.g., clarity, pace, pausing),
  - Think-Pair-Share,
  - Graphic Organizers,
  - Brainstorming ideas,
  - Repetitive language story books,
  - Predictable books.
- 
- In order to ensure the fidelity of these practices the following reviews are implemented:
  - The use of actionable feedback from formal and informal observations
  - Timeline for monitoring progress built in to implementation process
  - Informal/formal observations (Administration)

Chart

- Grade team discussions of best practices
- Classroom teacher support (Literacy Coach/ School Math Coach)

The new content area core curriculum ( literacy, math, social studies and science) provides many suggestions for scaffolding instruction for the ELL population. In addition, the ENL teacher supports classroom teachers in selecting the language objectives of the lesson according to the student's language proficiency level.

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

Paste response to question here:

35% of the students in our school are students with disabilities, of which 4% are ENL students. Students are placed within the least restrictive environment when determined by an IEP team. Scheduling flexibility is used when programming for students with IEP's for the necessary ENL service in order for them to attain English proficiency and still achieve their IEP goals. The ENL teacher integrates both the SWD's and the general education students when supporting them within the appropriate proficiency language levels.

Teachers receive professional development in support of strategies and skills that they can use with the ENL-SWD students in their class. Oral language development and academic vocabulary development is a focus using graphic organizers and visual aids to increase comprehension. We also use the core curriculum in Math, Social Studies and Science to develop their academic learning, while scaffolding their instruction. A sample of the strategies incooperated in the classrooms are: cooperative learning, language experience approach, Total Physical Response, Literature Circles, Turn & Talk, Shared Reading, Songs & Chants, Reading and Writing Workshops.

### Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



\*Note “other approved services” does not apply to New York City at this time.

**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study per week (540 min.)	2 units of study per week (360 min.)	1 unit of study per week (180 min.)	1 unit of study per week (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <u>or</u> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <u>or</u> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

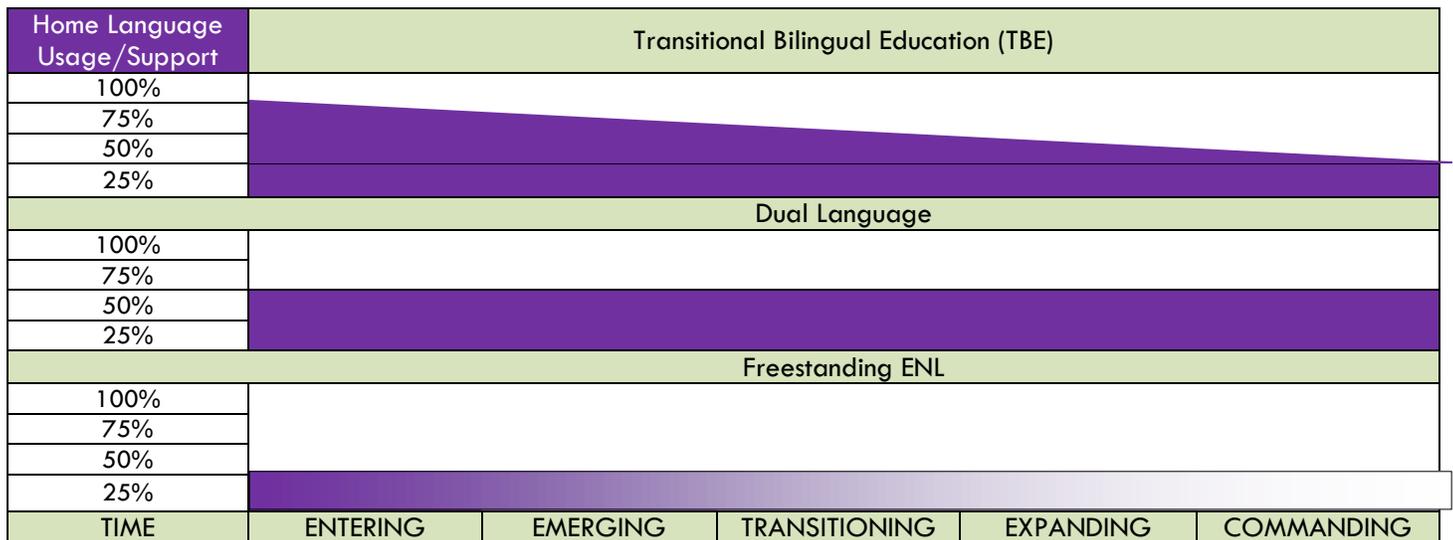


\*: Chart “r approved services” does not apply to New York City at this time.

