



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: PS 23 R
DBN (i.e. 01M001): 31R023
Principal: PAUL PROSCIA
Principal Email: PPROSCI@SCHOOLS.NYC.GOV
Superintendent: JESSICA JENKINS
Network Leader: NANCY RAMOS

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Paul Proscia	*Principal or Designee	
Caroline Gary	*UFT Chapter Leader or Designee	
Kathleen MacDonald	*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	
Renee Mazza	Member/ Staff/ Chairperson	
Lidia Grassullo	Member/ Staff	
Laura Christie	Member/ Staff	
Keith Parascandola	Member/ Staff	
Susan Gunther	Member/ Parent/ Financial Liaison	
David Cheng	Member/ Parent/ Secretary/ Facilitator	
JoAnn Turano	Member/ Parent	
Deirdre Dunn Haddad	Member/ Parent	
Wendy Kohnenkamp	Member/ Parent	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

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

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

To increase the percentage of students in grades 1 – 5 reading at or above grade level from 75.9% in June 2013 to 77% in June 2014, which is an increase of 1.1% 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.

Over the past three years ELA (Reading) has been our weakest academic area according the New York State Assessment data and NYC Progress Report. During the 2010-2011 school year, 72% of the students in grades 3, 4, and 5 performed at or above grade level. During the 2010-2011 school year, 71.2% of the students in grades 3, 4, and 5 performed at or above grade level. During the 2012-2013 school year (first year of the Common Core State Assessment), 46% of the students scored at or above grade level (levels 3 & 4), and 54% did not meet grade level standards. According the 2013 NYS ELA Assessment and the 2012-13 Progress report, 98 out of 178- 4th and 5th grade students (55%) made progress, with 80 out of 178 (45%) of the students not making positive progress, and leading to PS 23 to get a C in student progress on the most up to date progress report.

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

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

- Reader’s workshop will be implemented daily with the teacher modeling effective skills & strategies for reading comprehension with instruction aligned to the CCLS.
- Independent reading with a purpose will continue to be a part of the reading block, which will give the students’ time to work on the strategies they have learned for increased comprehension and help build stamina.
- Our ReadyGen curriculum will be used to drive instruction and focus the learning for each grade.
- 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 each classroom using Norman Webb’s DOK levels and read aloud strategies that will model for students what successful readers do when they are reading.
- Socratic seminar will enhance classroom questioning and discussion, which in turn leads to higher levels of comprehension.
- Close reading strategies will be used to analyze text more accurately, determine purpose and enhance critical thinking skills.
- At monthly grade conferences and Wednesday Collaborative meetings, teachers will discuss and analyze students’ reading data to find trends and set goals for instruction.
- 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.

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

- Classroom teachers, SETSS teachers and AIS teachers will use TCRWP to assess students reading levels and target specific, individualized, instructional strategies for each student.
- 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.

- All teachers will be trained using the Socratic Seminar to help their questioning and discussion techniques.
- The inquiry/ instructional 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 and Reading Recovery will be included in the academic plan for children not reading on grade level.

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

- Instructional/ Inquiry team will look at student data monthly to see how it is going.
- They will discuss with mini-grade level inquiry team to talk about ways to help meet our goal
- RTI during extended day and the 20 minute block will be used to help these identified students get extra help

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

- Timeline Implementation: September 2013- 2014
- The information will be collected all year with certain benchmark dates for collection:
- October 11, 2013, December 20, 2013, March 3, 2014, May 30, 2014

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

- ESL teacher will provide Reading Recovery to students who are below level in grade 1.
- Extended Day and the RTI period will be used for targeted instruction based on the needs of the students according to the assessments.
- ReadyGen PD starting in July 2013 and continuing throughout the year.
- Readworks is being implemented to support non-fiction reading as children are focused on higher order thinking skills and improve their ELA writing skills.
- Collaborative Wednesday PD dedicated to curriculum mapping the new reading curriculum to include reading strategies, close reading, and independent reading.
- PD on the Socratic Seminar, Close reading strategies, ReadyGen, best reading practices, UDL and productive struggle all to help students become higher level thinkers.
- Foundations and Lively Letters will be used to target our lower grade population to give them the foundations needed to become successful readers and writers as they begin learning necessary strategies.

