



P.S. 023 RICHMONDTOWN

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: P.S. 023 RICHMONDTOWN
ADDRESS: 30 NATICK STREET
TELEPHONE: 718-351-1155
FAX: 718-667-4958

TABLE OF CONTENTS

*As you develop your school's CEP, this table of contents will be **automatically** updated to reflect the actual page numbers of each section and appendix.*

SECTION I: SCHOOL INFORMATION PAGE	3
SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE	4
SECTION III: SCHOOL PROFILE.....	5
Part A. Narrative Description	5
Part B. School Demographics and Accountability Snapshot.....	6
SECTION IV: NEEDS ASSESSMENT	10
SECTION V: ANNUAL SCHOOL GOALS.....	11
SECTION VI: ACTION PLAN	12
REQUIRED APPENDICES TO THE CEP FOR 2009-2010	13
APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM	14
APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)	17
APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION	24
APPENDIX 4: NCLB REQUIREMENTS FOR ALL TITLE I SCHOOLS	26
APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, AND RESTRUCTURING	30
APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....	32
APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)	33

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 353100010023 **SCHOOL NAME:** P.S. 023 Richmondtown

SCHOOL ADDRESS: 30 NATICK STREET, STATEN ISLAND, NY, 10306

SCHOOL TELEPHONE: 718-351-1155 **FAX:** 718-667-4958

SCHOOL CONTACT PERSON: Frank Campagna **EMAIL ADDRESS** FCampag@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Louise Dluzniewski

PRINCIPAL: Frank Campagna

UFT CHAPTER LEADER: Robyn Bowers

PARENTS' ASSOCIATION PRESIDENT: Kathy MacDonald

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 31 **CHILDREN FIRST NETWORK (CFN):** Center for Educational Innovation-Public Education Association

NETWORK LEADER: NANCY RAMOS/WILLIAM COLAVITO/Christine Etienne

SUPERINTENDENT: Erminia Claudio

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Renee Mazza	Admin/CSA	Electronic Signature Approved.
Robyn Bowers	UFT Chapter Leader	Electronic Signature Approved.
Louise Dluzniewski	UFT Member	Electronic Signature Approved.
Cynthia O'Donnell	UFT Member	Electronic Signature Approved.
Kathleen MacDonald	Parent	Electronic Signature Approved.
Joann Turano	Parent	Electronic Signature Approved.
Deirdre Haddad	Parent	Electronic Signature Approved.
Lisa Weigele	Parent	Electronic Signature Approved.
Rosa Montemarano	Parent	Electronic Signature Approved.
Frank Campagna	Principal	Electronic Signature Approved.
Denise Cooney	Parent	Electronic Signature Approved.
Karen Crisson	UFT Member	Electronic Signature Approved.

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

□

Vision: P.S. 23's vision is to inspire, guide, assist and support our school community (students, parents, paraprofessionals and professionals) to work together to develop and provide quality education. In doing so, we acknowledge the need for independence and mutual accountability. Our goal is to educate all of our children to achieve to their maximum potential. We recognize and celebrate our unique differences while focusing on the development of academic skills, creativity, responsibility and citizenship.

Mission: In accordance with our school's vision, we are dedicated to creating life-long learners. It is our responsibility to ensure that every student has the necessary literacy, mathematical, technological and content area skills to help him/her become active participants in the community. Our mission includes on-going communication between staff, parents and students to inform them of students' progress on the road to reaching higher standards.

The children of P.S. 23 are educated in a nurturing and enriching environment. Our teachers maintain high standards while fostering the students' unique learning styles and abilities in a challenging curriculum environment. Teachers, parents, and community members work collaboratively to provide a climate that is safe, secure and nurturing, in order to educate our children to become productive, independent, skillful and creative citizens. P.S. 23's Pre-Kindergarten to Grade 5 student population is heterogeneously grouped within each grade with an honors class in grades 3 through 5. Early grade class size reduction was implemented in grades K-3 in order to better meet the needs of all students. In addition, there are three early grade 12:1:1 classes and two upper grade 12:1 classes.

Services are provided to children in the areas of: speech and hearing/vision, occupational therapy, adaptive physical education, physical therapy, and counseling by appropriately certified specialists as needed. The ERSSA program provides counseling to students who need emotional or psychological support. One teacher provides part time academic intervention services to "at risk" children in the lower grades. One part-time ELL teacher provides English language instruction to students in grade K-5. Cluster teachers in the areas of: Physical Education, Science, Computers, and Social Studies strengthen the school vision of providing our students with specialized instruction in mandated curriculum areas.

Our school provides a Balanced Literacy approach to Reading and Writing through the workshop model, which consists of: standards-based mini-lessons, independent/paired reading, shared reading, guided reading, literacy centers, literacy circles, daily read alouds, author studies, leveled libraries, teacher/student conferences and word study. The Writers Workshop includes: standards-based mini-lessons, independent writing, interactive writing, modeled writing, genre studies, teacher/student conferences and the use of rubrics for teaching and assessing.

Currently all grades, K-5, are using Everyday Mathematics as a primary vehicle for math instruction in the school. This spiraling curriculum meets all of the math standards for grades K-5. The Math Advantage program is used as a supplement to support the curriculum. Everyday Math games are being used to reinforce math concepts.

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	P.S. 023 Richmondtown								
District:	31	DBN #:	31R023	School BEDS Code:					
DEMOGRAPHICS									
Grades Served:	<input checked="" type="checkbox"/> Pre-K	<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	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	33	29	29		94.5	95.2	TBD		
Kindergarten	91	85	68						
Grade 1	79	90	86	Student Stability - % of Enrollment:					
Grade 2	105	77	92	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	80	102	78		98.3	96.40	TBD		
Grade 4	89	82	97						
Grade 5	84	93	79	Poverty Rate - % of Enrollment:					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		19.6	20.8	28.5		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing - Total Number:					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		1	6	TBD		
Grade 12	0	0	0						
Ungraded	2	4	1	Recent Immigrants - Total Number:					
Total	563	562	530	(As of October 31)	2007-08	2008-09	2009-10		
					2	0	2		
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:					
(As October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
# in Self-Contained Classes	46	43	46	Principal Suspensions	1	0	TBD		
# in Collaborative Team Teaching (CTT) Classes	6	11	0	Superintendent Suspensions	0	0	TBD		
Number all others	54	61	62						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				(As of October 31)	2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment: (BESIS Survey)				CTE Program Participants					
(As of October 31)	2007-08	2008-09	2009-10	Early College HS Participants	0	0	0		
					0	0	0		