Chart 5.3

**Home Language Usage and Supports**

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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.

Paste response to question here:

The following are the Academic Intervention Services (AIS) that are available at P.S. 23:

- Title III Afterschool in Literacy & Math focusing on building comprehension through targeting oral language and academic vocabulary in English. (Students of all proficiency levels in Grades 1-5 are invited to this program.) The students will also be engaged in Social Studies and Science reading and writing tasks, so that students will learn how to comprehend all types of text and be able to communicate their ideas in writing, resulting in an increase in their

language

proficiency levels.

- Afterschool in Literacy & Math for the Proficient & Advanced ELL students focusing on Literacy and Math skills and strategies in preparation for the State Exams in English.
- RTI Tier III Intervention using the "Imagine Learning" Software Program in English.
- A small group of targeted newcomers work with the Bilingual Reading Teacher in native language (Spanish) during 3 periods of AIS in the early morning in order to increase their native language fluency helping with the transference into English.

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

Paste response to question here:

As literacy is a fundamental element of language learning, students receive a comprehensive range of support services in developing their reading and writing skills in general, as well as through the content areas of social studies and science.

Targeted students work in small guided reading groups.

All ELL students are eligible for our Title III after-school program, in which literacy, through the content areas of social studies and science, is addressed by a licensed ENL teacher and a bilingual licensed teacher.

Students receive support in English language development instruction 2x a week in the After-School program.

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

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

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

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

Paste response to question here:

1. Instructional Test Prep for ELLs in Grades 3,4,5

The use of Getting Ready for the NYSESLAT - NEW FORMAT

It has broad-based content themes and a comprehensive instructional guide.

Major changes in the new books:

- Fully aligned to the Common Core Learning Standards and the Bilingual Common Core Progressions.
- Includes all five Performance Development Levels: Entering, Emerging, Transitioning, Expanding, and Commanding.
- Broad-based themes that integrate, Listening, Reading, and Writing.
- Separate grade-level instructional books to provide maximum practice.
- Black and white format to reflect the look of the NYSESLAT.

2. All ELL students in our Title III after-school program in literacy, will also receive content area (social studies and science) practice by a licensed ENL teacher and a bilingual licensed teacher.

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

Paste response to question here:

None. We will be providing our students with all of the services previously received.

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

Paste response to question here:

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

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

We also use our Title III parent ESL program to support student achievement. During this time, the ENL teacher(s) help the parents on how to work with their children with homework, in addition to their own English language development.

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

Paste response to question here:

We utilize a comprehensive range of materials to support our ELLs' language development, in English as well as their Home Native Language (as needed for our newcomers).

Our primary programs include:

- Avenues (Hampton-Brown): Language-rich resources, focusing on basic and academic vocabulary development. grade-level content with connections to science and social studies. Standards-based with specialized strategies. Data-driven instruction with multi-level assessment.
- Empire State NYSESLAT (Continental Press): Clear and concise skill reinforcement to support curriculum goals, promote success on the NYSESLAT, and help students overcome daily language barriers. Comprehensive teacher manuals to support targeted instruction in student books, in addition to clear audio CDs.
- Getting Ready for the NYSESLAT (Attanasio): Through this program, teachers are able to: identify and put into practice the best strategies in standards-based instruction; identify the skills that are needed to succeed for accountability purposes; use ongoing assessment activities to measure progress in attaining English language proficiency; transition students from the NYSESLAT to the ELA test; familiarize students with the structure of the NYSESLAT and the ELA.
- On Our Way to English (Rigby): Designed to meet the differing rates at which English language learners develop language and literacy skills. Bridges language, literacy, and content to build grade-level achievement and maximum yearly progress. Enables assessment in language and literacy as separate developmental processes, in order to target and differentiate instruction based on individual needs; monitoring and reporting student progress; using a unique leveling system to address both language and reading characteristics; using content-based learning to develop academic language.
- PM Readers (Rigby): Low ratio of 1:20 new word introduction. Steady development of sentence structure. Meaningful stories with a clear climax and resolution. Repetition and review of high-frequency words meet the learning and teaching needs of every classroom.
- Sails Literacy Series (Rigby): Resource for Guided Reading and Writing, Reciprocal Reading and Independent Reading. Engaging visuals and subjects will motivate students to read for pleasure and for information. Series develops: analytical thinking skills; decoding and comprehension skills; understanding of fiction and non-fiction; and understanding of purpose, structure and genre.
- Imagine Learning Software Program - Moves ELL's toward English fluency using lessons designed to move learners immediately from an observer to a full participant. Closely follows the natural pattern of language acquisition via research-based instructional methodology. Features include: comprehensive reports that address a wide range of proficiency levels and mastered activities.