Strategies to Increase Parental Involvement

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

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

- Regularly scheduled monthly PTA meetings.
- Asking for parents 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 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.
- Monthly parent workshops with topics that will help their children become better readers such as: Socratic Seminar, CCLS, ReadyGen

Budget and Resource Alignment

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

Goal and Action Plan #2

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

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2014 100% of teachers will be observed using the new Advance/Teacher Effectiveness tools and the Danielson framework a minimum of 4 times.

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.
The 2013-2014 New York City Department of Education Citywide Instructional Expectations state that it is expected that all city schools fully implement the new Advance system using the Danielson Framework For Teaching to observe, evaluate, and measure teacher practices.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
1. Strategies/activities that encompass the needs of identified subgroups <ul style="list-style-type: none">• For the remainder of the 2013–14 school year, continue to use Danielson’s <i>Framework for Teaching</i> for formative observations and feedback to support teacher growth.• Participate in trainings to understand the new system of teacher evaluation and development (including measures of student learning), leading to principal certification and accurate use of Danielson’s <i>Framework for Teaching</i>.¹⁰• Plan for and implement required trainings on the new system of teacher evaluation and development for all appropriate members of the school community.• Engage in activities that build a shared school-wide understanding of what effective teaching looks like in all content areas, working toward a smooth transition to a new system of teacher evaluation and development in the fall.• Between June 1, 2013 and the beginning of the 2013–14 school year, agree on a plan for selecting the school’s approach to measures of student learning.• Schoolwide PD by William Kirk, Talent Coach to address the Charlotte Danielson rubric and updates in Advance.
2. Key personnel and other resources used to implement each strategy/activity <ul style="list-style-type: none">• Building administrators• All teachers who require observations• MOSL coach• Teacher Effectiveness/ Talent Coach
3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity <ul style="list-style-type: none">• Weekly cabinet meetings to discuss implementation, review observations and calibrate the rubric to the observations.• Monthly meetings with the talent coach to extend skills in implementation and observation.• Monthly PD on the Charlotte Danielson rubric and Advance.

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

- All IPCs are to be done by October 25, 2013.
- All Observations by April 2014.
- All final conferences by June 2014.

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

-Teacher to teacher observations are being encouraged during pre and post observation conferences, teachers are encouraged to base observations on the Danielson framework.

-Teachers are asked to set yearly goals based on their own individual needs based on the Danielson Domains.

-IPCs and post observations will be based on the Danielson framework. Areas of need and strengths will be discussed based on each component of the Danielson framework

Strategies to Increase Parental Involvement

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

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

- Regularly scheduled monthly PTA meetings.
- Asking for parents 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 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.
- PTA meeting will include the topic of teacher effectiveness and evaluation. This will help them to better understand how their child's teacher is held to high standards.
- Teacher evaluations and effectiveness will be discussed at SLT meetings.

Budget and Resource Alignment

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

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

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2014 100% of the curricula will be fully aligned to the Common Core Learning Standards.

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.

The 2013-2014 New York City Department of Education Citywide Instructional Expectations state that it is expected that all city schools ensure curricula are aligned to the Common Core Learning Standards in all content areas.

Ensure curricula are aligned to standards in all content areas.

In Pre-K–5 ELA and math, ensure curricula are aligned to the Common Core standards.

In other grades and content areas, ensure curricula are aligned to the applicable content standards

Schools should work toward closing curricular gaps during spring and summer 2013, whether through purchasing and integrating publisher-made materials or by adjusting current materials. Schools must provide dedicated time, resources, and support for reviewing and revising curricula, using

Universal Design for Learning to ensure access for all learners.

Instructional Strategies/Activities

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

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

- PS 23 chose the ReadyGen curriculum to ensure that the curriculum is aligned to the CCLS. Through curriculum mapping and professional learning opportunities and time set aside to work together, the curriculum will be enhanced to include more time for independent reading, socratic seminar, UDL, DOK, and reading skills and strategies appropriate for each grade.
- The Go Math curriculum has been used at PS 23 since September 2011. We continue to refine and develop our skills in the area of mathematics by inquiry and curriculum mapping.
- Citywide PD activities have been offered and utilized by each staff member to better enhance their learning of both curriculums.