# in Transitional Bilingual Classes	0	0	0				
# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	31	17	15	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	1	1	8	Number of Teachers	38	38	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	10	11	TBD
				Number of Educational Paraprofessionals	8	4	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	73.7	86.8	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	65.8	63.2	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	89	97	TBD
American Indian or Alaska Native	0.5	0.7	0.8	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	97.7	89.8	TBD
Black or African American	2.3	2.5	2.3				
Hispanic or Latino	11	11.4	12.5				
Asian or Native Hawaiian/Other Pacific Isl.	3.2	3.4	3.6				
White	83	82	80.9				
Multi-racial							
Male	53.6	52.8	52.6				
Female	46.4	47.2	47.4				
2009-10 TITLE I STATUS							
<input type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input checked="" type="checkbox"/> Non-Title I			
Years the School Received Title I Part A Funding:		<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate	Progress Target
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	√	√					
Multiracial							
Students with Disabilities	√	√	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√	-				
Student groups making AYP in each subject	4	4	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	75.7	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	10.1	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	15.9	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	45.2	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	4.5	Quality Statement 5: Monitor and Revise	

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

What student performance trends can you identify?

- Overall 69% of students in grades 3 - 5 scored at or above level 3 on the NYS ELA exam.

- Overall 81% of students in grades 3 - 5 scored at or above level 3 on the NYS Math exam.

- After analyzing our school data our students consistently on all grade levels need more targeted assistance in the following areas of reading comprehension; main idea, fact and opinion, and inference.

- In June 2010, 98.4% of students in Grade K were reading at or above grade level based in the TCRWP reading assessments. In June 2010, 91.8% of students in Grade 1 were reading at or above grade level based in the TCRWP reading assessments.

- In June 2010, 97.5% of students in Grade 2 were reading at or above grade level based in the TCRWP reading assessments.

- In June 2010, 78.2% of students in Grade 3 were reading at or above grade level based in the TCRWP reading assessments.

- In June 2010 87.5% of students in Grade 4 were reading at or above grade level based in the TCRWP reading assessments.

- In June 2009, 81.2% of students in Grade 5 were reading at or above grade level based in the TCRWP reading assessments.

What have been the greatest accomplishments over the last couple of years?

- This school uses assessment data effectively to identify students who are not meeting the standards and need additional support.
- Formation of an inquiry team that meets weekly to analyze data and work with teachers to pinpoint strategies for instruction.
- Within the inquiry team, our Data Specialist has been fully trained to collect, analyze and disseminate information regarding the ARIS data.
- The school uses the data effectively to enrich the curriculum for students who are exceeding the standards.
- School wide implementation of balanced literacy across the grades.
- The use of the workshop model for reading, writing, math and the content areas.
- Social Studies and Science cluster teachers who have mastered the curriculum and serve as a model for teachers on each grade.
- Having a deeper understanding of best teaching practices through the use of Everyday Mathematics, Balanced Literacy, the workshop model and Words Their Way.
- Each teacher has collaboratively completed a reading binder with mini-lessons for each day of the school year. Each lesson is grade appropriate and aligned to the standards.
- Each teacher is using the writing process in their classroom and working collaboratively to complete a writing binder with mini-lessons that address each genre and standard of writing.
- Grade 3 general and special education data indicates that in 2010 73% of all students scored in levels 3 and 4 on the ELA exam.
- Grade 4 general and special education data indicates that in 2010 61% of all students scored in levels 3 and 4 on the ELA exam.

- Grade 5 general and special education data indicates that in 2010 73% of all students scored in levels 3 and 4 on the ELA exam.
- Grade 3 general and special education data indicates that in 2010 78% of all students scored in levels 3 and 4 on the NYS Math exam.
- Grade 4 general and special education data indicates that in 2010 81% of all students scored in levels 3 and 4 on the NYS Math exam.
- Grade 5 general and special education data indicates that in 2009 84% of all students scored in levels 3 and 4 on the NYS Math exam.

What are the most significant aids and/or barriers to the school's continuous improvement?

Aids:

- Extended day for all students in need of small group instruction.
- Having a full time ATR to work with small groups of children to ensure they are working to their fullest potential.
- Ongoing work with the literacy coach to strengthen and deepen the understanding of good teaching practices.
- Additional time for teacher to work together to do inquiry work in place of one afterschool extended day session for children.
- Continuous professional development and collaborative planning among teachers of all grades with the literacy coach.
- Articulation meetings where teachers review student progress with AIS and SETTS service providers, literacy coach and administration to gather resources to meet the needs of individual students.
- Instructional decision making is done in a collaborative environment.
- A strong School Leadership Team that provides feedback on school issues to help inform decision making.
- A supportive PTA that stand behind the mission of the school and supports teacher instruction.

- Supportive administration that sets high goals for improving teaching practices and accelerating each student's learning.
- Leveled Literacy Intervention helps target and service first and second graders who are "at risk" in reading.

Barriers:

- New testing requirements and professional training interrupts the continuity of classroom instruction due to the absence of the teacher.
- Initial high test scores on standardized exams make it difficult for our school to show a high gain in student growth each year.
- Teachers need more time to meet with colleagues to discuss best teaching practices, organize materials, look at student work, analyze data, collaborate with each other and meet with administration to analyze student work and portfolios.
- Testing and preparation can take away from quality instructional time.
- There is a need for additional professional development days in order to address new instructional methodologies.
- Due to budget cuts, AIS services for students in grades K – 5 who are not meeting grade level standards have drastically been reduced for the 2010- 2011 school year.
- Larger class sizes in grades K – 5

After reviewing the results of our New York State and New York City Education Department accountability and assessment resources we found five areas we wish to improve for the 2010 - 2011 school year.

- The 2009- 2010 Learning Environment Survey showed that we needed to improve our communication with parents.
- The Quality Review Report and process revealed that increased technology instruction needs to be infused into the curriculum. We will do this through the use of and training for SMART board technology.
- The Inquiry Team action research evidenced our need to strengthen specific reading skills and raise overall reading levels for in grade 4.