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

- "Estrellita" word study program with materials that help with letter-sound recognition, reading of syllables, words and sentences with each vowel.

- Guided Reading/Shared Reading Books from different companies - Rigby, Modern Curriculum Press, Dominie Press, Celebration Press.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Paste response to question here:

Workshops for vocabulary, fluency, comprehension, phonemic awareness, phonics, and writing instruction for teachers are offered on-site by the ENL teacher in order to give the classroom teachers strategies and skills in delivering home language support.

Support is given in how to:

- Build students' academic language and vocabulary
- Develop oral language
- Implement English literacy and curricula
- Get advice on the selection of instructional materials
- Learn to identify and place students
- Develop intervention plans

Presently, P.S. 23 does not have a Dual Language or a Transitional Bilingual Program. Our ELL students are all served in a Freestanding Program. The supports listed above are offered to the students during the integrated units in the classrooms, as well as in the stand-alone units.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

Paste response to question here:

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

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

Paste response to question here:

Presently, there is no activities for newly enrolled ELLs before the beginning of the school year. As parents come to our school and are interested in learning about the school and its programs, they are given the opportunity to meet with the bilingual parent coordinator and are given a tour of the school, as well as a synopsis of the school.

The activities provided are for newcomers who are enrolled throughout the school year. The plan for newcomers centers on easing children's adjustment to our school, and fostering a welcoming environment. The bilingual special education specialty teacher is providing an Academic Intervention Service providing students that are newcomers with basic native language skills and strategies in order to support them in their transition into English. This service is given to them three times a week.

19. What language electives are offered to ELLs?

Paste response to question here:

Our school is a Pre-kindergarten to Fifth Grade school. At the present time, we are offering Conversational Spanish for all students in grades Kindergarten through 2 nd Grade by a specialty teacher who has a bilingual special education license.

20. For schools with dual language programs:

- What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- In which language(s) is each core content area taught?
- How is each language separated for instruction?
- Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to question here:

This program is not presently available at P.S. 23.

## B. Professional Development and Support for School Staff

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

Paste response to question here:

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

- Fundamental teacher training is designed around informing our teachers of ELLs/ENL staff of pertinent ELL policy (including the allocation of English and Native Language throughout instruction drawing on the LAP Principles of a Coherent LAP and High Quality Teachers), as well as key instructional materials available within the school. These workshops allow teachers to be informed and “on the same page,” and thus most effectively plan together.
- Professional development sessions include work in curriculum modification in order to use visual supports and graphic organizers to allow for comprehensible input for our ELL’s, in order to support their development of oral language and academic vocabulary (which research has proven to be the “gateway” to comprehension, particularly for language learners) in literacy and in all content areas.
- Our work encompasses a focus on assessment-driven/data-informed instruction. We look closely at results from students’ NYSESLAT performance in order to guide our instruction and analyze the results in terms of the language modalities (speaking, listening, reading, and writing) in order to plan for guided small group instruction. Additionally, we engage in professional protocols to decompose formative assessments and student work, including our TCRWP assessment, and oral language assessment.
- Enrichment materials/activities are made and given to the teachers in order to support their work in instruction with the ELLs.
- Regular meetings such as common planning and grade meetings allow teacher teams to engage in collaborative planning for instruction particularly for the ELLs in their classrooms.
- José P. like training sessions are provided to all staff. The sessions offer the teachers development in the identification of an ENL student, the intake process, the language acquisition process, ESL methodologies, materials to support and accelerate the learning of ELL students in the regular classrooms.