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

- All classroom teachers
- Cluster teachers to provide RTI for struggling students
- Instructional/Inquiry Team members to go to team PD opportunities to provide better detail on both curriculums.
- Administrators to provide feedback on best teaching practices and sitting alongside the Instructional/Inquiry team members to set agenda's and timelines for best implementation options.

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

- Continued curriculum mapping opportunities to look at the CCLS and the curriculum to make sure all activities are aligned to the learning outcomes which are standards based.
- Go Math monthly data analysis.
- TWRCP quarterly assessments.
- Baseline assessments through Schoolnet will allow us to determine if we are keeping up with Common Core Standards and which students need to be targeted as at risk students.

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

July 2013- June 2014

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

-Instructional team is working to align CCLS vertically and horizontally across all grades, using ReadyGen and Go Math as their focus.

-Monthly analysis of Go Math will define weaknesses within students who are not meeting common core standards, which will be translated to teachers.

-TWRCP will be assessed quarterly, students who are not meeting common core standards will be targeted and given remediation during RTI and extended day time.

-Science and social studies texts are aligned to Common Core States Standards.

Strategies to Increase Parental Involvement

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

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

- Regularly scheduled monthly PTA meetings.
- Asking for parents 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 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.

Budget and Resource Alignment

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

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

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

6.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

6.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Leveled Literacy Intervention, Reading Recovery, guided reading strategies, Test Ready reading strategies, readworks.org SIMH reading volunteers	small group pull out, individual pull out, small group push in, individual push in	During the school day, afterschool strategy programs, extended day, RTI period daily
Mathematics	Successmaker technology program, one to one AIS services, Go Math RTI individual or small group, Extended Day	small group pull out, individual pull out, small group push in, individual push in	During the school day, afterschool strategy programs, extended day, RTI period daily
Science	Review of lesson with UDL methodologies using different entry points to ensure different entry points for different types of learners	Small group peer tutoring, small group	During the school day, extended day
Social Studies	Review of lesson with UDL methodologies using different entry points to ensure different entry points for different types of learners	Small group peer tutoring, small group	During the school day, extended day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Peer Mediation, 7 Habits of Highly Effective People (Leader In Me), Conflict Resolution, Therapeutic Crisis Intervention, and a RTI period every day from 10:40 AM-11:05 for academically at risk students, as well as Reading Recovery	Small group and individual counseling based on the need, and RTI Tier 2 & 3 small group and individualized instruction	During the school day, extended day

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

High Quality and Ongoing Professional Development

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

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

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

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

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

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

District 31	Borough Staten Island	School Number 023
School Name Richmondtown School		

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

Principal Paul Proscia, I.A.	Assistant Principal Renee Mazza
Coach	Coach
ESL Teacher Laura Garzaniti	Guidance Counselor
Teacher/Subject Area Brooke Kary/Computers	Parent
Teacher/Subject Area	Parent Coordinator Lori Klemas
Related Service Provider Sharon Murphy/Speech	Other
Network Leader(Only if working with the LAP team)	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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	495	Total number of ELLs	14	ELLs as share of total student population (%)	2.83%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	14	Newcomers (ELLs receiving service 0-3 years)	10	ELL Students with Disabilities	5
SIFE	0	ELLs receiving service 4-6 years	4	Long-Term (completed 6+ years)	0

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	10	0	2	4	0	4	0	0	0	14
Total	10	0	2	4	0	4	0	0	0	14

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	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	1	1	2	1	1	1								7
Chinese					1									1
Russian	1		1											2
Bengali														0
Urdu														0
Arabic			1											1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish	1													1
Albanian														0
Other			1			1								2
TOTAL	3	1	5	1	2	2	0	14						

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)			1		1	1								3
Advanced (A)	2	3	1											6
Total	2	3	4	1	2	2	0	0	0	0	0	0	0	14

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1				!Und
4	1				
5					
6					
7					
8					
NYSAA Bilingual (SWD)					

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

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

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

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

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

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

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

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
N/A
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