- To further develop quality classroom instruction and increase standardized test scores we recognize professional development needs to continue in the area of Read Aloud. Professional Development will focus on Read Aloud instruction in grades K - 5.
- Vertical collaboration and team building between the grades will be a focus. 12 teachers and their students will be chosen to collaborate with different projects throughout the grades.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal’s Performance Review (PPR) goals should be aligned to the school’s annual goals described in this section.

Annual Goal	Short Description
<input type="checkbox"/> Goal # 1 By June 2011, we will raise the level of communication with parents by 3% in all combined areas as evidenced by the results of the 2010- 2011 Learning Environment Survey.	<input type="checkbox"/> For the 2010- 2011 school year we will increase parent communication through a variety of modalities (new school website (ps23r.org), monthly parent workshops, phone dialer, monthly newsletters) to ensure every parent is reached.
<input type="checkbox"/> Goal # 2 By June 2011, 100% of teachers at PS 23 will have access and training focused on computer and Smart board technology as evidenced by professional development agendas and evaluations.	<input type="checkbox"/> Smart board training will continue for the 2010- 2011 school year. 100% of classrooms will now have Smartboard technology to further student learning.
<input type="checkbox"/> Goal # 3 To increase the percentage of Grade 4 students who are reading at or above grade level from 77.7% in June 2010 to 79% in June 2011, which is an increase of 1.3% as evidenced by Teacher's	<input type="checkbox"/> During the 2009- 2010 school year, 84.4% of the entire student population was reading at or above grade level by June. However the data indicated that only 77.7% of Grade 3 students were reading at or above grade level. This population of students who are currently in Grade 4 will be targeted to achieve the literacy success needed to meet our goal.

College Reading Assessment.	
<input type="checkbox"/> Goal # 4 By June 2011, 100% of all teachers will have ongoing professional development focusing on strategies taught through read aloud as evidenced by Professional Development agendas, formal and informal observations.	<input type="checkbox"/> Read Aloud will be a focus for Professional Development for the 2010- 2011 school year through Literacy Support Services, the literacy coach and professional development extended Wednesdays.
<input type="checkbox"/> Goal # 5 By June 2011, vertical collaboration among grades will increase by 10% in 2010- 2011 as measured by teacher/class experience logs.	<input type="checkbox"/> 12 of our 23 classroom teachers, with their classes, will participate in a year long shared activity to develop school wide collaboration and partnerships across the grades.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject Area

(where relevant) : _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/></p> <p>Goal # 1</p> <p>By June 2011, we will raise the level of communication with parents by 3% in all combined areas as evidenced by the results of the 2010- 2011 Learning Environment Survey.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Monthly parent workshops on a variety of topics will be planned and implemented. • Classroom newsletters will be posted on the P.S. 23 website (www.ps23r.org) and will go home to parents to update and inform them on curriculum and activities in the classroom. All teachers will have their own webpage which will be updated periodically and an email address through the website that parents will have access to in order to enhance communication. • The PS 23 website will be updated in real time to reflect school calendars, curriculum updates, classroom news and upcoming events. • P.S. 23 will use the "phone dialer" automated system to communicate with

	parents about upcoming school events and to remind parents of important information.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i>	<input type="checkbox"/> Parent workshops will be offered during the school day, one time per month. Literacy Coach and Teachers will prepare workshops on preparation time. Classroom teachers who volunteer to facilitate a workshop will be given 2 days of substitute classroom instruction, which will allow the teacher workshop preparation and presentation time. The E-chalk website was paid for through PTA fundraising contributions. Parent Coordinator and Assistant Principal will also present workshops. Funding streams include: Parent Coordinator Funding; Fair Student Funding; Grant Money and PTA Contributions
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> Workshop schedules and agendas will reflect the workshop topic and target population. Sign in sheets will reflect attendance at each workshop and the percentage of parent participation. Evaluation sheets will be filled out by parents to provide feedback for the workshop and the necessity of future workshops. Participant reflection and evaluation sheets will measure interim progress towards meeting our goal.

Subject Area
(where relevant) : _____

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> Goal # 2 By June 2011, 100% of teachers at PS 23 will have access and training focused on computer and Smart board technology as evidenced by professional development agendas and evaluations.
---	--

<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> Smart Boards will be in place in every classroom at P.S. 23 for the 2010- 2011 school year. Smart equipment personnel and experienced clasdsroom teachers will train 100% of the teachers to utilize the Smart board for daily instruction in the classroom.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/>As recipients of a grant from Councilman James Oddo in the amount of \$105,000, we intend to purchase a Smart board set up for each classroom that does not already have one. Smart Tech will provide training for each teacher at no additional cost.Funding Steams Include: Councilmatic money; PTA funding</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Student/Teacher surveys Formal and Informal classroom observations focused on the use of technology in the classroom will measure interim progress. Teacher feedback and professional development workshops structured around using technology in the classroom.</p>

Subject Area
(where relevant) : _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> Goal # 3 To increase the percentage of Grade 4 students who are reading at or above grade level</p>
--	---

	<p>from 77.7% in June 2010 to 79% in June 2011, which is an increase of 1.3% as evidenced by Teacher's College Reading Assessment.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> Teachers will use TCRWP to assess students reading levels and target specific, individualized, instructional strategies for each grade 4 student.</p> <p>Reader's workshop will be implemented daily with the teacher modeling effective strategies for reading comprehension.</p> <p>Professional development will focus on read aloud strategies in order to improve reading comprehension.</p> <p>At monthly grade conferences the attending 4th grade teachers will discuss and analyze students' reading data to find trends and set goals for instruction.</p> <p>The Literacy coach will model read aloud for each 4th grade teacher in their classroom.</p> <p>All grade 4 teachers will have an inquiry group focusing on the struggling readers in the class.</p> <p>The inquiry team will have a 4th grade liaison who will monitor the progress of the targeted students in each classes' inquiry group.</p>

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i>	<input type="checkbox"/> All teachers will have monthly training during grade conferences, with a focus on individualizing reading instruction in their classrooms. The literacy coach will model lessons on teaching effective reading strategies in all grades. Funding Streams include: Fair Student Funding , Per Diem Substitute teacher coverage
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> Formal and informal observations will focus on ELA instruction for all teachers. Students will be formally assessed 4 times a year using TCRWP. The results will be analyzed to show evidence of growth and weakness and measure interim progress. Informal assessments will be given to assess reading comprehension throughout the year to target areas of strength and weakness with comprehension skills. Monthly grade conferences will analyze conference notes and suggest strategies to help each individual reader.