In order to remain current with ELL practice and research, our ENL teacher and teachers of ELLs attend regular outside professional development. Professional development activities include compliance and instruction workshops offered at Teachers College and content-based workshops given through the New York City Department of Education (OELL). These will be listed as the new school year evolves.

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

Paste response to question here:

The New York City Department of Education: New & Opportunities for Educators of ELLs (Department of ELLs, & Student Support) provides external workshops in which teachers attend to master and acknowledge skills in Common Core Learning Standards. Internal workshops include also includes work engaging teachers with consultants both in literacy and math inclusive of 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?

Paste response to question here:

This will be our third year transitioning to the middle school. The guidance counselor, pupil accounting secretary and parent coordinator attend professional development given by the District around middle school admissions and applications in order to provide the best possible information to all 5<sup>th</sup> . grade parents (including parents of ELL's) in regard to this process. Flyers, a calendar of events inviting parents to workshops about middle school in parent preferred language are sent out also. We remind the students, themselves, about the importance of this meeting and provide them with an assembly on middle school information.

Trips to the zoned middle schools will be done this coming school year (2015-2016) with parents and students.

4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

Paste response to question here:

The professional development will be embedded into our internal and external workshops in which it will enhance the mandated professional development for all teachers in needs of English Language Learners. All teachers will receive the following training: 15% of the total 175 PD hours must be on ELL- specific for all teachers dedicated to language acquisition. In addition, some of the professional development will have a focus on best practices for co-teaching strategies and integrating language and content instruction

50% of the total 175 PD hours must be ELL-specific for bilingual and ENL/ESL teachers focusing on language acquisition in alignment with core content area instruction. In addition, some of the professional development will have a focus on best practices for co-teaching strategies and integrating language and content instruction.

Agendas and attendance sheets will be kept for on-site training given. Certificates from external workshops will be copied and kept on file on teacher's return. Individual teachers will keep a tracking form of their individual hours.

## C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Paste response to question here:

During the school year, the ENL teacher meets with parents and students on Tuesday afternoon during the designated Parent time to discuss the student's language development needs in all modalities and in content areas. The ELL population will have individualized conference meetings by grade with each family. These meetings will begin in the upper grades (5-Kindergarten) in order to give the early grades an opportunity to be immersed in the school environment and in the language. The students will be given the time to develop socially, academically, and linguistically. It will also give teachers more data on the student's progress.

Parent meetings will be conducted in the language preferred by the parent. Over-the-phone interpretation services available through the DOE's Translation and Interpretation Unit will be used so that parents can receive language assistance and have their questions answered in their preferred languages. (718-752-7373)

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (eg., in person meetings, phone calls, letters).

Paste responses here:

ELL parents records (sign-in sheets, agendas) for annual individual meetings with the parents of our ELL students are kept on file by the ENL teacher.

Outreach is done via telephone and logged with the date and time of the call. A letter is also back-packed with the student and sent home with a return slip for selection of a meeting time and date. These slips are filed when and if returned. If trouble outreaching a parent is encountered, the Family Worker is sent to the home. A final try is attempted at dismissal if any of the other attempts have failed.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

Paste response here:

ELLs in particular are in great need of a home-school connection to ensure academic success. The families of these students often feel alienated from the English-dominant environment of the new culture that they find themselves in and therefore, assimilation is difficult. Our parent involvement is designed to be varied and address the range of the needs of our families.

