



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: PUBLIC SCHOOL 23

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 31R023

PRINCIPAL: FRANK CAMPAGNA **EMAIL:** FCAMPAG@SCHOOLS.NYC.GOV

SUPERINTENDENT: ERMINIA CLAUDIO

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Frank Campagna	*Principal or Designee	
Caroline Gary	*UFT Chapter Leader or Designee	
Joann Turano	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Louise Dluzniewski	Member/ SLT Chair- Teacher	
Renee Mazza	Member/ Assistant Principal	
Cynthia O’Donnell	Member/ Teacher	
Karen Crisson Gannon	Member/ Teacher	
Deirdre Haddad	Member/ Parent	
Kathy MacDonald	Member/ Parent	
Sara Courtney	Member/ Parent	
Denise Cooney	Member/Parent	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

To increase the percentage of all students in grades 1 - 5 who are reading at or above grade level from 70.2% in June 2011 to 75% in June 2012, which is an increase of 4.8 % as evidenced by Teacher's College Reading Assessments (TCRWP).

Comprehensive needs assessment

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

In order to make progress in ELA all students need to achieve at higher levels. Raising the reading level of all students and developing their higher order thinking skills, comprehension and understanding will bring them closer to meeting grade level standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- Classroom teachers, SETSS teachers and AIS teachers will use TCRWP to assess students reading levels and target specific, individualized, instructional strategies for each student.
- Reader's workshop will be implemented daily with the teacher modeling effective strategies for reading comprehension.
- Professional development will focus on research-based reading strategies that will improve reading comprehension, reading comprehension skills & strategies to develop reading fluency, questioning techniques, differentiating instruction to meet the needs of the various levels in your class using Norman Webb's DOK levels and read aloud strategies that will model for students what successful readers do when they are reading.
- At monthly grade conferences and Wednesday Collaborative meetings, teachers will discuss and analyze students' reading data to find trends and set goals for instruction.
- Teachers will discuss, research, and implement Norman Webb's DOK levels to increase rigor in the classrooms which in turn will help student's reach higher academic levels.
- Reader's workshop will be implemented daily with the teacher modeling effective skills & strategies for reading comprehension with instruction aligned to the CCLS and a new reading program, *Good Habits, Great Reader*, which in the 2010- 2011 school year teachers participated in the research and choosing of this program.
- The inquiry team will continue to look at students' reading level data and make plans for instruction with each grade, which will

include academic intervention services for students who are not reading on grade level. Leveled Literacy Intervention will be included in the academic plan for children not reading on grade level.

- Academic Intervention Services will focus on students who are not reading on grade level. Leveled Literacy Intervention, a program for struggling readers will be used.

Implementation timeline: September 2011 – June 2012

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

We engage parents in their child's education here at P.S 23 by:

- Regularly scheduled monthly PTA meetings.
- Asking for them to review homework, respond to letters and keep up with curriculum to be a partner in their child's education.
- A functional school website- ps23r.org- where all of our school information is posted. For example: flyers, schedules, announcements, homework, class web pages, parent and teacher resources, monthly classroom newsletters, school information.
- Have night time events here at the school for parents who work during the school day. For example: parent-teacher conferences, book fairs, parent/child nights, School Leadership Team meetings, workshops, reading and math nights.
- A phone dialer and an email blast to keep parents up to date or remind parents about school events.
- Having parents volunteer to be class parents, go on trips, come up to the library to put away books, and do other things around the school to invite them in to be part of our school community.
- Translations are provided for all parents who do not speak English as their home language.
- Parent workshops in CCLS, reading, math and science to help parents understand the curriculum and how they can help and support their child at home.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Here at P.S. 23 we attract highly qualified teachers by providing a safe, supported environment for which to teach. School rules are implemented and the day is structured for growth and learning. Teachers are part of the decision making for curriculum. They work together with administrators, parents and students to find the best ways to teach the children. They are a critical member of the decision making when it comes to what goes on in their classrooms, finding curriculum to meet the standards and learning needs of their students and are treated with respect as professionals in their field. They are encouraged to collaborate with colleagues for planning and given time to do so. They are given opportunities for professional development focused on their needs in the classroom which helps them grow and continue their own journey of learning. All our teachers are considered Highly Qualified and for future hiring we will attend job fairs or reach out to our human resources personnel.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