Subject Area
(where relevant) :

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> Goal # 4 By June 2011, 100% of all teachers will have ongoing professional development focusing on strategies taught through read aloud as evidenced by Professional Development agendas, formal and informal observations.
---	---

<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> Read Aloud will focus on reading strategies to help students become more fluent readers. Read Aloud will be the focus of professional Development for the 2010- 2011 school year. At least one Extended Day each month will focus on read aloud strategies and how to use this to improve student reading. Literacy Support Services will be utilized for outside professional development in this area. The literacy coach will support this endeavor by planning professional development and focusing on read aloud in 2 classrooms this year.</p> <p>Intra-visitations will occur on common preps for teachers to visit the read aloud model classrooms and observe instruction by the literacy coach.</p> <p>Lunch and Learns will be conducted by the literacy coach in order to support professional learning.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> The Literacy Coach will hold voluntary Lunch and Learn meetings for all teachers who need additional training.</p> <p>Funding Streams Include: Staten Island Foundation Literacy grant for PD to pay the LSS consultant; Fair Student Funding</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Teachers' lesson plans will reflect evidence of daily Read Alouds to be taught.</p> <p>Classroom walkthroughs will evidence Read Alouds with careful and attentive teacher</p>

	<p>planning and rich dialogue between students in read aloud discussions.</p> <p>Formal and informal observations will focus on Words Their Way classroom instruction for K-2 teachers.</p>
--	---

Subject Area
(where relevant) : _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/></p> <p>Goal # 5</p> <p>By June 2011, vertical collaboration among grades will increase by 10% in 2010- 2011 as measured by teacher/class experience logs.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Volunteer teachers will work together in cross grade collaborations.</p> <p>The participating classes will work on a year long project to foster collaborative team building.</p> <p>Students will learn how to work together to problem solve.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this</i></p>	<p><input type="checkbox"/>Teacher will use prep time to work together to develop their year long project. Teachers will have sub coverage to have additional time to plan together for their collaborative activity. Teachers' schedules will be adjusted to have additional free time together to develop their ideas. PD days will allow extra time for teachers to work together. Funding Streams include: Fair Student Funding</p>

<i>action plan.</i>	
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> By January 2011 all 12 classes (6 teams) will have their idea for their collaborative project. For each month after that the classes will get together to work on their project. By June 2011 each team will present a culminating project to showcase their work together. Teacher/class experience logs will indicate interim progress towards the goal is being made.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 - School-level Reflection and Response to System-wide Curriculum Audit Findings - has sunset as a requirement. Last Year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	11	9	N/A	N/A			2	7
1	16	8	N/A	N/A	2	1	2	9
2	15	12	N/A	N/A	1		2	9
3	16	10	N/A	N/A	1			7
4	27	14	8		1		1	12
5	22	20		8	2			10
6								
7								
8								
9								
10								
11								
12								

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- o Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Part B - Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p><input type="checkbox"/></p> <p>LLI- Leveled Literacy Intervention- Small group reading instruction which targets the “at-risk” population in the Primary grades. Speech - Addresses general education students in Kindergarten-Grade 5 who exhibit speech problems that interfere with verbal communication, processing and comprehension, but are not severe enough to be a mandated service AIS - Phonics, and reading instruction for comprehension and fluency in small group settings, push-in and pull-out Extended Day - Students stay for 50 minutes Monday and Tuesday and the teachers address their individual needs in a group no larger than 10 for General Education or 5 for Special Education.</p>
<p>Mathematics:</p>	<p><input type="checkbox"/></p> <p>Extended Day - Students stay for 50 minutes Monday and Tuesday and the teachers address their individual needs in a group no larger than 10 for General Education or 5 for Special Education.</p>
<p>Science:</p>	<p><input type="checkbox"/></p> <p>- Science enrichment and test preparation for 4th grade students</p> <p>-Students stay for 50 minutes Monday and Tuesday and the teacher addresses their individual needs in a group no larger than 10 for General Education or 5 for Special Education.</p>
<p>Social Studies:</p>	<p><input type="checkbox"/></p> <p>-Students stay for 50 minutes Monday and Tuesday and the teacher addresses their individual needs in a group no larger than 10 for General Education or 5 for Special Education.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p><input type="checkbox"/></p> <p>The following services are delivered on an as needed basis in small group settings or on an individual basis:</p> <ul style="list-style-type: none"> - Conflict Resolution-Grades 2-5,during the school day - Emotional Understanding-Pre-Kindergarten-Grade 2 - At Risk Counseling

At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> These services are provided for families and students on as needed basis and delivered individually.
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> These services are provided for families and students on as needed basis and delivered individually.
At-risk Health-related Services:	<input type="checkbox"/> Health related issues: hand washing, the importance of bathing and cleanliness, teeth brushing. These services are delivered on an as needed basis.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy - Attach a copy of your school's current year (2010-2011) LAP narrative to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

Section I. Student and School Information.

Grade Level(s)

n/a

Number of Students to be Served:

LEP n/a

Non-LEP n/a

Number of Teachers n/a

Other Staff (Specify) n/a

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program

- Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

n/a

Professional Development Program

- Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

n/a

Section III. Title III Budget

—

School: n/a

BEDS Code: 353100010023

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) - Per session - Per diem	n/a	<input type="checkbox"/> n/a
Purchased services - High quality staff and curriculum development contracts	n/a	<input type="checkbox"/> n/a

Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	n/a	<input type="checkbox"/> n/a
Educational Software (Object Code 199)	n/a	<input type="checkbox"/> n/a
Travel	n/a	<input type="checkbox"/> n/a
Other	n/a	<input type="checkbox"/> n/a
TOTAL	0	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Needs assessment for translation services was conducted during the initial parent meeting by the Parent Coordinator, school administration and ELL teacher. Forms that needed to be filled out and oral and written communication assessments were done with the help of our ELL teacher who speaks Spanish, and parent volunteers that assisted with other necessary languages such as Russian and Chinese. Although our different languages include Spanish, Arabic Albanian, Russian and Chinese the only parents who do not speak English are eleven Spanish speaking parents.