- Parent workshops are conducted on an ongoing basis. Workshop times vary in the mornings, evenings, and weekends, and include childcare. Topics may include: asthma, sexual abuse, domestic violence, foster care, parenting, nutrition, conflict resolutions and fire safety as a basic program structure, as well as, parent requested topics.
- Technology for Parents is offered through our Title III grant, and occurs weekly.
- Our Guidance Counselor, Health Coordinator, and Parent Coordinator, as well as, our Bilingual Social Worker and Bilingual Psychologist work to identify speakers and/or support CBO personnel who can deliver workshops to parent groups based on their expressed needs and interests.
- Through our ENL course for families of ELL's, we help them develop English language proficiency in everyday life skills. The ENL teacher guides the parents' practice in English language development, as well as in other issues that may arise for new immigrants.
- Field trips will be added to our parent component this year. Trips will be scheduled for the spring and both parent and child will be taken to sites in New York City.
- Our parents will learn how to become more involved in their children's education through workshops in English Language Arts and Mathematics. Workshops will also be based strategies on how to support their child at home.
- A knitting and crochet club was also started during the 2014-2015 school year which will continue in the 2015-2016 school year.
- Cookshop for Parents has also been a asset to our parents of ELLs. Learning to make healthy recipies and writing up the recipies has helped with oral and written language. The program is runned by the Parent Coordinator.

Translation is available at all times in Spanish. If we need help with any language other than Spanish, we reach out to the Unit of

Translation and Interpretation and use an interpreter from the Unit for the parent.

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

Paste response to question here:

We presently partner with the following community based organizations and businesses:

The 48th Precinct, Fresh Air Fund, FDNY, Health First, Bronx Healthy Hearts, St. Barnabas Community Hospital Services, Fordham Tremont Mental Health Services, Union Community Health Centers, Community Board 6, Ten Network Support, CookShop, Food Bank Pantry.

These organizations provide vital information to our ELL parents and other community members that will give them access to health benefits, social-emotional services for themselves and their children within the community, tax services at no cost, extra food if needed and emergency preparedness. The Parent Coordinator and the ENL teacher (if available) will translate for the parents, when needed.

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

Paste response to question here:

We utilize a parent questionnaire at the beginning of each school year to identify interests, strengths and needs of our parent community. In addition, we look at our Learning Survey, invite parents to the School Leadership Team meetings and during open discussion at Parent Association meetings.

Parents are provided with all translated materials. The Translation Unit from the DOE is used for other languages.

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

Paste response to question here:

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

Our parent involvement is designed to be varied and address the range of the needs of our families. Parent workshops are conducted on an ongoing basis. Workshop times span mornings, evenings, and weekends, and include childcare. Topics include: asthma, sexual abuse, domestic violence, foster care, parenting, nutrition (Cookshop), conflict resolutions and fire safety as a basic program structure and parent requested topics. Additionally, workshops in English Language Arts and Mathematics engage parents with strategies to support their children at home. ENL for Parents is offered through our Title III grant, and occurs weekly. Our Guidance Counselor, Health Coordinator, and Parent Coordinator, as well as, our Bilingual Social Worker and Bilingual Psychologist work to identify speakers or support CBO personnel who can deliver workshops to parent groups based on their expressed needs and interests.

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

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

#### D. Additional Information

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

Paste response here:



School Name: <u>P.S.23</u>		School DBN: <u>1</u>	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Shirley Torres	Principal		12/2/15
Carole Cooke	Assistant Principal		12/2/15
Yvonne Flores	Parent Coordinator		12/2/15
Jennifer Irurueta	ENL/Bilingual Teacher		12/2/15
Cynthia Guadalupe	Parent		12/2/15
Amy Rodriguez - Bil SPED	Teacher/Subject Area		12/2/15
Tiffany Hughes - Data Spec.	Teacher/Subject Area		12/2/15
Elise Lucas	Coach		12/2/15
Katherine McCarthy	Coach		12/2/15
Margaret Halvey	School Counselor		12/2/15
	Superintendent		
	Borough Field Support Center Staff Member _____		
Maria Almanzar	Other <u>Bil. Sch. Psych.</u>		12/2/15
Maria Aponte	Other <u>Bil Related Services</u>		12/2/15
	Other _____		

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **10X023**

School Name: **P.S.23 The New Children's School**

Superintendent: **Melodie Mashel**

### Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training ([www.learn DOE.org/tiu/lac](http://www.learn DOE.org/tiu/lac)) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

### Part A: Identification and Assessment of Limited-English-Proficient Parents

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1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

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

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

As stated in the previous question, P.S.23's need in written translation/oral interpretation is presently in the following languages: French, Mandingo and Spanish. The Home Language Survey filled out at registration enables us to learn the language(s) used to communicate in the homes.

Through our monthly school calendar/newspapers, parent/teacher orientations, the school's parent

coordinator, ENL teacher and staff volunteers, we have been able to keep informed about the different languages spoken by our families. We ask through the parent coordinator and ENL teacher, that the parents inform the school of the specific language needs both written and orally.

## Part B: Creating a Communications Calendar

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1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

The documents that P.S.23 disseminates every year that require translations and are distributed to families are:

Student Emergency Contact given out at registration

Annual handbooks at Parent Curriculum Night in September

ENL Report Cards given out three times a year (November, March, June)

Flyers for school events such as: Literacy nights/ Noches Literarias, Parent Workshops , Holiday Shows, Graduation, Parent/Teacher Conferences, Spirit Days, PBIS Afterschool Activities, Assemblies (as needed)

Monthly Calendars from the Parent Coordinator/Guidance Counselor and Principal

Monthly News letters from specialty teachers

Monthly Newsletters from classroom teachers

After -School activities (as needed)

Parent/Teacher conference appointment letters (November, March, May)

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Formal face-to-face meetings with parents that we have during the school year:

I.E.P. meetings with the school based educational team either for an Annual Review or an Initial Evaluation Case (dates and times are dependent on when needed)

Curriculum Night in September  
Parent/Teacher Conferences in November, March, May

Informal meetings may occur throughout the year depending on need. This may be scheduled for attendance, behavior, student progress during Tuesday afternoon parent engagement time by teachers, guidance counselor, assistant principals, parent coordinator, principal.

### **Part C: Providing Language Assistance Services**

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1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Translated copies of the Bill of Parent Right and Responsibilities document that states the rights in regards to translation and interpretation services is sent home in Spanish and in other available languages, as needed. We will continue to print and display throughout different locations in the school translated signs advising the parents of the availability of interpretation services.

Written translation in Spanish is always done in-house at P.S. 23. When and if any written translation in other languages not available in-house is needed, we will use the Translation & Interpretation Unit at the Department of Education.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

P.S. 23 will provide parents with oral interpretation services in Spanish (as needed) by our in-house bilingual staff. In the event that an other language interpretation is not available through in-house staff and/or a family member, we will connect with the Translation & Interpretation Unit of the Department of Education and interpretation services will be provided over-the-phone via this unit. In the past, we have had to contact the Unit of Oral Interpretation of the Department Of Education in order to be able to communicate with a parent who only spoke Madarin.

### **Part D: Training Staff on Policies and Procedures**

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Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

We will continue to print and display throughout different locations in the school translated signs advising all staff members of the availability of interpretation services. In addition, in the school foyer and in the Main Office there is a Language ID Guide posted. During the Welcome Back to School meeting in September, the entire staff is informed about the rights parents have in regard to translation

and interpretation services, as well as information (telephone number) to the Translation & Interpretation Unit is given. In the weekly memo, prior to Parent/Teacher Conferences, the information for this unit is also listed with the availability in regard to the hours of the day.

## **Part E: Providing Notice of Language Assistance Services**

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Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

### Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

P.S. 23 will continue to print and display throughout different locations in the school, especially in the foyer of the school and in the Main Office, translated signs, "I'll Speak" cards, language poster advising the parents of the availability of interpretation services. The School Safety Agent will also be provided with the Department Of Education's Translation & Interpretation Unit's telephone number in the event there is difficulty communicating with a parent at entrance.

Translated copies of the Bill of Rights and Responsibilities document in spanish and any other needed language that states the rights in regard to translation and interpretation services will be back-packed and sent home. A discussion at the first School Leadership Team meeting with executive parent board members will also take place.

## **Part F: Monitoring and Quality Control**

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Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

The following will be used for feedback about the quality and availability of translation & interpretation services:

Learning Survey

Meetings with teachers (Home-School Connection)

Parent Association Meetings

School Leadership Team Meetings

Parent Survey