N/A

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

N/A

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

Here at P.S. 23, our classroom teachers and school administrators, Paul Proscia, I.A. and Renee Mazza A.P., work together to discuss information about our struggling ELL students, their instructional work and their student data. Our teachers use data from LAB-R, NYSESLAT, TCWRP, Words Their Way, the ELA/Math State exam scores, and our P.S.23 RTI Diagnostic Evaluation of Academic Skills to guide instruction. We have ongoing communication between teachers, students, and parents to discuss the progress of our ELL's. In addition, our teachers differentiate instruction by not only using information they have gathered at our ELL professional developments, but also from our Ready Gen Reading program and our Go Math! Mathematics program. These two programs offer valuable information to our teachers on ways to differentiate instruction for our struggling ELL's. Our classroom teachers and administrators collaborate with one another to collect data and monitor progress. By doing so, they have gathered sufficient information to make instructional decisions about our ELL students. In addition, our teachers have ongoing communication throughout the school year, with our ELL students and their parents to better understand their family background and home life. These discussions will aid teachers in their instructional decisions. Last year struggling first grade ELL students were chosen to participate in our newly incorporated Reading Recovery Program. These students were assessed in Letter Identification, Word Identification, Hearing and Recording Sounds, Writing and Vocabulary, Concepts About Print, and Reading. The data collected from these assessments geared specific individualized instruction with the ELL's selected to the program. These students worked on a one to one basis with our Reading Recovery teacher, Laura Garzaniti for twenty weeks, five days a week. Ongoing communication between teachers, parents and students was also vital to the success of our ELL students. Our Reading Recovery/ESL teacher also incorporated Reading Recovery strategies with ELLs in small groups. Our new admits from Georgia, Russian and China showed progress in their English language development using these strategies which accelerated their progress in Reading and Writing. In addition, our classroom teachers are working with our ELL's an extra twenty minutes per day during our RTI period. Through our RTI model, we hope to quickly learn which students are benefitting from our instructional programs. We hope to continue to build more effective instructional programs in individual, small group, or whole class settings. Through these efforts we hope to reduce inappropriate referrals.

6. How do you make sure that a child's second language development is considered in instructional decisions?
At P.S.23, we ensure that a child's second language development is considered in instructional decisions. Our staff uses LAB-R, Spanish LAB-R, and NYSESLAT scores to understand their English language proficiency, as well as, their academic areas of weakness. Our teachers also have ongoing communication with our ELL students and parents to discover their linguistic capabilities. This will allow teachers to know where to begin their instruction and how to build upon what they already know. Our instructional decisions are based on our students level of proficiency in their native language, as well as, in English. Our teachers must also know

whether the child has had prior school experiences and if they have opportunities to build on what they know in their first and/or second language in the community.

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

N/A

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

In 2012 38% of our ELL's scored a level of Proficient on the NYSESLAT exam. After evaluating the Listening and Speaking scores of the Spring 2011 NYSESLAT, we discovered an increase from 29% to 50% in our students Proficient Level. We saw progress in our Spring 2011 NYSESLAT Reading and Writing scores, showing an increase from 12% to 36% in the Advanced Level and 12% to 23% in the Proficient Level. In the Spring of 2011, our two ELLs-SWDs met/exceeded the state and city Science standards and Math standards. In addition, our two third grade ELLs met/exceeded the state and city Math standards. In Spring of 2010, 82% of our ELL's scored within the Advanced level and Proficient levels of the NYSESLAT for Listening and Speaking. In 2009, 87.4% of our students met/exceeded the state and city ELA standards in all grades tested. These students also reached the standards for their grades on the NYS Math exams. In the Spring of 2009, 30% of our ELL's passed the NYSESLAT. In 2008, two of our ELL's who were currently in a Special Education class passed the NYSESLAT and entered a CTT class for the next school year.

After analyzing the results within the Math content area from 2012, our three students that tested out of our ESL program the school year also met the standards for mathematics. In 2011, we discovered that out of our two third grade ELLs, one met the standards and the other student exceeded the standards. Out of our three grade four ELLs, our two ELL-SWDs met the standards in Math and our third student is approaching grade level standards. Within our grade 5 group of ELL-SWDs, four students received a two and one student remained below grade level standards. Most of our success in Mathematics lies within the third and fourth grade students. This year we will focus our attention on the grade 5 Mathematics curriculum, so that our future ELLs may maintain their academic success within this content area.

After analyzing our ELA results from 2011, we discovered that most of our students, within grades three to five, are approaching grade level standards. We will continue to monitor and work with our ELLs/ ELL-SWDs to progress their levels within this area. Within the Science content area, our ELL-SWDs met the standards. We will continue to maintain this success using ESL methodologies within the Science classroom and reinforcement with our ESL teacher, Laura Garzaniti.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

In order to identify our ELL's, first we must administer the Home Language Identification Survey to 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 initial enrollment. We then review the LAB-R scores and create a list of entitled ELL students. If the student's home language is Spanish, the Spanish LAB is administered as well. Paste response to question here:

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.

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, and secured/stored? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

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 (Transitional 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 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.

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. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Before administering the New York State English as a Second Language Achievement Test to all ELL's each year we carefully follow a number of procedures. At the beginning of the school year our ESL teacher, Mrs. Garzaniti reviews LAB-R and NYSESLAT scores through ATS. These scores, as mentioned in question number 4, will help to determine who will take the NYSESLAT at the end of the school year. Careful planning is required to prepare our students for this exam. During the school year our ESL teacher works with all of our classroom teachers to identify the listening, reading and writing skills used. The same skills are reviewed using similar activities according to their academic level and language proficiency level. In addition, students are required at times to read their work aloud to a partner, to a whole group, or to a video camera. This activity allows them to gain confidence and to practice oral language. Our students also use practice books to prepare for the NYSESLAT, such as, Getting Ready for the NYSESLAT and Beyond by Attanasio and Associates, Inc. , as well as, Empire State NYSESLAT for grades K and 1 by Continental Press. These practice books allow the students to see the structure of the NYSESLAT so that they are better prepared for it. In addition, our ESL teacher carefully reviews IEP's for our ELL-SWD's to check for testing accommodations. Testing accommodations, such as, extended time, separate location/room, revised test directions, and use of aids, assisted technology devices are checked and our ESL teacher then checks the conditions (whether it is for all tests or only for some) as well as, the implemented recommendations, such as, time and a half, the group size number, whether directions need to be read and simplified, and whether test passages, questions, items, and multiple choice responses are to be read to the student.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. [?](#)

For the past few years 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.

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 V: ELL Programming

A. Programming and Scheduling Information

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

- a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
- b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

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 (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)?

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

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 "Ready Gen", as well as, "Words Their Way" instruction. ELL's with a common native language are 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. Classroom teachers are encouraged to use the "Support for ELLs" section of the Ready Gen Reading Program to support their reading instruction. Our Go Math mathematics program has resources available online to support our ELL's, such as, reteach material and strategic intervention activities. In addition, Go Math worksheets and assessments are available in Spanish, as well.

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. We incorporate scaffolding to make meaning more comprehensible. This is acquired through modeling, building on their prior experience, use of visuals, "think alouds", self monitoring, previewing texts before reading and pointing out book structure, such as, titles, captions, bold letters, and charts.

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

During our ELL Identification Process, we interview the parent and are able to gain some information about the students English Language Proficiency and 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 anecdotal. Our newcomers are also evaluated during the Math state exam. Translators work one on one with our newcomers to translate this exam. This gives us an idea how well they perform in their native language, as well. ELL's who may be going through an initial referral evaluation are also evaluated in their first language. This is highly important because the bilingual evaluator can give us important information about their native language proficiency and whether they have been appropriately evaluated.

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

During the school year our ESL teacher, Mrs. Garzaniti works carefully with the classroom teachers of her ELL students to inquire which skills in reading, listening and writing are being taught. These skills will be reviewed with the ELL students according to their academic level and language proficiency level. Students practice their oral language skills by reading aloud their written work to a peer, to a whole group, or in front of a camera. This allows them to practice their oral language skills and also allows them to gain confidence. In all four modalities of English acquisition students evaluate themselves and their peers through checklists. The teacher also uses informal and formal assessments through anecdotal or checklists. Students set goals for themselves in each area.

6. How do you differentiate instruction for ELL subgroups?

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

a. 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 child's 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. In addition, our ESL teacher and the classroom teachers use Go Math material available in Spanish, as well as, the Scholastic Spanish versions of the Weekly Reader to assist our newcomers. Our classroom teachers also use apps on our ipads to translate instruction for our newcomers. Our ESL teacher, who is also trained in Reading Recovery uses Reading Recovery material and Reading Recovery methods to develop Reading and Writing skills for our newcomers.