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

The need for written and oral translations is minimal at PS 23. Most parents of ELLs, except for eleven, speak English. A Spanish translator is necessary for parents of eleven children. The ELL teacher provides this service when requested. These finding will be reported at PTA meetings and other meetings when parents are present.

Part B: Strategies and Activities

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

We will continue to provide written and oral communication to parents through the use of a Spanish speaking teacher and parent volunteers. Written communication is provided to these parents through either the DOE translated letters or through the Spanish speaking teacher. But

as stated above, only three Spanish speaking parents do not speak English so their need for translation is the greatest. The rest of the parents speak and read English so we send home correspondence in English.

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

School staff and parent volunteers will continue to provide oral interpretation services to parents who do not speak English. When necessary school letters and written communication are necessary, they are translated.

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

School staff and parent volunteers will provide oral and written interpretation services to parents who do not speak English. When necessary school letters and written communication that are necessary, are translated. Letters from the DOE are already translated in the languages we need for our student population.

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

Part A - For Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
0
2. Please describe the services you are planning to provide to the STH population. We have no students in Temporary Housing.

Part B:

Part B - For Non-Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
N/A
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
 N/A
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your

school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

N/A

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_31R023_110110-152330.doc

OFFICE OF ENGLISH LANGUAGE LEARNERS GRADES K-12 LANGUAGE ALLOCATION POLICY SUBMISSION FORM

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN533	District 31	School Number 023	School Name Richmondtown
Principal Frank Campagna		Assistant Principal Renee Mazza	
Coach Colleen Westrenen		Coach	
Teacher/Subject Area Laura Garzaniti (ESL)		Guidance Counselor	
Teacher/Subject Area		Parent	
Teacher/Subject Area		Parent Coordinator Lori Klemas	
Related Service Provider Sharon Murphy		Other	
Network Leader Nancy Ramos		Other	

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	1	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	541	Total Number of ELLs	24	ELLs as Share of Total Student Population (%)	4.44%
------------------------------------	------------	----------------------	-----------	---	--------------

Part II: ELL Identification Process

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

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

Part II: ELL Identification Process

1. Describe the steps followed for the initial identification of those students who may possibly be ELL's.
In order to identify our ELL's, first we must administer the Home Language Identification Survey the parents, who are enrolling their child into our school. During this time an informal oral interview is conducted with them to assess the dominant language of the child. Laura Garzaniti-our ESL certified teacher- conducts the initial screening and conducts the HLIS. Mrs. Garzaniti also conducts the HLIS in Spanish and when needed calls the Translation Unit to conduct the HLIS in other languages in which the HLIS is not translated. She then reviews the first page of the HLIS which has 8 questions divided into two sections. If the parent indicates a language other than English for one response in questions 1 to 4 and for two responses in questions 5 to 8, this will make their child eligible for Language Assessment Battery-Revised testing. Page 2 of the HLIS, which indicates past schooling, will help in the identification of Students with Interrupted Formal Education. Our ESL teacher or other trained pedagogue then indicates on the HLIS whether or not the child is eligible for LAB-R testing and signs the survey. The HLIS is placed in the students cumulative record folder. The LAB-R is then given to those students who are eligible for testing within 10 school days of initial enrollment. We then review the LAB-R scores and create a list of entitled ELL students. If the student's home language is Spanish, the Spanish LAB is administered as well.
2. What structures are in place at your school to ensure that parents understand all three program choices?
Once we have identified our English Language Learners we promptly send out letters of Entitlement to each of the parents. In this letter parents are invited to attend a Parent Orientation with our Parent Coordinator and our ESL Teacher. The ESL teacher uses the Home Language Identification Survey to identify the language they prefer notes sent home. The letters are then sent home with the students. Included in this letter is the Program Selection Choice form in their spoken language. A letter in their spoken language advises them to read the form without making a choice. This allows parents time to review the choices before attending the meeting. During this meeting parents are given the choice to inquire about all three program choices through our discussions with them, as well as, through the Department of Education Video. This video thoroughly explains the three program choices in the languages spoken by our parents.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned?
Parents are given the option to complete the Program Selection Form at that time or they can send it in with their child's teacher. If they cannot attend the Parent Orientation the ESL teacher calls or sends another letter for a different date. In the event that the Parent Survey is not returned the default program is Transitional Bilingual Education. According to CR Part 154 schools are required to form bilingual education classes in grades K-8 when there are 15 or more ELL's of the same language in two contiguous grades. However, if there are not enough students to form a Transitional Bilingual Program parents will be given the option to transfer their child to a school that has a TBE (Transitional Bilingual Education) program in their region. A copy of the completed survey and the Selection Form is placed in the students cumulative record form.
4. Describe the criteria used and procedures followed to place identified ELL students in ESL instructional programs; description must also include any consultation/communication activities with parents in their Native language.
During consultation with the parents, using a translator if requested, we discuss their program selection on the Parent Survey. We at P.S.23R honor the parent choices made on the Parent Surveys. After the parent has made the choice of having their child placed in a Freestanding English as a Second Language program the ESL teacher then uses the hand scored LAB-R exams to determine the level of English proficiency for each student. The ESL teacher categorizes their scores using a rubric. This rubric will determine which students are proficient at the beginner level, intermediate level and at the advanced level for English. In addition, the ESL teacher uses the NYSESLAT scores to determine not only their level of English proficiency but also their area of weakness. At the end of the school year all our ELL's

from grades K-5 are administered the New York State English as a Second Language Achievement Test. This exam is an annual assessment which measures the growth of English Language Learners from grades K-12. Our students prepare for this exam using the Getting Ready for the NYSESLAT and Beyond workbooks. The parents are also notified months in advance and workshops are given to prepare their child for the exam. Testing accommodations are given so that our ELL's may be fully and fairly tested. Once the scores have been received, we use the NYSESLAT Scale Score Ranges Chart to determine the students English performance level. Using the student's NYSESLAT scores and the incoming student's LAB-R scores, we then work with the mainstream teacher to program classes and give proper ESL instruction for the current school year. Students who pass the NYSESLAT exam in the Spring are no longer eligible for ESL services for the next school year. In September, parents are notified in a letter that their child received a score indicating that they are no longer entitled to services for ELLs because they are English proficient. The letter indicates that their child can transition into all English monolingual classes, however if they would like their child to remain in a Transitional Bilingual Education program or a Dual Language program they can call the school to arrange a meeting with the parent coordinator and the ESL teacher to discuss how we can assist them with their choices. In addition, students who do not pass the NYSESLAT are also sent home a letter indicating that their child continues to be entitled to receive English language development support in classes for English Language Learners. Through this letter we inform the parents that they are encouraged to remain in the current program because research has shown that students who remain in the same program for year to year tend to perform better on the standardized English and Mathematics city and state tests and more successful in school than those students who switch between programs. Their child will remain in the current ELL program or a Bilingual program (if there are enough students to create a TBE program). However, if they wish to change programs they may call the school to speak with our parent coordinator and our ESL teacher.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested?