The programs we use that are coordinated with instructional strategies to help us attain our goals are Respect for All training, Leadership in the Classroom by Paul Procia CFN 533, Faculty Conferences and trainings regarding Chancellor's Regulation A832, Empowering Staff beyond the Duty of a Job Description.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Fair Student Funding- OTPS- to purchase the Good Habits, Great Readers program school wide; FSF- Money for substitute coverage for Teacher's professional development to learn about the program, develop and align the program with CCLS using curriculum mapping technology; FSF- Academic Intervention Services (AIS) push in services to address students reading below grade level.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

To increase the percentage of students performing at or above grade level on the NYS Math exam from 87.6% in 2010-2011 to 90% in 2011- 2012.

Comprehensive needs assessment

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

Priority area for improving student performance as compared to our peer range based on the Progress Report.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- School wide implementation of a new math program, Go Math for the 2011- 2012 school year to help raise mathematical achievement in the school.

- Using Smart board technology to support math learning in the classroom with interactive hands on project based learning.
- Integrating math exemplars into each math unit of study.
- Integrating big ideas and essential questions into each math unit of study based on the CSSS for each grade.
- More rigorous problem solving added to each unit of study.
- Encourage and promote higher order thinking when teaching and solving constructed response.
- Adding more time for mathematical inquiry to enhance students' higher order thinking skills.
- Inquiry team will focus on math as an area of need looking at data related to the NYS math exam and the item skills analysis of the exam to raise the level of student achievement, find trends in areas of need and target specific students and skills in order to raise achievement.

Implementation timeline: September 2011 – June 2012

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

We engage parents in their child's education here at P.S 23 by:

- Regularly scheduled monthly PTA meetings.
- Asking for them to review homework, respond to letters and keep up with curriculum to be a partner in their child's education.
- A functional school website- ps23r.org- where all of our school information is posted. For example: flyers, schedules, announcements, homework, class web pages, parent and teacher resources, monthly classroom newsletters, school information.
- Have night time events here at the school for parents who work during the school day. For example: parent-teacher conferences, book fairs, parent/child nights, School Leadership Team meetings, workshops, reading and math nights.
- A phone dialer and an email blast to keep parents up to date or remind parents about school events.
- Having parents volunteer to be class parents, go on trips, come up to the library to put away books, and do other things around the school to invite them in to be part of our school community.
- Translations are provided for all parents who do not speak English as their home language.
- Parent workshops in CCLS, reading, math and science to help parents understand the curriculum and how they can help and support their child at home.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Here at P.S. 23 we attract highly qualified teachers by providing a safe, supported environment for which to teach. School rules are implemented and the day is structured for growth and learning. Teachers are part of the decision making for curriculum. They work together with administrators, parents and students to find the best ways to teach the children. They are a critical member of the decision making when it comes to what goes on in their classrooms, finding curriculum to meet the standards and learning needs of their students and are treated with respect as professionals in their field. They are encouraged to collaborate with colleagues for planning and given

time to do so. They are given opportunities for professional development focused on their needs in the classroom which helps them grow and continue their own journey of learning. All our teachers are considered Highly Qualified and for future hiring we will attend job fairs or reach out to our human resources personnel.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

The programs we use that are coordinated with instructional strategies to help us attain our goals are Respect for All training, Leadership in the Classroom by Paul Procia CFN 533, Faculty Conferences and trainings regarding Chancellor’s Regulation A832, Empowering Staff beyond the Duty of a Job Description.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY’12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- FSF- OTPS money used to buy the Go Math program for the whole school. FSF money- To provide substitute coverage for Go Math training. FSF money to pay for an F-status coach; FSF money to pay for an F-status AIS provider

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

During the 2011- 2012 school year the percentage of parents utilizing ARIS will increase by 10%.

Comprehensive needs assessment

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

Improving parent involvement as indicated on the Learning Environment Survey.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Parents will be invited to a parent workshop early in the 2011- 2012 school year, where they can learn the advantages of logging on to ARIS. Additionally, we will reach out to parents who do not have computers and set up appointments for them to come in to school and learn the importance of ARIS and being involved in their child's education. Outreach will also occur during parent teacher conferences and PTA meetings where we will invite parents in to log onto to ARIS with support from PS 23 personnel.