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 grammar 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.

e. Plan for continuing transitional support (2 years) for ELL's reaching proficiency on the NYSESLAT.

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

7. What 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. We carefully scaffold the information in our lessons so that meaning will be more comprehensible. This is achieved through modeling, building on their prior experience, use of visuals, "think alouds", self monitoring, previewing texts before reading and pointing out book structure, such as, titles, captions, bold letters, and charts. Classroom teachers are encouraged to use the "Support for ELLs" section of the Ready Gen Reading Program to support their reading instruction. Our Go Math mathematics program has resources available online to support our ELL-SWD's, such as, reteach material and strategic intervention activities. In addition, material is available in Spanish, as well.

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

Upon commencing the school year our ESL teacher in collaboration with the classroom teachers and the service providers, carefully map out the schedules of the ELL-SWDs. Our ELL-SWDs are served in the Least Restrictive Environment. Our ELL teacher uses their IEP to ascertain how often she can meet them and which setting would be most suitable for them. We then discuss the best time to meet our students to avoid any scheduling conflicts. In addition, our teachers are consistently working in collaboration with the classroom teachers and service providers to assess the strengths and weaknesses of the ELL-SWDs. Our ESL teacher, meets with teachers several times during the week to discuss the skills that will be taught for the following week, so that she can carefully plan her lessons. The teachers, administrators and service providers review their assessments to see if academic goals are met. Workshops are offered to parents to help them assist their child at home. Professional Development is given to AIS providers, SETTS providers, and mainstream teachers to help our ELL's to reach academic achievement.

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

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

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

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

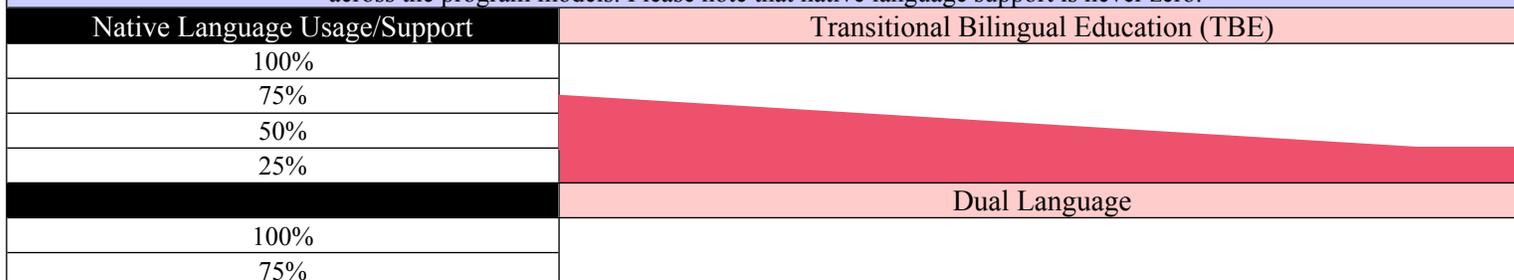
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

Differentiated instruction is used throughout our ESL classes and within the mainstream classroom. Our classroom teachers are using the support section for ELLs in the Ready Gen Reading Program to make meaning more comprehensible. Our ESL teacher is using the Go Math reteach resources online to review Math skills with our ELLs. 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. For our newcomers, teachers are using our RTI period to build 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. This past year we incorporated and fine tuned 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 worked independently or in small groups to study the patterns and sounds of different letters and words. Pictures were used for emergent readers which facilitated English instruction. In addition, we purchased the Success Maker software which students used to improve their grammar and reading comprehension to help them make academic gains in the content areas. This year we will be using the Ready Gen Reading Program which includes tips and ideas to aid instruction for our ELL's and we will work to improve our Go Math Program.

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 Math Carnival Countdown (Edmark), and Kid Pix (Houghton Mifflin Harcourt), First Phonics (Sunburst), to build Reading, Writing, Math, and Listening skills. We have recently begun the Success Maker software for Language Arts and Mathematics. Our action plan for current year is to purchase more software that is geared towards improving grammar, speaking and listening skills.

14. How is Native language support delivered in each program model?

Native Language support is provided in the ESL teachers classroom through a Native Language library. We are currently building on our Native Language library to support our ELLs with various languages. We also provide bilingual glossaries to support content area instruction.

15. Do required services support, and resources correspond to ELL's ages and grade levels?

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

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

17. What language electives are offered to ELLs?

No language electives are offered at this time.

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

Paste response to question here:

11. What new 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.

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, over heads are used to support ELL's in ELA, Math and Social Studies. Hands-on activities are also used during content area instruction. Students can have access to bilingual dictionaries and glossaries in order to support content areas. Our computer teacher and some of our teachers use several computer software, such as Readers Quest (Humanities Software), Math Missions (Scholastic), Mighty Math Carnival Countdown (Edmark), and Kid Pix (Houghton Mifflin Harcourt), First Phonics (Sunburst), to build Reading, Writing, Math, and Listening skills. We have recently begun the Success Maker software for Language Arts and Mathematics. Our action plan for current year is to purchase more software that is geared towards improving grammar, speaking and listening skills.

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

We are not planning to discontinue programs for the future.

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

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

As mentioned previously (refer to question 5), Words Their Way instruction program, Amazing English program, Smart Boards,

laptops, computers, over heads are used to support ELL's in ELA, Math and Social Studies. In addition, our classroom teachers are using the support section for ELLs in the Ready Gen Reading Program to make meaning more comprehensible. Our ESL teacher is using the Go Math reteach resources online to review Math skills with our ELLs. Our ESL teacher is also incorporating Close reading in her lessons to build their vocabulary and reading comprehension. Hands-on activities are also used during content area instruction. Students can have access to bilingual dictionaries and glossaries in order to support content areas. Our computer teacher and some of our teachers use several computer software, such as Readers Quest (Humanities Software), Math Missions (Scholastic), Mighty Math Carnival Countdown (Edmark), and Kid Pix (Houghton Mifflin Harcourt), First Phonics (Sunburst), to build Reading, Writing, Math, and Listening skills. We have recently begun the Success Maker software for Language Arts and Mathematics. Our action plan for current year is to purchase more software that is geared towards improving grammar, speaking and listening skills.

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

Native Language support is provided in the ESL teachers classroom through a Native Language library. We are currently building on our Native Language library to support our ELLs with various languages. We also provide bilingual glossaries to support content area instruction.

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

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

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

Before our students enter our school in Kindergarten our school invites parents to a Parent Orientation. In addition, our ESL teacher and/or classroom teachers assist newcomers by touring the building, so that they will recognize important places to go and feel less stress upon entering their new school. Parents may receive notices in their home language upon request. Our action plan is to prepare notices in advance to aid those parents before curriculum conferences/PTCs and to inquire if they request a translator for these meetings.

18. What language electives are offered to ELLs?

No language electives are offered at this time.

19. For schools with dual language programs:

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

N/A

C. Professional Development and Support for School Staff

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

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 the OELL. This in turn allows our ESL teacher to use this information to assist our ELL's in their classrooms and it allows our ESL teacher to turn key information to teachers and service providers who have ELL's in their classrooms or programs. In addition, our ESL teacher, Laura Garzaniti is assisting monthly ESL workshops that will be turnkeyed to the staff. 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 professional development is offered to teachers of ELL's in supporting ELLs as they engage in the Common Core Learning Standards?

Our ESL teacher is encouraged to attend any professional development workshops regarding the Common Core Learning Standards. Mrs. Garzaniti has attended workshops through the OELL, Pearsons Ready Gen Program, as well as, free Pearson webinars.

3. 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

4. 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. Paste response to questions here:

D. Parental Involvement

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

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.

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 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.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: Richmond

School DBN: 31R23

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Paul Proscia	Principal		11/15/13
Renee Mazza	Assistant Principal		11/15/13
Lori Klemas	Parent Coordinator		11/15/13
Laura Garzaniti	ESL Teacher		11/15/13
	Parent		
Brooke Kary	Teacher/Subject Area		11/15/13
Sharon Murphy	Teacher/Subject Area		11/15/13
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 31R23 School Name: P.S.23

Cluster: 5 Network: 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.

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 notifications 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. Our Para, Sara AlHurani, assists us in the translation of Arabic 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. Our Paraprofessional, Sara Alhurani, assists us in the Arabic translations. We have also had parents who have been able to assist us in Russian and Chinese translations, as well. 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.