For the past few years most of our parents felt that the ESL program in our school better suited their needs. Out of the number of parents attending our Parent Orientations, 90% of them have chosen Freestanding ESL as the program their choice. Parents that request a different program are informed that at the moment we do not have their program of choice but we will notify them when the program is available. In addition, our Parent Coordinator will assist them in locating a school in the region that has their program of choice.

6. Are the program models offered at your school aligned with parent requests?

We at P.S.23R try our best to honor the choices of our parents, so if a parent chooses a program that is not offered in our school, we inform the parents that we currently do not offer the program but will be notified when the program is available. Our Parent Coordinator will also gladly assist them in finding a school where the program is readily available. Parents are given ample time to choose the program selection that best suits their child's needs.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0

Freestanding ESL														
Self-Contained														0
Push-In														0
Total	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					
All ELLs	24	Newcomers (ELLs receiving service 0-3 years)	16	Special Education	9
SIFE	0	ELLs receiving service 4-6 years	6	Long-Term (completed 6 years)	1

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	17	0	4	6	0	4	1	0	0	24
Total	17	0	4	6	0	4	1	0	0	24

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

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs) K-8														
Number of ELLs by Grade in Each Language Group														

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Other		1		2	1	1								5
TOTAL	7	3	3	2	3	6	0	24						

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

Part IV: ELL Programming

Programming and Scheduling Information

1. How is instruction delivered?

As stated previously, our instructional model implemented for our ELL students is a Freestanding ESL structure, of taking the students out for one-on-one instruction or small group instruction. Because of different levels of each of students and the different classes they are in the pull-out model is the one we are currently using. We are certainly aware that ELL students perform better in push-in models and are goal for the next school year is to carefully arrange our classes and schedules to allow for more push-in classes. Students in our push-in models are carefully grouped by grade level and English language proficiency. Therefore, differentiated instruction is given throughout each group.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model.

The beginning level and intermediate students receive ESL instruction for 360 minutes per week. The advanced students receive ESL instruction for 180 minutes per week. ESL and mainstream teacher's work together to ensure that ESL and ELA instructional minutes are delivered.

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

The English Language Learners are exposed not only to Balanced Literacy, but they also encounter hands-on Science lessons, Social Studies lessons, Art lessons, Music lessons, and Math lessons through cross-curricular activities. As per CR part 154, our ELL's in the advanced levels of English proficiency receive 180 minutes of ELA per week. The children are continually activating and building on their prior knowledge in all subject areas. In addition, we have a print rich environment and we encourage our teachers to use visuals, graphic organizers, chants, and plenty of repetition to support our ELL's. Smart boards are used in the classrooms. Words Their Way instruction is given as well. ELL's with a common native language are encouraged to interact with one another to make tasks more comprehensible.

We here at P.S.23 use several instructional approaches and methods to make content more comprehensible to enrich language. These

approaches have interrelated and overlapping elements and can be used in a variety of intergrated ways to meet the needs of our ELLs. Many of ours teachers use the Cooperative Learning Approach to learn social and language skills necessary for cooperation and learning academic concepts and content. This approach enhances interactions among students to help them complete learning tasks and make academic gains. We also use Natural Approach in which students are placed in meaningful situations and as the stages of language develop with more complexity, emphasis is then given on correctness. Thus, for our Low Beginner ELLs who are at the Pre-production phase we use commands: point to , touch, raise hand, draw, paste, cut, act out and stand up. For our students who are attaining greater proficiency and are at the Intermediate level or at the Intermediate Fluency stage we ask questions to encourage discussion and provide more opportunities for describing, comparing, retelling, and defining. We also incorporate the Language Experience Approach in which students acquire language if it is related to their own experiences and interest. The teacher introduces vocabulary and concepts, leads the student discussion, and records the students responses to create a story on a chart. The story is then read to the class and/or by the class.

4. How do you differentiate instruction for ELL subgroups?

a. Plan for SIFE.

At PS23, we do not have any SIFE students in attendance. However, a SIFE student would be welcomed into our school and would be offered an environment that is positive and caring. The SIFE student would receive small group instruction with children on his or her proficiency level. There would be at least one student in the class that will speak his or her native language to ease the child into a new system of learning and make the student comfortable and open to learning and sharing their experiences. Teachers at PS23 are well prepared for SIFE students entering the school year. Teachers have gone through the mandated 7 1/2 hours of ESL training for general education teachers and 10 hours of ESL training for special education teachers. Any SIFE students entered into our ELL program will receive 360 minutes of ELL services in small group instruction.

b. Plan for newcomers.

Newcomers to the ESL program at PS23 will be offered small group instruction. Their placement will be based on their English language skills, which is based on their LAB-R scores or NYSESLAT scores. Mainstream teachers and ESL teachers collaborate on academic instruction. ESL methodology is used in mainstream classrooms. We also plan for one on one tutoring with the child to give the child extra support. In addition, as stated previously, we encourage ELLs with a common Nativie language to interact with one another to make tasks more comprehensible.

c./d. Plan for our ELL's receiving 4-6 years of service and students with Special Needs.

For our long term ELL's, receiving 4-6 years of service, we are introducing more word learning strategies, where we focus on vocabulary, prefixes, suffixes, and Greek and Latin root words.. Classroom teachers and our ESL teachers differentiate instruction in order to meet the needs of the students with 4-6 years of service and students with special needs. Words Their Way instruction is given. Smartboards are uses in the classrooms. Laptops and computers are used in the classrooms. These students are given more one to one tutoring during class time and during extended day. Our teacher are consitently working in collaboration with the service providers to assess the strengths and weaknesses of the ELL students. The teachers, administrators and service providers review their assessments to see if academic goals are met. Workshops are offered to parents to help them assist their child at home. Professional Development is given to AIS providers, SETTS providers, and mainstream teachers to help our ELL's to reach academic achievement.