Implementation timeline: September 2011 – June 2012

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

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- Have night time events here at the school for parents who work during the school day. For example: parent-teacher conferences, book fairs, parent/child nights, School Leadership Team meetings, workshops, and reading and math nights.
- A phone dialer and an email blast to keep parents up to date or remind parents about school events.
- Having parents volunteer to be class parents, go on trips, come up to the library to put away books, and do other things around the school to invite them in to be part of our school community.
- Translations are provided for all parents who do not speak English as their home language.
- Parent workshops in CCLS, reading, math and science to help parents understand the curriculum and how they can help and support their child at home.

Strategies for attracting Highly Qualified Teachers (HQT)

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Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

The programs we use that are coordinated with instructional strategies to help us attain our goals are Respect for All training, Leadership in the Classroom by Paul Procia CFN 533, Faculty Conferences and trainings regarding Chancellor's Regulation A832, Empowering Staff beyond the Duty of a Job Description.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

TL- Parent Coordinator

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

Student attendance will improve from 94.9% in June 2011 to 95% by June 2012.

Comprehensive needs assessment

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

Improving attendance rates was an area of need on the Progress Report.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Several incentives will be established in an attempt to improve attendance. We will be paying particular attention to half days, days before a vacation and children who are absent for long periods of time. Daily attendance will be announced as well as classes with perfect attendance. Monthly awards will be given to the classes with the best attendance percentages. A Principal's breakfast club will be

established for those students with perfect attendance periodically throughout the year. A corporate sponsor will be sought to provide additional incentives. A culminating incentive will be given at the end of the year for all students with perfect attendance.
Implementation timeline: September 2011 – June 2012

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

We engage parents in their child's education here at P.S 23 by:

- Regularly scheduled monthly PTA meetings.
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- A functional school website- ps23r.org- where all of our school information is posted. For example: flyers, schedules, announcements, homework, class web pages, parent and teacher resources, monthly classroom newsletters, school information.
- Have night time events here at the school for parents who work during the school day. For example: parent-teacher conferences, book fairs, parent/child nights, School Leadership Team meetings, workshops, reading and math nights.
- A phone dialer and an email blast to keep parents up to date or remind parents about school events.
- Having parents volunteer to be class parents, go on trips, come up to the library to put away books, and do other things around the school to invite them in to be part of our school community.
- Translations are provided for all parents who do not speak English as their home language.
- Parent workshops in CCLS, reading, math and science to help parents understand the curriculum and how they can help and support their child at home.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Here at P.S. 23 we attract highly qualified teachers by providing a safe, supported environment for which to teach. School rules are implemented and the day is structured for growth and learning. Teachers are part of the decision making for curriculum. They work together with administrators, parents and students to find the best ways to teach the children. They are a critical member of the decision making when it comes to what goes on in their classrooms, finding curriculum to meet the standards and learning needs of their students and are treated with respect as professionals in their field. They are encouraged to collaborate with colleagues for planning and given time to do so. They are given opportunities for professional development focused on their needs in the classroom which helps them grow and continue their own journey of learning. All our teachers are considered Highly Qualified and for future hiring we will attend job fairs or reach out to our human resources personnel.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

The programs we use that are coordinated with instructional strategies to help us attain our goals are Respect for All training, Leadership in the Classroom by Paul Procia CFN 533, Faculty Conferences and trainings regarding Chancellor's Regulation A832, Empowering Staff beyond the Duty of a Job Description.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

TL- Parent Coordinator to coordinate the events; PTA funds to provide incentives;

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.
- 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.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- 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.