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

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

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

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

5. Describe targeted intervention programs for ELL's in ELA, Math, and other content areas. List a range of intervention services offered in your school for the above areas.

Differentiated instruction is used throughout our ESL classes and within the mainstream classroom. The Amazing English program is also used within the ESL classes to improve Reading Comprehension, Reading Fluency, Writing skills, and Listening skills through a balanced literacy approach and through pair work. Words Their Way instruction is being incorporated as a hands on approach to develop phonemic awareness, phonics, vocabulary, and spelling. For students in grades 3-5, there is a strong focus on vocabulary through synonyms, antonyms, homonyms, prefixes, suffixes, idioms, and roots. Smartboards are also used to access resource information for Science and Social Studies. It is also used to access stories online which are viewed by students in enlarged text to provide reading comprehension and reading fluency. The Smartboards are also used to support and reinforce Math skills. Readers Theatre is also used to improve fluency, intonation, reading comprehension. Through small group instruction, students participate in Writers Workshop. Teachers model the writing process and instruct students how to assess their writing through peer conferencing and their writing rubrics. In addition, manipulatives and realia are used to facilitate Science and Math instruction.

6. Describe your plan for continuing transitional support (2 years) for ELL's reaching proficiency on the NYSESLAT. Extended day, AIS (if needed), testing accommodations, continued use of ESL methodologies are used in their classrooms. Free after school programs available to all students, such as Puppetry, Creative Movement and Drama classes. These classes improve fluency, vocabulary development and socialization skills to ELL's who need continuing transitional support. These students also receive testing accommodations, such as: time extensions, tests administered individually or small groups in a separate location. They may also use bilingual glossaries when taking State examinations. They are also provided with a third reading of the Grade 3-5 Listening Selection of the ELA.

7. What programs or improvements will be considered for the upcoming school year? During the last few years we are receiving an increased number of transfer students who were placed in Special Education programs. Are data shows that these students are below standards in English Language Arts, Mathematics, and Science. Our action plan is to focus on these students. Thus, we are currently incorporating and fine tuning the Words Their Way instructional program throughout the school. This word study program involves hands on approach to develop phonemic awareness, phonics, spelling and vocabulary. Students will work independently or in small groups to study the patterns and sounds of different letters and words. Pictures are used for emergent readers which facilitates English instruction. In addition, we will be purchasing software that students can use to improve their grammar and reading comprehension to help them make academic gains in the content areas.

8. N/A

9. How are ELL's afforded equal access to all school programs? Describe after school and supplemental services offered to ELL's in your building.

After school programs are offered to all our students. ELL's are afforded equal access to all our programs. Our programs which have included cooking, cheerleading, art, math games, and puppetry allows students, including our ELL's to improve Speaking, Listening, Reading, and Writing. ELL's learn to socialize with other students during informal and enjoyable instructional activities.

10. What instructional materials, including technology, are used to support ELL's. As mentioned previously (refer to question 5), Words Their Way instruction program, Amazing English program, Smart Boards, laptops, computers, overheads are used to support ELL's in ELA, Math and Social Studies. Hands-on activities are also used during content area instruction. Students can have access to bilingual dictionaries and glossaries in order to support content areas. Our computer teacher and some of our teachers use several computer software, such as Readers Quest (Humanities Software), Math Missions (Scholastic), Mighty Math Carnival Countdown (Edmark), and Kid Pix (Houghton Mifflin Harcourt), First Phonics (Sunburst), to build Reading, Writing, Math, and Listening skills. Our action plan for next year is to purchase software that is geared towards improving grammar, speaking and listening skills.

11. How is Native language support delivered in each program model? Native Language support is provided in the ESL teachers classroom through a Native Language library. We are currently building on our Native Language library to support our ELLs with various languages.

12. Do required services support, and resources correspond to ELL's ages and grade levels? AIS providers, Speech providers, SETTS providers, Occupational Therapists, ESL teachers and mainstream teachers all collaborate to provide instruction which corresponds to our ELL's ages and grade levels. In addition, Guided Reading is used to support our ELLs using small group instruction, picture walks, accessing their prior knowledge and previewing vocabulary using gestures, pictures or realia when needed. Grade level books are used, but we are using prior knowledge and differentiating instruction for our ELLs.

13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year. Before our students enter our school in Kindergarten our school invites parents to a Parent Orientation. Parents may receive notices in their home language upon request. Our action plan is to prepare notices in advance to aid those parents before curriculum conferences and to inquire if they request a translator for these meetings.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school.
Administrators are keeping track and encourage all our personnel to attend professional development workshops through BETAC and through the OELL. This in turn allows their ESL teachers to use this information to assist their ELL's in their classrooms and it allows them to turn key this information to teachers and service providers who have ELL's in their classrooms or programs. We are making sure that our teachers go through the mandated 7 1/2 hours of ESL training for general education and 10 hours of ESL training for special education teachers. This year we are providing Professional Development on the following topics: LEP Identification, using the NYS ESL Standards to promote ESL instruction, and LAB-R and NYSESLAT testing.
2. What support do you provide staff to assist ELL's as they transition from elementary to middle to high school?
Our staff provides our ELL's with information and tips that will assist them as they transition to middle school. Our Two of our fifth grade teachers offer advise based on their experience working in Intermediate Schools. They give firsthand experience and tips. Our teachers have also met with IS24 to attain Mathematics expectations. They have used this information to better prepare our students for middle school. Students have technological background to aid them in middle school and beyond. Websites are provided to assist them in their content areas and to progress further in their English Language Proficiency. Our action plan for this year will be to contact a representative from the middle schools that our ELL's will be attending to speak to our students. The parents of our ELL's will be made well aware of the Translation Department that will be able to assist them as their child moves on to middle school.
3. Describe the minimum 7.5 hours of ELL training for all staff, other than those who hold ESL and bilingual licenses, as per Jose P.
As mentioned previously, we are keeping track of the 7.5 hours and are making sure that our teachers are going through the mandated 7.5 hours of ESL training for general education teachers and 10 hours of training for special education teachers. We also encourage teachers to attend professional development workshops through BETAC and OELL.