	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	10	0	N/A	N/A	0	0	0	0
1	9	8	N/A	N/A	0	0	0	0
2	13	10	N/A	N/A	0	0	1	0
3	26	15	N/A	N/A	0	0	2	0
4	34	32	9	11	0	0	0	0
5	28	10	3	4	0	0	0	0
6								
7								
8								
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	Leveled Literacy Intervention, guided reading strategies, test Ready reading strategies, readworks.org, reading volunteers, small group pull out, individual pull out, small group push in, individual push in
Mathematics	Successmaker technology program, one to one AIS services, Go Math RTI individual or small group, Extended Day
Science	Extended day small group or peer tutoring
Social Studies	Extended day small group or peer tutoring
At-risk Services provided by the Guidance Counselor	n/a
At-risk Services provided by the School Psychologist	n/a
At-risk Services provided by the Social Worker	Small group and individual pull out and push in
At-risk Health-related Services	n/a

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Debra Maldonado/Nancy Ramos	District 31	Borough Staten Island	School Number 23
School Name Richmondtown School			

B. Language Allocation Policy Team Composition [?](#)

Principal Frank Campagna	Assistant Principal Renee Mazza
Coach	Coach
ESL Teacher Laura Garzaniti	Guidance Counselor Stacy Kaplan
Teacher/Subject Area Brooke Kary/Computers	Parent
Teacher/Subject Area	Parent Coordinator Lori Klemas
Related Service Provider	Other
Network Leader Nancy Ramos	Other

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	528	Total Number of ELLs	16	ELLs as share of total student population (%)	3.03%
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Part II: ELL Identification Process

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

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

art 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, Laura Garzaniti 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. In addition, a copy of the HLIS is maintained in a binder at a central location. The LAB-R is then given to those students who are eligible for testing within 10 school days of intial 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, Lori Klemas and our ESL Teacher, Laura Garzaniti. Our ESL teacher, Laura Garzaniti 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. (For more information on program choices and parent requests refer to questions 3,4,5 and 6)
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, Mrs. Garzaniti calls or sends another letter for a different date. In the event that the Parent Survey is not returned and the parent does not choose an ELL program, the default program is Transitional Bilingual Education. According 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 (Transtional Bilingual Education) program in their region. A copy of the completed survey and the Selection Form is placed in the students cumulative record folder, as well as, in a

binder that is kept in a central location.

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 the Translation Unit Department if a translator is 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 been informed of all the program choices and has made their choice, our ESL teacher, Laura Garzaniti then uses the hand scored LAB-R exams to determine the level of English proficiency for each student. Our ESL teacher, Laura Garzaniti 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. Placement letters are sent out to parents in their language of preference and a copy is placed in their Cumulative folder, as well as, in a binder that is kept in a central location. In addition, our ESL teacher, Laura Garzaniti ensures that all four parts of the NYSESLAT are administered during the months of April and May and uses these 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, our ESL teacher is responsible for distributing and collecting Non-Entitlement letters and Continued Entitlement letters. Non-Entitlement letters are sent home to parents with their child, to notify them that their child received a score indicating that they are no longer entitled to services for ELLs because they are English proficient. The Non-Entitlement 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 our Parent Coordinator, Lori Klemas and our ESL teacher, Laura Garzaniti to discuss how we can assist them with their choices. In addition, students who do not pass the NYSESLAT are also sent home a Continued Entitlement letter indicating that their child continues to be entitled to receive English language development support in classes for English Language Learners. Through this Continued Entitlement 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, Lori Klemas and our ESL teacher, Laura Garzaniti. A copy of all Entitlement letters, Continued Entitlement letters and Non-Entitlement letters are placed in their Cumulative folder and maintained in a binder at a central location along with the HLIS and Parent Survey/Parent Selection Forms.

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 by phone when the program is available. In the event that a parent speaks a different language other than English, our ESL teacher, Mrs. Garzaniti will translate this information in Spanish over the phone. Letters in other languages will be translated through the Translation Department Unit to notify parents when their program choice is available. In addition, our Parent Coordinator, Lori Klemas will assist them in locating a school in the region that has a Transitional Bilingual Program or a Dual Language Program. The Translation Unit Department will be contacted by phone to translate for parents, as well.

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, Lori Klemas will also gladly assist them in finding a school where a Transitional Bilingual Program or a Dual Language 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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	16	Newcomers (ELLs receiving service 0-3 years)	13	Special Education	4
SIFE	0	ELLs receiving service 4-6 years	1	Long-Term (completed 6 years)	2

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	13	0	2	1	0		2	0	2	16
Total	13	0	2	1	0	0	2	0	2	16

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	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		2	1	1		2								6
Chinese		2		1										3
Russian	1			1										2
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish	1													1
Albanian		1												1
Other					3									3
TOTAL	2	5	1	3	3	2	0	0	0	0	0	0	0	16

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

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. Our ESL teacher, Laura Garzaniti logs their TCRWP Reading levels and their Words Their Way levels to guide her lesson planning for each group of students. This will assist her in differentiating the activities for each child per lesson. In addition, students receive sight word practice according to a sight word assessment. Students are given individual oral practice, written practice and then placed in centers to practice letter/sounds and sight words within pairs or groups, using interactive websites, interactive listening/writing activities, Words Their Way activities, flash cards and dry erase boards. Guided reading groups are also used to differentiate reading instruction. In addition, classroom teachers assist the ESL teacher to inform her of any difficulties our ELL students may be having within the content areas, so that they may be reviewed within the student during conferencing/center time.

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, charts, and plenty of repetition to support our ELL's. Smart boards are used in the classrooms. We are currently using "Go Math" and "Good Habits, Great Readers", as well as, "Words Their Way" instruction. ELL's with a common native language are

A. Programming and Scheduling Information

encouraged to interact with one another to make tasks more comprehensible. Our ESL teacher, Laura Garzaniti meets with classroom teachers to discuss which skills and strategies within the content areas are currently being taught, so that they can be reviewed and reinforced with her ELLs.

We here at P.S.23 use several instructional approaches and methods to make content more commprehensible 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 ensure that ELLs are appropriately evaluated in their native languages?

During our ELL Identification Process, we interview the parent and are able to gain some information about the students English Language Proficiencyand Native Language Proficiency. Through this interview we can find out what language is primarily spoken at home, what type of academic experience they had prior to our school and if applicable, what language the student can read or write in. As stated previously, our ESL teacher, Mrs. Garzaniti is able to translate the HLIS in Spanish and when needed calls the Translation Interpretation Unit to translate the HLIS in other languages. Students who speak Spanish and are eligible for testing based on the HLIS, will take the Spanish LAB-R. Our ESL teacher, Laura Garzaniti uses the Spanish LAB-R scores as a way of assessing native language proficiency, as well as, informal observations and anecdotes.

5. 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. We would first assess them using the LAB-R and then with an in-house Literacy and Math assessment using the Translation Department Unit, determine what they know. We would also have a Bilingual support staff available for the student and have them become familiar with the childs native language and culture. 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. In addition, we would keep in contact with the parents to discuss the needs of the child, as well as, provide native language support through the purchase of literature in their native language to assist them in their native language skills. All this will be done using our ESL teacher, Laura Garzaniti to translate in Spanish or using the Translation Department Unit to translate. 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 Native 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 Long Term ELLs (completed 6 years).

For our ELL's receiving 4-6 years of service and our Long Term ELL's, we are introducing more word learning strategies, where we focus on vocabulary, synonyms, antonyms, 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, as well as, our long term ELLs. Words Their Way instruction is given. Smartboards are used in the classrooms. Laptops and computers are used in the classrooms for researching topics, reading practice and grammer practice, and/or math practice. These students are also given more one to one peer tutoring during class time and reinforcement of the skills they learned during the day, during extended day. Students will also monitor their progress using reading goals they have written for themselves and through a self-assessment checklist of their reading strategies. Teachers monitor their students progress through anecdotal records, reading skills/strategies checklists and through reading rubrics.

A. Programming and Scheduling Information

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

After carefully examining each student's IEP, we can determine the needs of our students. Certain adaptations need to be made for each child and thus by doing so, we can modify their grade level material and present the curriculum in ways that will make it accessible for our ELL-SWDs. For our ELLs who have been classified as Learning Disabled on their IEPs, we provide oral directions slowly and then have our students repeat the directions. We also provide activity sheets with fewer items and provide immediate feedback. For our ELLs-SWDs who have been classified as Speech Impaired, we incorporate content area material through Readers Theater and/or poetry. In addition, printed material is enlarged, more visuals are provided to illustrate new vocabulary or to help poor readers visualize what they are reading.

7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%	100%		
75%	75%		
50%	50%		
25%	25%		
	Dual Language		
100%	100%		
75%	75%		
50%	50%		
25%	25%		
	Freestanding ESL		
100%	100%		
75%	75%		
50%	50%		
25%	25%		
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

Courses Taught in Languages Other than English ⓘ

B. Programming and Scheduling Information--Continued

- Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
- What language electives are offered to ELLs?

8. 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

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. 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.

9. 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.

10. 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.

11. What programs/services for ELLs will be discontinued?
We are not planning to discontinue programs for the future.

12. 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. Parents may view our school calendar of events through the P.S.23 website. It can be viewed in several languages. 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.

13. 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

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. 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.

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9. 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.

10. 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.

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

We are not planning to discontinue programs for the future.

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

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

C. Schools with Dual Language Programs

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

n/a

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

D. Professional Development and Support for School Staff

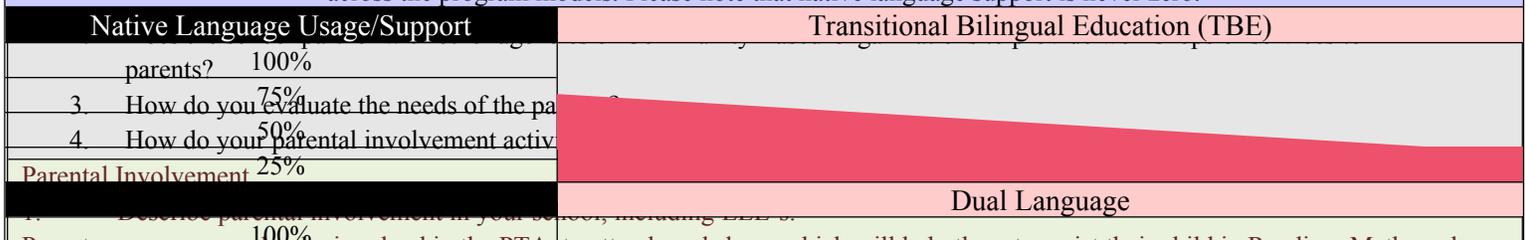
1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for 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 ½ 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 (review), using the NYS ESL Standards to promote ESL instruction (review), and LAB-R and NYSESLAT testing (review). In addition, we will provide Professional Development on aligning the Common Core Standards with our ELLs, instructional strategies for our general education ELLs and our ELL-SWDs.
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. Two of our fifth grade teachers offer advice 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. This past year we were able to contact a representative from the middle schools our ELL's would be attending to speak to our students. One middle school granted a visit for the parents and the student to speak with a representative and tour the school, and another school we had contacted, sent a representative to speak to our graduating ELLs. The parents of our ELL's were made aware of the Translation Department that would be able to assist them as their child moved on to middle school. In addition, our ESL teacher and the fifth grade teachers worked together to create a weekly academic planner with helpful tips to aid them in 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, special education teachers, guidance counselors, school psychologists, occupational/physical therapists, speech therapists, secretaries, and parent coordinators, 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 OELL. We will be providing a two day ESL training session on January 19 and March 6.

Native Language Usage and Supports

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



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, Laura Garzaniti meets parents during Parent Teacher Conferences and during these meetings she has been able to discuss the needs of the parents. Such needs include: helping their child with Homework, Reading, and English classes for parents. Our action plan for next year is to have parent surveys to evaluate the needs of our parents.

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

Many workshops are offered to parents. Our Parent Coordinator, Lori Klemas 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. The P.S.23 website may be viewed in several languages. Important information, as well as, future events are displayed and can be viewed in their native language. Our action plan for next year is to have forms written in PDF to be translated as well. We are also always in contact with the JCC which provides English Language courses to the parents of our ELL's in several locations within Staten Island.

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
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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.

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?
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n/a

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
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2. What support do you provide staff to assist ELL's as they transition from elementary to middle to high school?

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

Many workshops are offered to parents. Our Parent Coordinator, Lori Klemas 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. The P.S. 23 website may be viewed in several languages. Important information, as well as, future events are displayed and can be

E. Parental Involvement

1. Describe parental 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, Laura Garzaniti 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. Our action plan for next year is to have parent surveys to evaluate the needs of our parents.

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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)	1	3		1										5
Intermediate(I)		1	1											2
Advanced (A)	1	1		1	3	2								8
Total	2	5	1	2	3	2	0	0	0	0	0	0	0	15

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3		2			2
4		2	1		3
5	2	3			5
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					1		1		2
4			1		2				3
5			4		1				5
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					2				2
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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. 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.

Additional Information

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

Part VI: LAP Assurances

School Name: PS23R

School DBN: 31R023

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Frank Campagna	Principal		10/31/11
Renee Mazza	Assistant Principal		10/31/11
Lori Klemas	Parent Coordinator		10/31/11
Laura Garzaniti	ESL Teacher		10/31/11
	Parent		
Brooke Kary/Computers	Teacher/Subject Area		10/31/11
	Teacher/Subject Area		
	Coach		
	Coach		
Stacy Kaplan	Guidance Counselor		10/31/11
Nancy Ramos	Network Leader		10/31/11
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 31R023 **School Name:** PS 23

Cluster: _____ **Network:** CFN 533

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.

In order to assess our schools written translation and oral interpretation needs, our first step is to ensure that all parents complete the HLIS (Home Language Identification Survey) upon enrolling their child into the school. During this time, a formal interview is conducted with the parents to determine the dominant language of the child. We use this opportunity to assess which parents may require the Translation Unit Department in order to help conduct the HLIS in other languages. In addition, through this interview parents state the language they would like to receive written information from the school and in what language they would prefer to communicate orally with school staff. Our school then uses this information to provide parents with the appropriate notifications. Our school maintains a current record of the primary language of each parent in ATS and on the student emergency card. We currently have 16 ELLs. The languages spoken by their parents consist of: Russian, Spanish, Chinese, Armenian, Tagalog, and Polish. Of these sixteen families, eleven prefer notices and oral communication to be in English. Five of our Spanish speaking families prefer notices to sent home and oral communication to be in Spanish. These findings are shared amongst our ESL teacher, Laura Garzaniti, our Parent Coordinator, Lori Klemas and the classroom teacher. In addition, during one of our 7 1/2 hours of ESL training sessions, our ESL teacher, Laura Garzaniti, informs our staff to check the HLIS of every student to identify the language preference of the parents and to ensure that parents are provided with appropriate information in a language they can understand.

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.

We also found that some parents who speak Spanish prefer notifications and communication with the staff in their native language. During our Professional Development meetings, the staff is made aware of the percentage of parents who may require notications and/or communication with staff in other languages. In addition, they are reminded to use the Translation Unit Department as well as the other translated resources that could be readily available to assist parents. They are also reminded to review the HLIS of their students to prepare ahead in meeting the needs of the parents.

In addition, our staff is reminded to carefully review the HLIS of each of their students to determine whether or not they may need notifications to be translated and to prepare ahead of time for meetings with parents. In addition, our staff is also made aware of staff members who speak other languages. Our school has also posted a school sign in the main entrance of all the prominent languages, indicating the availability of interpretation services.

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.

At PS 23, our ESL teacher, Laura Garzaniti, assists in the translation of Spanish notices sent out to parents. In addition, the parents are reminded during Curriculum Conferences and through notices to log onto our school website which can be viewed in other languages.

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.

At PS 23, our ESL teacher, Laura Garzaniti provides oral interpretation services in Spanish to facilitate communication between parents and staff. When an ESL teacher is not available, our second grade teacher, Wanda Jones, assists in the Spanish translations. In addition, staff members are all equipped with the Translation Unit Department's telephone number to assist them with translations.

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>.

At PS 23, we are making great efforts to fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. As stated previously, within the first 30 days of a student's enrollment, we conduct a formal interview with parents while conducting the HLIS to not only determine dominant language of the students but also to determine the dominant language of the parents. Through this interview, parents state the language they prefer notifications and communications to be in. This information is then maintained in ATS and on student emergency cards.

Our school provides translation and interpretation services to all parents who require language assistance. Our staff is provided with the Language Identification Guide to assist a parent if the need arises. Once the parents can find their language and identify it, we can readily call the Translation Unit Department for further assistance.