E. Parental Involvement

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

Parental Involvement

1. Describe parental involvement in your school, including ELL's.
Parents are encouraged to be involved in the PTA, to attend workshops which will help them to assist their child in Reading, Math, and Writing, to attend class trips or events. Our school also provides monthly activities such as Bingo night for parents and children to attend.
2. How do you evaluate the needs of the parents?
Our Parent coordinator works closely with our parents and teachers to evaluate the needs of the parents. She is readily available to assist parents over the phone, if the parents speaks a language other than English she requests the aid of our ESL who speaks fluent Spanish and can assist parents with questions. If a parent requests a meeting or is attending an IEP conference for his/her child, translators are arranged ahead of time to attend the meeting. Our ESL teacher meets parents during Parent Teacher Conferences and during these meetings she has been able to discuss the need of the parents. Such needs include: helping their child with Homework, Reading, and English

classes for parents.

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

Many workshops are offered to parents. Our parent coordinator works closely with our parents and teachers to evaluate the needs of the parents. Literacy and Math workshops are offered to the parents, as well as, Parent/Child activities. Our school works with the Translation Department Unit when needed. Most notices are available in several languages and over the phone translations are offered to parents. We are also in the process of working with the JCC to provide English Language courses to the parents of our ELL's.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	2	2	2			1								7
Intermediate(I)	3	1			2	4								10
Advanced (A)	2		1	2	1	1								7
Total	7	3	3	2	3	6	0	0	0	0	0	0	0	24

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

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

NYS Math

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	3		2		1				6
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				

New York State Regents Exam

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

Native Language Tests

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

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

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

Part IV: Assessment Analysis

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs. What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.

Our school is currently using TCRWP to assess our student's Reading abilities. We are also using Words Their Way to assess Spelling. Most of our ELLs fall a few levels below the average English Proficient student in Reading and in Spelling. According to the Words Their Way Spelling Assessment most of our ELLs fall among the Emergent and Letter Name Alphabetic category. Some of our advanced ELLs fall within the Word Pattern category. This information will help our school to gear a more individualized program for our ELLs to make further academic gains.

spoken English. Our ELL's spoke with fluency, had no or very few grammatical errors, had accurate pronunciation of individual sounds and used vocabulary words within the correct context. These students could also give appropriate responses based on a prompt and could tell a detailed, well organized and comprehensible story using transition words. They used varied vocabulary, good sentence structure and their errors did not cause confusion to the listener. The three students who scored at the Intermediate levels will continue to receive specific instruction according to their needs.

According to the Reading and Writing modalities, 24% of our ELL's scored at the Beginner level, 52% of our ELL's scored at the Intermediate level, 12% scored at the Advanced level, and 12% scored at the Proficient level. We found that the pattern across the Reading modality for kindergarteners and first grade newcomer, as well as, our ELL's in Special Education was that they lacked comprehension and demonstrated additional problems in decoding skills. Through formal and informal testing it was found that our first graders were performing at grade level and therefore scored proficient on the NYSESLAT. In the Writing modality, kindergarteners still need to improve letter/sound recognition and knowledge of basic sight words to improve their writing skills. Our first grade ELL's who scored proficient performed at grade level with their writing skills, and were able to write letters correctly when assessed in their letter writing and had few or no spelling errors when assessed for word writing. In addition, they were able to write sentences which displayed minimal capitalization and punctuation errors, used correct word order and demonstrated phonetic awareness. It is evident that the third and fourth grade ELL's having scored at the Intermediate level require further instruction on skills and strategies to improve their writing skills which will allow them to express themselves in a more comprehensible manner.

5. Describe how you evaluate the success of your programs.

In Spring of 2010, 82% of our ELL's scored within the Advanced level and Proficient levels of the NYSESLAT for Listening and Speaking. In 2009, 87.4% of our students met/exceeded the state and city ELA standards in all grades tested. These students also reached the standards for their grades on the NYS Math exams. In the Spring of 2009, 30% our ELL's passed the NYSESLAT. In 2008, two of our ELL's who were currently in a Special Education class passed the NYSESLAT and entered a CTT class for the next school year.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 023 Richmondtown					
District:	31	DBN:	31R023	School		353100010023

DEMOGRAPHICS

Grades Served:	Pre-K	v	3	v	7	11	
	K	v	4	v	8	12	
	1	v	5	v	9	Ungraded	v
	2	v	6		10		

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	29	29	31		94.5	95.2	94.4
Kindergarten	85	68	83				
Grade 1	90	86	67	Student Stability - % of Enrollment:			
Grade 2	77	92	85	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	102	78	96		98.3	96.4	96.0
Grade 4	82	97	80				
Grade 5	93	79	98	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		19.6	28.5	27.7
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		1	6	6
Grade 12	0	0	0				
Ungraded	4	1	1	Recent Immigrants - Total Number:			
Total	562	530	541	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					2	0	2

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	43	46	50	Principal Suspensions	1	0	0
# in Collaborative Team Teaching (CTT) Classes	11	0	0	Superintendent Suspensions	0	0	0
Number all others	61	62	68				

These students are included in the enrollment information above.

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0

Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# receiving ESL services only	17	15	TBD
# ELLs with IEPs	1	8	TBD

Number of Educational Paraprofessionals			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
These students are included in the General and Special Education enrollment information above.	8	4	15

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	73.7	86.8	94.6
				% more than 5 years teaching anywhere	65.8	63.2	75.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	89.0	97.0	97.3
American Indian or Alaska Native	0.7	0.8	0.7	% core classes taught by "highly qualified" teachers	97.7	89.8	100.0
Black or African American	2.5	2.3	2.2				
Hispanic or Latino	11.4	12.5	14.4				
Asian or Native Hawaiian/Other Pacific	3.4	3.6	3.5				
White	82.0	80.9	79.1				
Male	52.8	52.6	52.9				
Female	47.2	47.4	47.1				

2009-10 TITLE I STATUS

	Title I						
	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category		
In Good		v	Basic	Focused	Comprehensive
Improvement Year 1					
Improvement Year 2					
Corrective Action (CA) – Year					
Corrective Action (CA) – Year					
Restructuring Year 1					
Restructuring Year 2					
Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	v	v					
Multiracial							
Students with Disabilities	v	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v	-				
Student groups making	4	4	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	40.9	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	8.3	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	8.3	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	22						
<i>(Comprises 60% of the</i>							
Additional Credit:	2.3						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf