

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

31R023

School Name:

P.S. 023 RICHMONDTOWN

Principal:

PAUL PROSCIA

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: P.S. 23R School Number (DBN): 31R023
Grades Served: Pre-K- 5
School Address: 30 Natick Street, Staten Island, New York 10306
Phone Number: 718-351-1155 Fax: 718-667-4958
School Contact Person: Renee Mazza Email Address: Rmazza2@schools.nyc.gov
Principal: Paul Proscia
UFT Chapter Leader: Keith Parascandola
Parents' Association President: Kathy MacDonald
SLT Chairperson: Renee Mazza
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: 31 Superintendent: Anthony Lodico
Superintendent's Office Address: 715 Ocean Terrace Staten Island, NY 10301
Superintendent's Email Address: alodico@schools.nyc.gov
Phone Number: 718-420-5657 Fax: 718-420-5677

Borough Field Support Center (BFSC)

BFSC: 94 Director: Kevin Moran
Director's Office Address: 52 Chambers Street, NY, NY 10007
Director's Email Address: Kmoran2@schools.nyc.gov
Phone Number: 718-556-8367 Fax: 718-556-8375

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Paul Proscia	*Principal or Designee	
Keith Parascandola	*UFT Chapter Leader or Designee	
Kathy MacDonald	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	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	Assistant Principal/ Chairperson	
Laura Christie	Member/ Teacher	
Lidia Grassullo	Member/ Teacher	
Carrie-Ann Triscuizzi	Member/ Teacher	
David Cheng	Member/ Parent	
Susan Gunther	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Wendy Kohnenkamp	Member/ Parent	
Donna Luci	Member/ Parent	
Deidre Piccolino	Member/ Parent	
	Member/	
	Member/	
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

The Six Elements of the Framework for Great Schools

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

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

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

Public School 23 is located in the heart of the Historic Richmondtown Community in Staten Island, New York. The Richmondtown School is an elementary school which services grades Pre-Kindergarten to 5 with 504 students. Our population is comprised of 2% African American, 16% Hispanic, 78% White, and 3% Asian. The student body includes 3% English Language Learners (ELL) and 28% of our students receive Special Education services. The average attendance rate thus far for the 2014-2015 school year is 94.95%, up almost a full percentage point from last school year.

Our school recently celebrated the 50th Anniversary of its opening in 1964. For the past fifty years, our school has been a mainstay in the community. Our dedicated staff has a shared vision that commits us to excellence in inspiring, guiding, and supporting our school community (students, parents, and school staff) to work together to develop and provide quality education. Our goal is to educate all our children to achieve their maximum potential. We recognize and celebrate our unique differences while focusing on the development of academic skills, creativity, responsibility, and citizenship.

At PS 23 our mission is in accordance with our school's vision, we are dedicated to creating life-long leaders and learners. We feel it is our responsibility to insure that every student has the necessary literacy, mathematical, technological and content area skills, as well as leadership skills to help him/her become active members in the community and 21st century's globalized economy. Our mission includes on-going communication between staff, parents, and students to inform them of students' progress on the road to reaching higher standards and being prepared, college, career, and life ready individuals.

Based on the feedback provided in our most recent Quality Review in December of 2014, our area of celebration was within indicator 3.4 which reads "Establishing a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations". We earned a score of Well Developed in this indicator, as well as in indicator 4.2- "Engage in structured professional collaborations on teams using an inquiry based approach that promotes shared leadership and focuses on improved learning".

During the review, our area of focus was determined to be within indicator 2.2- "Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels." In this indicator as well as in indicators 1.1- Curriculum and 1.2- Pedagogy, we received a rating of Proficient. We are actively refining our assessment, curricula, and pedagogical practices to further improve upon these results.

During the 2013-2014 School-Year, PS 23 opted into the NYC DOE sponsored Ready Gen. ELA Curriculum. The curriculum's deficits and gaps have posed many challenges; so over the past 2 years our instructional team (comprised of teachers from each grade level, out of classroom representatives, and both Assistant Principal and Principal) and entire pedagogical staff have made and continue to make adjustments to the curriculum. Such adjustments include:

- Increasing independent reading time across all grade levels
- Tracking and building the students' independent reading time stamina to grade appropriate levels. The grade level independent reading time goals are:

• Kindergarten: 10 minutes of independent reading

} 1st grade goal: 20 minutes

} 2nd -5th grade goal: 30 minutes

- Infusing more developmentally appropriate techniques and strategies in grades K-2, such as the programs Leveled Literacy Intervention, Foundations, and Wilson.

As a result, the number of students reading at or above grade level according to the Teachers' College, Reading and Writing Project Assessment has increased by 6.6% since September of 2014, going from 65.4% to 72%. As the benchmark levels have become more rigorous so has the number of students reading at or above grade level.

Furthermore, three years ago PS 23 became a Leadership Themed school that has adopted Franklin Covey's Leader In Me school improvement process. The program's philosophy empowers students and all community members to be self-reliant and leaders. As a whole school community, we have infused Dr. Stephen R. Covey's 7 Habits of Highly Effective People in all academic and non-academic areas. Each month the teachers select and honor a leader and humanitarian of the month. Children are invited to a monthly breakfast to celebrate them, and they are awarded a certificate for their achievement which motivates all students to be good citizens. A Lighthouse Team, comprised of staff members, meets monthly to discuss our leadership mission and to track the progress of our school becoming a Lighthouse School. They are also responsible for choosing and planning the Virtue of the Month Assembly. A book of the Month is read to and discussed in every class, connecting it to the Seven Habits. Children's work is highlighted on a school-wide bulletin board.

Also, a student lighthouse team (comprised of teacher and student volunteers) was created to empower and give students a voice and role in developing a strong sense of community. These student leaders are morning greeters, and encourage their peers to be leaders. They have been keynote speakers on the effectiveness of the Seven Habits at various assemblies within our school building, and at other leadership symposiums. For the 2015- 2016 school year, all classes will implement the use of Leadership/ data notebooks as a way for students to set goals and track their progress. Each school year every class develops a class mission to reflect leadership, the 7 Habits, and what they would like to be known for as a whole class. 100% of the staff was trained in the 7 Habits of Highly Effective People over the past three years.

31R023 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	503	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population		0.4%	% Attendance Rate	94.1%
% Free Lunch		33.8%	% Reduced Lunch	3.4%
% Limited English Proficient		2.6%	% Students with Disabilities	28.4%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		0.2%	% Black or African American	2.2%
% Hispanic or Latino		15.5%	% Asian or Native Hawaiian/Pacific Islander	2.2%
% White		79.3%	% Multi-Racial	0.4%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		1.11	# of Assistant Principals (2014-15)	1
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	N/A
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.1%	Average Teacher Absences (2013-14)	6.24
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		48.3%	Mathematics Performance at levels 3 & 4	69.7%
Science Performance at levels 3 & 4 (4th Grade)		91.7%	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate		N/A		
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing		X	Local Assistance Plan	
Focus District			Focus School Identified by a Focus District	
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		YES	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		YES	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		YES	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		

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

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

Part 1 – Needs Assessment

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

According to our TCRWP reading data collected in June 2015, 70% of our students were independently reading on or above grade level. This was an improvement from the previous year, but we can still improve in this area. For the 2014- 2015 school year we revised and updated our ELA curriculum to include more activities, strategies and skills for increased reading comprehension (for example reciprocal teaching), added more independent reading time to the reading block to improve reading stamina, and added Leveled Literacy Intervention with a pull-out teacher to target the children not reading on grade level in the lower grades. Historically ELA is always a lower area for us on the state exams and in order to achieve higher levels on both the NYS ELA & math exams, we recognize that children need to be reading and comprehending on higher reading levels.

Part 2 – Annual Goal

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

By June 2016, there will be a 3% increase in the number of students reading on or above grade level standard as measured by TCRWP, from 70% in June 2015 to 73% in June 2016.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Grade 1 & 2 students who are not reading on or above grade level will get extra support in small groups, with the Leveled Literacy Intervention program through a pull-out AIS teacher or their trained classroom teacher.</p>	<p>Grade 1 & 2 students who are reading below grade level</p>	<p>October 2015- June 2016</p>	<p>Grade 1 & 2 trained teachers and an F-Status AIS teacher will implement & Administration will oversee.</p>
<p>Grade 1 students who are far below grade level standards will receive extra support through Reading Recovery, a one to one very intense pull out program.</p>	<p>Grade 1 students who are reading below grade level</p>	<p>October 2015- June 2016</p>	<p>Reading recovery/ ESL teacher Laura Garzaniti will implement & administration will oversee.</p>
<p>Increased independent reading time in every classroom, to build stamina, with a focus on reading comprehension strategies that work, including programs such as foundations, ReadyGen and Wilson to help students meet the CCLS, updated ELA curriculum to include these strategies and an instructional focus with a learning goal of increased independent reading levels for all students in every classroom.</p>	<p>All students grades K – 5.</p>	<p>September 2015- June 2016</p>	<p>All classroom teachers will implement & administration will oversee.</p>
<p>Classroom teachers will continue to assess and monitor reading levels using TCRWP’s running records and individual reading conferences. This will help teachers match students up to books on their level to help them reach their fullest potential during independent reading time.</p>	<p>All students grades K – 5.</p>	<p>September 2015 – June 2016</p>	<p>Classroom teachers will implement & administration will oversee.</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Leveled Literacy Intervention (LLI) kits & Professional Development for all Part-time LLI teacher</p>

Fundations Kits- Grades K & 1

ELA Curriculum Maps with ReadyGen infused

Rigorous Lesson Plans

Reading Recovery Materials

Reading Recovery Teacher

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

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

Part 5 – Progress Monitoring

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

Data in accordance with meeting this goal by June 2016 will be collected and reviewed as follows:

September 2015

November 2015

January 2016

March 2016

June 2016

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

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

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

Part 1 – Needs Assessment

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

We want our students to develop and learn positive habits, to take responsibility for their behavior, to accept each other’s differences and to not be bystanders for bullying. Our school is a Leader in Me school that strongly believes if students are empowered to take ownership and taught leadership habits they will improve their capacity to learn both socially and academically. In order to be college and career ready all students must learn to be self-confident, independent thinkers and learners who take ownership for themselves and act as problem solvers collaboratively with others. Providing leadership opportunities to students will also improve their listening and speaking skills and further develop their higher order thinking skills. Based on the Quality Review from the 2014- 2015 school year, QR indicator about the Learning Environment at PS 23 was recognized as an area of strength, fostering a respectful, engaging and inclusive culture that values student voice and celebrates student achievement. So in order to continue to add this area of the QR as a strength we felt it necessary to focus on this area for the 2015- 2016 school year with new and improved strategies for student success in a supportive environment.

Part 2 – Annual Goal

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

By June 2016, 100% of students will participate in the Leader in Me by holding different leadership positions within the school/classroom and track their leadership goals in their leadership notebooks.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>A menu of leadership roles will be created by the school's Lighthouse Team and presented to the children for the 2015- 2016 school year.</p>	<p>All K – 5 students</p>	<p>September 2015- June 2016</p>	<p>Classroom teachers, administration, school aides & paraprofessionals, Lighthouse Team members</p>
<p>For the 2015- 2016 school year all children will have a leadership notebook where they can track their progress in class, their individual goals, their leadership roles, personal reflections and their general progress in class</p>	<p>All K – 5 students</p>	<p>June 2015 – June 2016</p>	<p>Classroom Teachers, Lighthouse Team members, Administrators, paraprofessionals</p>
<p>Each month from October - June each classroom will chose and highlight a leader and humanitarian from each classroom. Someone who exemplifies the skills necessary to be a leader with good character.</p>	<p>All K – 5 students</p>	<p>October 2015 – June 2016</p>	<p>Classroom teachers, Administrators, Lighthouse Team members</p>
<p>Each month PS 23 will highlight a different leadership/ character education virtue and tie it in to an assembly, book of the month and personal reflection on how this virtue impacted him/her.</p>	<p>All K – 5 students</p>	<p>September 2015 – June 2016</p>	<p>Classroom & cluster teachers, guidance counselor, Lighthouse Team members, Administration</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>The school's Lighthouse Team will meet bimonthly afterschool to plan for all Leader in Me activities, assemblies and Book of the Month activities. Teachers will develop their grade-wide plan for implementing their leadership notebooks on the June Professional Development day to be implemented in September. The Lighthouse Team will oversee the leadership roles and application process to get those jobs.</p>											
<p>Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

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

PS 23's Lighthouse Team will meet bi-monthly to assess the progress of individual leadership notebooks and children having leadership roles around the school. Classroom teacher will ensure that each child has a leadership role inside or outside of the classroom. By February 2016 all students will have already held at least one leadership role and 50% of students will have already held two.

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

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

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

Part 1 – Needs Assessment

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

After our 2014- 2015 Quality Review, our QR reviewer believed area 2.2 Assessment- to be our area of focus. With building and developing our ELA curriculum over the past 2 years since we began ReadyGen we had to adjust and update our curriculum to match to needs of the different learners in our classrooms. During this process we have been developing a uniform way to assess student learning through the use of rubrics and assessments to see how well children are meeting the expected learning outcomes of each lesson. We are adding checks for understanding to each lesson and are developing additional ways to make sure each child meets the standards for their grade.

Part 2 – Annual Goal

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

By June 2016, 100% of classroom teachers will meet at least once a month following the protocol for impact teams to look at lesson plans, curriculum maps, CCLS, student work and student data to understand student needs and align assessment practices in a supportive, professional learning community.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>One Monday per month will be dedicated to looking at student work using a protocol and assess the learning that has taken place, what needs to happen next and develop and plan for future lessons and assessments</p>	<p>Each classroom teacher as a grade.</p>	<p>October 2015- June 2016</p>	<p>Classroom teachers, instructional team members & administration</p>

Each lesson taught will have some kind of check for understanding (verbal or written) to assess the learning outcome of each lesson.	All students and teachers	September 2015- June 2016	Classroom teachers, instructional team members and administration
Rubrics &/or checklists will be created for every writing genre in each grade and math performance task	All classroom teachers	September 2015- June 2016	Classroom teachers, instructional team members and administration
Quick checks for Go Math will be included in each math mini-lesson and results will be recorded by the teacher.	All classroom teachers	September 2015- June 2016	Classroom teachers, instructional team members and administration

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
One Monday a month will be dedicated to assessment planning and looking at student work to adjust plans. Teachers will work collaboratively to make rubrics and checklists and come up with check for understanding questions.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.										
Math MFR will be collected and monitored. Units 1 – 4 are expected to be complete by February 2016. Curriculum maps will be collected and checks for understanding will be included for each lesson. Each writing genre will have a grade level rubric to assess writing levels.										
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.										

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

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

Part 1 – Needs Assessment

<ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data. • Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

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

Part 4 – Budget and Resource Alignment

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

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

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

Part 5 – Progress Monitoring

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

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

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

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

Part 1 – Needs Assessment

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

When polled at the school leadership team meeting and PTA meeting, parents felt like they come to school for celebrations, parties, trips and acknowledgements, but they really wanted to participate in something academic with their child. Some parents had questions about how to help their child at home so in order to give them a bit of how their child works in school and really experience the classroom experience we felt like they should come up to do something academic.

Part 2 – Annual Goal

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

By June 2016, 100% of parents will be invited to their child’s classroom by a response, required invitation to participate in at least 1 academic classroom activity to enhance the home/ school relationship and build the importance of academics in the home, at which attendance will be monitored and a follow up survey will be distributed to measure the events success.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>In September and October all classroom & cluster teachers will get to know the families of each student and will develop a survey to ask parents what academic activity they would like to come up to school to engage in with their child. .</p>	<p>All classroom teachers</p>	<p>September 14, 2015- October 30, 2015</p>	<p>Grade Instructional Team leads will report progress to Administration and share at weekly team meetings.</p>
<p>Surveys will be sent out to each family in the classroom. When surveys are collected parent responses will be tallied and graphed to show results.</p>	<p>All PS 23 families</p>	<p>November 2 – November 30, 2015</p>	<p>Surveys will be collected by classroom teachers and tallied in class with the students. Results will be shared with Administration</p>
<p>Each class will invite families up for an academic activity to be shared between student and parent/guardian.</p>	<p>All students of PS 23</p>	<p>December 1, 2015 – April 29, 2016</p>	<p>Administration will gather data and visit the classrooms during the activity.</p>
<p>Parents will fill out a questionnaire describing their time in the classroom and add any questions or comments to make the experience better for the future.</p>	<p>Parents who participated</p>	<p>May 4 – May 29, 2016</p>	<p>Teachers and administrators will review the results of the survey together and plan for future sessions</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Teachers will plan for this activity with their grade at their weekly grade meetings. Tuesdays will be used to make the survey and plan the session with parents.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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

By October 30, 2015 all grades will meet the families of each student and make a survey to ask parents what subject area they would like to come up and experience with their child

By November 30, 2015 all classrooms will have surveyed they parents and the results tallied.

Teachers will plan for the experience.

By April 29, 2016 all classrooms will have had their parent visit

By May 29, 2016 all survey results will have been collected and reviewed.

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	TCRWP data, classroom conference notes, state exams, classroom assessments, rubrics	Small group instruction, LLI, Reading Recovery, guided reading, individual conferencing, targeted reading strategy, Wilson, Test Ready reading strategies, readworks.org, SIMH reading volunteers	Small group, one to one, through trained paraprofessionals	During the day, RTI period
Mathematics	Go Math assessments, classwork, lesson checks for understanding	Go Math intervention lessons, small group review, Mathletics, Successmaker technology program, Go Math RTI individual or small group	Small group pull out/push in, individual pull out/push in, At Risk SETSS,	During the day, RTI period, computer programs can also be done at home
Science	Science assessments and classwork and participation	Review of lesson with UDL methodologies using different entry points to ensure learning for all	Small group pull out/push in, individual pull out/push in	During the day, RTI period
Social Studies	Social Studies assessments, classwork and participation	Review of lesson with UDL methodologies using different entry points to ensure learning for all	Small group pull out/push in, individual pull out/push in	During the day, RTI period
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	School behavior, classroom teacher assessment	Leader in Me,	Small group or individual based on counseling need	During the school day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

2b. High Quality and Ongoing Professional Development

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/Background:

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

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

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

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

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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

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

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 the school. **[School name]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[School name]** will support parents and families of Title I students by:

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The

school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 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;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC) Template

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

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 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 with all members of the school community;
- supporting parental involvement activities as requested by parents;

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

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

2015-16 AND 2016-17 SCHOOL YEAR

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 31	Borough Staten Island	School Number 23
School Name Richmondtown		

B. Language Allocation Policy Team Composition

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

Principal Paul Proscia	Assistant Principal Renee Mazza
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher Laura Garzaniti	School Counselor
Teacher/Subject Area Brooke Kary	Parent
Teacher/Subject Area	Parent Coordinator Lori Klemas
Related-Service Provider Kim Macri	Borough Field Support Center Staff Member
Superintendent	Other (Name and Title)

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (excluding pre-K)	521	Total number of ELLs	7	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	0	Newcomers (ELLs receiving service 0-3 years)	4	ELL Students with Disabilities	0
SIFE		Developing ELLs (ELLs receiving service 4-6 years)		Long-Term (ELLs receiving service 7 or more years)	

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE							0			0
DL							0	6		0
ENL	1		1				7	6	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

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	SELEC T ONE Alban ianAr abicB engal iChine seFre nchHa itianK orean Polish Punja biRuss ianSp anish Urdu Yiddis h		0
SELECT ONE —											0	SELEC T ONE Alban ianAr abicB engal iChine seFre nchHa itianK orean Polish Punja biRuss ianSp anish Urdu Yiddis h		0
SELECT ONE —											0	0	0	0
TOTAL	0	0	0											

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP	ELL	EP														
SELECT ONE —															0	0	SELEC T ON EAlb ania nAr abic		0	0

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL		
	ELL	EP	ELL	EP																	
																		Bengali Chinese French Haitian Korean Polish Punjabi Russian Spanish Urdu Yiddish			
SELECT ONE —																0	0			0	0
SELECT ONE —																0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	
SELECT ONE —						0	0			0	0
SELECT ONE —						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	0	0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): 0 Number of students who speak three or more languages: 1

Freestanding English as a New Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)											1			0
Emerging (Low Intermediate)											0			0

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Transitioning (High Intermediate)			1								2	1		0
Expanding (Advanced)	2	1									4		1	0
Commanding (Proficient)		1									2	2	1	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total											0		1	0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

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

NYS ELA

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

NYS Math

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

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

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

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test						Our school is currently using TCRWP to assess our student's Reading abilities. We are	Paste response to question here:	Our Data Analysis AMAO is continuously showing progress every year in AMAO 1 Status

					<p>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.</p>	<p>which represents students who made progress in English Language Acquisition and in AMAO 2 Status which represents students who attained proficiency on the NYSESLAT. Our AMAO 1 Status measured 83% in students who made progress in English language acquisition. Our AMAO measured 33.3% in students who attained proficiency on the NYSESLAT.</p>
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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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 - a. After carefully reviewing student data on the Current ELL Report (RELC), the Exam History Report (REXH), and the Student Historical Profile Report (RHSP) for each of our students, we have noticed an upward pattern across performance levels and grades. Our Kindergartner moved from Emerging/Beginner to Commanding/Proficient; our First grader moved from Emerging/Beginner to Transitioning/Intermediate, our Second graders remained in the Expanding/Advanced level, our third graders either remained in the Expanding/Advanced level or moved to the Commanding/Proficient level, our Fourth grade student remained in the Transitioning/Intermediate level, and our Fifth grade students either remained in the Transitioning/Intermediate level or moved from Beginner/Emerging to Expanding/Advanced level.
2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

Here at P.S. 23, our classroom teachers, Speech teachers, SETTS teacher, ENL teacher, and school administrators, Paul Proscia, Principal, and Renee Mazza A.P., work together to discuss information about our struggling ELL students, their instructional work and their student data. At the first signs of difficulty we carefully look at the background of our ELL's and also carefully look at our instruction. We try to provide support for all our ELL's before making referrals. Our teachers then use data from NYSITELL, NYSESLAT, TCWRP, Words Their Way, the ELA/Math State exam scores, and our P.S.23 RTI Diagnostic Evaluation of Academic Skills to guide further 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 our struggling first grade ELL student was chosen to participate in our Reading Recovery Program. This student was 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 our ELL selected to the program. This student worked on a one to one basis with our Reading Recovery teacher, Laura Garzaniti for twenty weeks, five days a week in addition to the ENL services provided to her. This student who was far below grade level standards in Reading and Writing is now approaching grade level standards in Reading and is on grade level in Writing. Ongoing communication between teachers, parents and students was also vital to the success of our ELL students. Our Reading Recovery/ENL teacher also incorporated Reading Recovery strategies with ELLs in small groups. Our Beginner level students 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.
3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

At P.S.23, we ensure that a child's second language development is considered in instructional decisions. Our staff uses NYSITELL, 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.
4. For each program, answer the following:
 - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

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). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).] Our Data Analysis AMAO is continuously showing progress every year in AMAO 1 Status which represents students who made progress in English Language Acquisition and in AMAO 2 Status which represents students who attained proficiency on the NYSESLAT. Our AMAO 1 Status measured 83% in students who made progress in English language acquisition. For students who attained proficiency on the NYSESLAT our AMAO measured 33%.
6. How do you make sure that a student's new language development is considered in instructional decisions?
- In order to identify our ELL's, first we must administer the Home Language Identification Survey the parents, who are enrolling their child into our school. During this time an informal oral interview is conducted with the parents and the student to assess the dominant language of the child. Laura Garzaniti-our ENL 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 New York State Identification Test for English Language Learners (NYSITELL) testing, which was previously known as the Language Assessment Battery-Revised test. Page 2 of the HLIS, which indicates past schooling, will help in the identification of Students with Interrupted Formal Education. Our ENL teacher, Laura Garzaniti or other trained pedagogue then indicates on the HLIS whether or not the child is eligible for NYSITELL 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 NYSITELL is then given to those students who are eligible for testing within 10 school days of initial enrollment. We then review the NYSITELL scores and create a list of entitled ELL students. If the student's home language is Spanish, the Spanish LAB is administered as well.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?
 - How are EPs performing on State and other assessments?
- Students with Interrupted Formal Education (SIFE) are students who have two or more years of "educational gaps". In addition, their home language is a language other than English and have entered a school in the U.S. after grade two; they have attended school in the U.S. for less than twelve months; they are two years or more below grade level in their native literacy skills and/or may be two or more years below in mathematics. Thus, in order to identify these SIFE students, our school would follow the initial ELL Identification process first with newly identified ELL's who are in grades 3-9 and who have scored beginner/entering or low intermediate/emerging level of proficiency on the NYSITELL. As stated previously, we would administer the Home Language Identification Survey to parents who are enrolling their child to our school. If there is any indication in Part 2 of the Home Language Survey that the child has had an interruption in their formal schooling we would then administer the Oral Interview Questionnaire and/or the Literacy Evaluation for Newcomer SIFE (LENS), which is a multilingual literacy diagnostic that teachers can use to identify the home language literacy skills of newly arrived SIFE. It is available in Arabic, Bengali, Chinese, Haitian Creole, and Spanish. Once these students have been identified as SIFE, we would have 30 days enter their SIFE status in the DOE's data collection system and we would have one year to make any modifications. Once a student scores intermediate/transitioning level or higher on the NYSESLAT, their SIFE status will be removed.
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
- For those newly enrolled students with IEP's our school would determine NYSITELL eligibility based on the determination of our Language Proficiency Team (LPT). Our LPT team is comprised of our ENL teacher, Laura Garzaniti; our Assistant Principal, Renee Mazza; our SETTS teacher, Karen Crisson; and the student's parent or guardian. In addition, to better assist our parents in their home language we would have a qualified interpreter or translator during each meeting. The LPT gathers information to determine whether the student should take the NYSITELL. The team would use the information from their Home Language Identification Survey; the history of language use at home and in school; the results of the Individualized Education Program in accordance with the procedures on CR Part 200.4 (b)(6) and would include the assessments administered in the student's home language; and information taken from the Committee on Special Education (CSE) to determine if the student's disability is the determinant factor effecting whether the student can demonstrate proficiency in English. Next, the LPT uses this information either determine that the student may have language acquisition needs and must take the NYSITELL or determine that the student does not have English language acquisition needs and should not take the NYSITELL. The LPT's recommendation is then sent to the principal, who will accept or reject it. If the principal rejects the the recommendation to not administer the NYSITELL, then the NYSITELL will then be administered promptly. In the event that our principal, Mr. Paul Proscia accepts the recommendation to not administer the NYSITELL, then the recommendation is sent to the superintendent for a final decision. The parent will then be notified of the decision within three school days. The superintendent has ten school days to accept or reject the LPT's recommendation. If the superintendent decides that the student must take the NYSITELL, the the school has five additional school days to administer the NYSITELL and to notify the parents. Lastly, a Language Proficiency Team NYSITELL Determination Form must be completed and placed in the student's cumulative folder.

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

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

Once the NYSITELL exams have been administered and scanned, then our school must inform parents of the NYSITELL results, as well as, their child’s ELL status using the NYCDOE standard parent notification letters. These letters are available in the parents’ preferred language and include one of the following: Entitlement Letter, Non-Entitlement Letter, or Continued Entitlement Letter. Before September 15th, our ENL 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 Commanding score on the NYSESLAT or a 3 or a 4 on the NYS ELA exams which will indicate that they are no longer entitled to services for ELLs because they are English proficient, but will continue to receive a half unit of ENL or services that monitor and support the student’s language development and academic progress. 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 ENL 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 ENL 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.

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

Within 45 school days of enrollment, parents have the right to appeal ELL status. This is part of the ELL Re-identification Process. A student who identified as an ELL through the EL Identification Process may be entitled to go through the ELL Re-Identification Process. Through the Re-identification Process, schools and parents who believe a student may have been misidentified as an ELL or a non-ELL can request that the ELL Identification Process be administered a second time. In order to begin the Re-Identification Process our school must receive a written request and must then review all documents related to the initial or reentry identification process. We must then review the student’s work in English and in the home language. If our original determination was to not administer the NYSITELL, our school can be allowed to administer the NYSITELL to the student. However, we cannot readminister the NYSITELL to any student. Our school would then consult with the parent and review the results of a school based assessment of the student’s abilities in speaking, listening, reading, and writing in English. Then our LPT would meet with the Committee on Special Education (CSE) to discuss whether the student is a student with a disability or is believed to have a disability which could impact their ability to speak, read, write or listen in English. Our school principal, Mr. Paul Proscia would determine any changes to the ELL status of a student based on the recommendations of the LPT. If the recommendation is to not change the ELL status then there is nothing further to do. If our principal, Mr. Paul Proscia, decides to change the ELL status then the parents of the child will then sign the principal’s notification to change the ELL status or to not change the ELL status. If the recommendation is to change the ELL status then all documents and recommendations will be sent to the superintendent’s office. The superintendent will review the documents and recommendations and make a final decision. A written notification from the superintendent will then be sent to our principal and the parent in their preferred language within ten days of receipt of documentation from our principal, Mr. Paul Proscia. Lastly, all notifications and documents regarding the procedure will be placed in the student’s cumulative folder.

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

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 ENL Teacher, Laura Garzaniti. Our ENL teacher, Laura Garzaniti uses the Home Language Identification Survey to identify their preferred language for school notifications. The letters are then sent home with the students. Included in these letters 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. Before commencing the Parent Orientation, our ENL teacher hands out an attendance sheet to all parents attending the meeting and later places this attendance sheet in our school Compliance Binder. During

this meeting parents are given information on the Common Core Standards, curriculum, assessments, school expectations for our ELL's, our program goals, and our ELL program requirements. The 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. After parents are informed of the three program choices, the ENL teacher, Laura Garzaniti goes over the Parent Survey and Program Selection Form once again with the parents and they make their program choice. Parents may also have the option of returning the completed signed form within five school calendar days. If the parent does not return the Parent Survey and Program Selection Form the student will be placed in a bilingual program if there is one in place at our school, if there is no Bilingual program in place, they will be placed in an ENL program. Our last step is to enter their program choice in the data collection screen in ATS (ELPC). Their first choice is entered and noted on the form and the Parent Survey and Program Selection Form will then be placed in their cumulative folders.

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

Parents are given the option to complete the Program Selection Form at the Parent Orientation meeting or they can send it in within five school days to 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 154.2 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. In order to monitor our parent choice programs we then enter their program choice in the data collection screen in ATS (ELPC). Their first choice is entered and noted on the form and the Parent Survey and Program Selection Form will then be placed in their cumulative folders. A copy of the form is placed in the student's cumulative folder, as well as, in a binder that is kept in a central location.

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

If the parent does not return the Parent Survey and Program Selection Form the student will be placed in a bilingual program if there is one in place at our school, if there is no Bilingual program in place they will be placed in an ENL program. Our last step is to enter their program choice in the data collection screen in ATS (ELPC). Their first choice is entered and noted on the form and the Parent Survey and Program Selection Form will then be placed in their cumulative folders and a copy will be filed in a central location.

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

Our school ensures that placement parent notification letters are distributed in a timely manner. After our ENL teacher, Laura Garzaniti has entered the program choices on ATS (ELPC) she ensures that placement parent notification letters are sent out immediately or on or before the 15th of September. Two copies of the letter are made-one is placed in the student's cumulative folder and the other is filed in a central location- the original letter is sent home with the student in a sealed envelope addressed to the parent.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

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.

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

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 ENL teacher, Mrs. Garzaniti reviews LAB-R (NYSITELL) and NYSESLAT scores through ATS (RELC). Then she determines which students were not properly and timely administered the NYSITELL, for those students will be eligible for NYSESLAT testing. This may include a NYSITELL student who is eligible to be tested and who also enters our school during the NYSESLAT administration window. In this case, the student will first be administered the NYSITELL to determine ELL status. If the student is determined to be an ELL, the student will be administered the NYSESLAT. These scores, will help to determine who will be eligible for Continued Entitlement services and will assist us in determining their English language proficiency level and the number of units of ENL for the next school year. Careful planning is required to prepare our students for this exam which consists of four sections: Speaking, Listening, Reading, and Writing. This exam is administered during the middle of April to the middle of May. During the school year our ENL teacher works with all of our classroom teachers to identify the listening, reading and writing Common Core 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 ENL 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 ENL 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. Once the NYSESLAT materials have arrived at our school we count the number of booklets and answer documents. Then we ensure that all subtests of the NYSESLAT are administered during the the Testing Administration Window and we carefully track that each of our students have completed each subtest. In addition, we ensure that there will be enough staff available to assist during the Speaking administration of the subtest, as well as , for the scoring of the Writing subtests.

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

Letters of Continued Entitlement and Transitional Support to parents are based on the NYSESLAT scores. These letters will be sent out to parents with the student at the beginning of the school year, but no later than September 15th . These letters will be sent in the preferred language of the parent. A copy of all Continued Entitlement letters and Transitional Support parent notifications will be placed in their cumulative folder and maintained in a binder at a central location.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

For the past few years most of our parents felt that the ENL program in our school better suited their needs. Out of the number of parents attending our Parent Orientations, 90% of them have chosen Freestanding ENL 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 ENL 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.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

In our Freestanding English as a New Language program we provide instruction in English with home language support. We will provide Stand-alone ENL instruction and Integrated ENL instruction. Standalone instruction will be used to develop English Language skills in order to assist them in their core content areas. It will be provided by our ENL teacher, Laura Garzaniti. We will also provide Integrated ENL instruction to our students to build English language skills through content area instruction. This will also be provided by our ENL teacher who is dually certified under Common Branch K-6 with a Bilingual Extension and holds an ESL Certification. Our students will be grouped from Transitioning to Commanding for Integrated instruction, according to their grade with no more than two contiguous grades within each group. Differentiated instruction will be provided within these groups according with their proficiency level. Beginner/Emerging and Low Intermediate/Emerging students will also be provided homogeneous standalone instruction, as well as, integrated instruction.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

N/A
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

N/A

Part V: ELL Programming

A. Programming and Scheduling Information

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

Beginning the 2015-2016 school year we will be providing the total number of ENL minutes according to the five proficiency levels based on the NYSITELL and NYSESLAT scores. Students at the Beginner/Entering levels will receive a total of 360 ENL minutes (a minimum of 180 minutes for standalone ENL instruction and a minimum of 180 integrated ENL/ELA instruction). Students in the Low Intermediate/Emerging level will receive a total of 360 ENL minutes (a minimum of 90 minutes for standalone ENL instruction and a minimum of 180 integrated ENL/ELA instruction). Students in the Intermediate/Transitioning level will receive a total of 180 ENL minutes (a minimum of 90 minutes for integrated ENL/ELA). Students in the Advanced/Expanding level will receive a total of 180 minutes of ENL instruction (a minimum of 180 minutes for integrated ENL/ELA or other content area). Last, students in the Proficient/Commanding level will receive a total of 90 minutes (a minimum of 90 integrated ENL/ELA or other content area).
 - b. TBE program. *If applicable.*

In our Freestanding English as a New Language program we provide instruction in English with home language support. We will provide Stand-alone ENL instruction and Integrated ENL instruction. Standalone instruction will be used to develop English Language skills in order to assist them in their core content areas. It will be provided by our ENL teacher, Laura Garzaniti. We will also provide Integrated ENL instruction to our students to build English language skills through content area instruction. This will also be provided by our ENL teacher who is dually certified under Common Branch K-6 with a Bilingual Extension and holds an ESL Certification.
 - c. DL program. *If applicable.*

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 ENL teacher, Laura 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. Our ENL teacher, Laura Garzaniti uses the Spanish LAB scores as a way of assessing native language proficiency, as well as, by using informal observations and anecdotes of the student. 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.
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

During the school year our ENL teacher, Laura Garzaniti works carefully with the classroom teachers of her ELL students to inquire which Common Core skills in reading, listening and writing are being taught. These skills will be reviewed using ENL methodologies 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 anecdotes or checklists. Students also set goals for themselves in each area.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
 - a. 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 initial ELL Identification process with newly identified ELL's who are in grades 3-9 and who have scored beginner/entering or low intermediate/emerging level of proficiency on the NYSITELL. As stated previously, we would administer the Home Language Identification Survey to parents who are enrolling their child to our school. If there is any indication in Part 2 of the Home Language Survey that the child has had an interruption in their formal schooling we would then administer the Oral Interview Questionnaire and/or the Literacy Evaluation for Newcomer SIFE (LENS), which is a multilingual literacy diagnostic that teachers can use to identify the home language literacy skills of newly arrived SIFE. It is available in Arabic, Bengali, Chinese, Haitian Creole, and Spanish. Once these students have been identified as SIFE, we would have 30 days enter their SIFE status in the DOE's data collection system and we would have one year

to make any modifications. Let it be noted that once a student scores intermediate/transitioning level or higher on the NYSESLAT, their SIFE status will be removed. In addition, we may also assess our SIFE using 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 initially receive small group Standalone instruction with children on his or her proficiency level, as well as, differentiated Integrated instruction. 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 ENL 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 ENL training for general education teachers and 10 hours of ENL training for special education teachers. In addition our staff will also be responsible for attending 15% of mandated professional development that addresses the needs of our ELL's.

b. Newcomers

Newcomers to the ENL program at PS23 will be offered small group Standalone and Integrated ENL instruction. Their placement will be based on their English language proficiency skills, which is based on their NYSITELL scores or NYSESLAT scores. Entering level students will receive a minimum of 180 minutes of Standalone ENL instruction and a minimum of 180 minutes of Integrated ENL instruction. Mainstream teachers and ENL teachers collaborate on Common Core aligned academic instruction. ENL 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 ENL 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 ENL 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. Developing and Long Term

Students who are Developing or Long Term in the Intermediate/Transitioning level will receive a total of 180 ENL minutes (a minimum of 90 minutes for integrated ENL/ELA). Students who are Developing or Long Term in the Advanced/Expanding level will receive a total of 180 minutes of ENL instruction (a minimum of 180 minutes for integrated ENL/ELA or other content area). Last, students in the Proficient/Commanding level will receive a total of 90 minutes (a minimum of 90 integrated ENL/ELA or other content area). 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 RTI. 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. Former ELL's up to two years after exiting ELL status

Students who score Proficient/Commanding will be provided a total of 90 minutes of ENL integrated instruction in ENL/ELA or other content area. They will also receive academic support through RTI, AIS (if needed), testing accommodations, and continued use of ENL methodologies used in their classrooms. Free after school programs are 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.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
Our school must ensure that between six to twelve months -after the official date that the superintendent has sent notification to our principal and the parents- we review the decision made on the child's Re-identification Process. This is done to make sure that the student's academic progress has not been negatively affected by the final determination. If this should be the result, then our principal, Paul Proscia will meet with the ENL teacher, Laura Garzaniti and the child's parent to discuss the new recommendation. Our principal will then provide additional support services to the student and may change the determination within the same six to twelve month time period. If our principal decides to reverse the ELL status then he must consult the superintendent. Last, the parent will be notified by letter, in their preferred language, the final decision within in ten school days.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

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 Common Core aligned 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 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. 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.

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

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

Upon commencing the school year our ENL 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 ENL 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 ENL 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.

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

Differentiated Common Core aligned instruction is used throughout our ENL 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 ENL teacher is using the Go Math reteach resources online to review Math skills with our ELLs. As mentioned previously, our ENL teacher, Laura Garzaniti is also trained in Reading Recovery and uses Reading Recovery materials and methods to support our ELL's struggling in their Reading and Writing development. Reciprocal Teaching methods are also being introduced within our ENL groups to support improve Reading Comprehension, Reading Fluency, and Listening skills. 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.

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

As stated previously, our Data Analysis AMAO is continuously showing progress every year in AMAO 1 Status which represents students who made progress in English Language Acquisition and in AMAO 2 Status which represents students who attained proficiency on the NYSESLAT. Our AMAO 1 Status measured 83% in students who made progress in English language acquisition. Our AMAO measured 33.3% in students who attained proficiency on the NYSESLAT.

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

During the last few years we are receiving students from various grades who are newcomers. They are students who have had prior schooling in their country and were on or above grade level in literacy and mathematics in their home language. Our action plan is to build their English proficiency levels while still challenging them academically. Thus, we are currently

Chart incorporating several reading programs this upcoming year. We will be using Earobics which is a multisensory reading intervention for raising academic achievement. It is also an individualized reading instruction aimed at different levels of reading proficiency and provides instruction in students native language and provides support for ELL's in nearly every Earobic lesson. We have also been using Raz-Kids, which is an online guided reading program with interactive ebook downloadable books and reading quizzes. We will also be incorporating Mathletics, which is an online math learning resource. Mathletics consists of targeted, adaptive practice alongside assessments and reporting. Our newcomer ELL's excel in Math and this program will support and simultaneously challenge them. For our developing and long term SWD ELL's we will continue to use Reading Recovery materials and methods to support them in their Reading and Writing skills. We will also be incorporating the Linda Mood Bell program, which focuses on the processing necessary for reading and comprehension. This program strengthens sensory and cognitive functions. We will also continue to use the Fountas and Pinnell Leveled Literacy Intervention program. This is a supplementary literacy intervention designed to provide daily, small group instruction for the lowest achieving students at their grade level. It supports learning in reading and writing and expands their knowledge of language, words and how they work. We have also been incorporating the Move to Improve program which blends academics and physical activity into educational lessons that are aligned to the NYS PE learning standards and are integrated with the CCLS. We will still be incorporating Words Their Way which is a word study program which involves a 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.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements
All ENL classes, including Integrated and Stand-alone offer home language support.

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

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



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

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

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

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

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

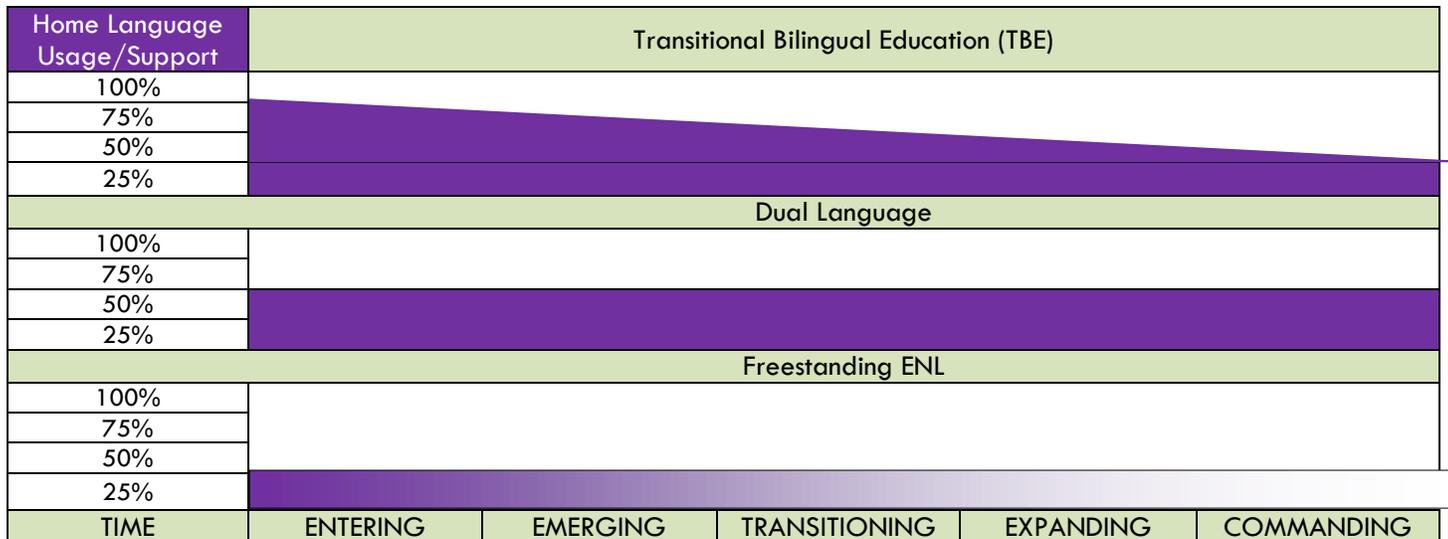


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Our data results from the Spring 2014 AMAO has shown continued English language acquisition progress, therefore no programs will be discontinued for ELL's.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

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

As mentioned previously, we have been using Raz-Kids, which is an online guided reading program with interactive ebook downloadable books and reading quizzes. We will also be incorporating Mathletics, which is an online math learning resource. Mathletics consists of targeted, adaptive practice alongside assessments and reporting. Our newcomer ELL's excel in Math and this program will support and simultaneously challenge them. For our developing and long term SWD ELL's we will continue to use Reading Recovery materials and methods to support them in their Reading and Writing skills. We will also continue to use the Fountas and Pinnell Leveled Literacy Intervention program. This is a supplementary literacy intervention designed to provide daily, small group instruction for the lowest achieving students at their grade level. It supports learning in reading and writing and expands their knowledge of language, words and how they work. We will still be incorporating Words Their Way which is a word study program which involves a 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. We also use Smart Boards, laptops, computers, over heads/Elmo's 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.
13. What programs/services for ELLs will be discontinued and why?

Home Language support is provided in the ENL teachers classroom through a Bilingual Language library. We are currently building on our Home Language library to support our ELLs with various languages. We also provide bilingual glossaries to support content area instruction.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

AIS providers, Speech providers, SETTS providers, Occupational Therapists, our ENL teacher 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.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

Before our students enter our school in Kindergarten our school invites parents to a Parent Orientation. In addition, our ENL 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.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?

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

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

Administrators are keeping track and encourage all our personnel to attend professional development workshops through the NYC

DOE Department of English Language Learners and Student Support. This in turn allows our ENL teacher to use this information to assist our ELL's in their classrooms and it allows our ENL teacher to turn key information to teachers and service providers who have ELL's in their classrooms or programs. In addition, our ENL teacher, Laura Garzaniti is assisting monthly ENL workshops that will be turnkeyed to the staff. In the last few years we have made strides to ensure that our teachers went through the mandated 7 ½ hours of ENL training for general education and 10 hours of ENL training for special education teachers. According to the updated ELL policies we will provide professional development that addresses the needs of our ELL's to all teachers and administrators. Beginning this upcoming school year we will provide a minimum of fifteen percent of the required professional development hours for all teachers prescribed by CR Part 80. These may include professional development topics on language acquisition, best practices for co-teaching strategies and integrating language and content instruction for ELL's. Our ENL teacher, Laura Garzaniti will be required to take fifty percent of the professional development hours towards language acquisition in alignment with core area instruction, including best practices for co-teaching strategies and integrating language content instruction for ELL's.

19. What language electives are offered to ELLs?

Our ENL teacher, Laura Garzaniti will be required to take fifty percent of the professional development hours towards language acquisition in alignment with core area instruction, including best practices for co-teaching strategies and integrating language content instruction for ELL's.

20. For schools with dual language programs:

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

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 ENL teacher and the fifth grade teachers worked together to create packet with helpful tips to aid them in middle school

B. Professional Development and Support for School Staff

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

In the last few years we have made strides to ensure that our teachers went through the mandated 7 ½ hours of ENL training for general education and 10 hours of ENL training for special education teachers. According to the updated ELL policy we will provide professional development that addresses the needs of our ELL's to all teachers and administrators. Beginning this upcoming school year we will provide a minimum of fifteen percent of the required professional development hours for all teachers prescribed by CR Part 80. These may include professional development topics on language acquisition, best practices for co-teaching strategies and integrating language and content instruction for ELL's. Our ENL teacher, Laura Garzaniti will be required to take fifty percent of the professional development hours towards language acquisition in alignment with core area instruction, including best practices for co-teaching strategies and integrating language content instruction for ELL's. Our ENL teacher, Laura Garzaniti keeps all professional development agenda's and sign-in sheets in our ELL Compliance Binder. In addition, a letter is also given to each teacher in attendance with the number of PD hours completed and a copy of the letter is placed in their file.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

Our ENL teacher in unison with the classroom teacher makes an effort to meet with parents who may have concerns or questions at least once a year, either in person or over the phone during our 40 minute block for Parent Engagement on Tuesday afternoons. This is in addition to Parent Teacher Conferences and Initial Parent Orientation meetings. During this time we may discuss their child's language development needs in all content areas, language development progress, language proficiency assessment results and classroom assessment results. These meetings are conducted with an interpreter/ translator in the preferred language of the parent.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Our ENL teacher keeps a log of all her over the phone conference calls, as well as, for all parent teacher conferences and IEP meetings with parents in a binder during the year.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

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 and Movie night for parents and children to attend.

C. Parental Involvement

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

In the past years here at our school our ENL teacher reaches out to the New York Public Library and the JCC to inquire about free English classes for our ELL parents. Flyers are then sent out to our parents in their preferred language.

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

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

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. 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 interpretations 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 and the New York Public Library which provide English Language courses to the parents of our ELL's in several locations within Staten Island.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
5. How do you evaluate the needs of the parents?
P.S.23
6. How do your parental involvement activities address the needs of the parents?
31R023

D. Additional Information

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

Paul Proscia

Part VI: LAP Assurances

School Name: <u>9/1/15</u>		School DBN: <u>Renee Mazza</u>	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
9/1/15	Principal		Lori Klemas
9/1/15	Assistant Principal		Laura Garzaniti
9/1/15	Parent Coordinator		
	ENL/Bilingual Teacher		Brooke Kary/Computers
9/1/15	Parent		Kim Macri/Speech
9/1/15	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	School Counselor		
	Superintendent		1/1/01
	Borough Field Support Center Staff Member		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **31** School Name: **023**
Superintendent: **Anthony Lodico**

Before you begin, please check the following:

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

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

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

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

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

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 the preferred language of the parents and 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 in Part 3 of the HLIS, 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. In addition, our ENL teacher, Laura Garzaniti also guides classroom teachers in reviewing the HLIS forms to identify the preferred language of the parents and of the children.

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

In our school we currently have families who use Spanish and Arabic as their preferred language.

Part B: Creating a Communications Calendar

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

Our school typically disseminates notifications to parents regarding Back to School Night, parent-teacher conference appointments, school days off, class trips, emergency cards, report cards, and media consent forms. In addition, all forms regarding our ENL program are all disseminated according to their preferred language choice.

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

The face-to-meetings that we may typically have here at P.S.23R are on our Tuesday Parent Engagement days, curriculum meetings, parent teacher conferences, and at IEP meetings. We may also contact parents for academic or behavioral progress, concerns or questions.

Part C: Providing Language Assistance Services

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

Here at P.S.23R our ENL teacher, Laura Garzaniti and our Parent Coordinator, Lori Klemas work together to discuss notices that will disseminated to our parents. The notices are emailed to our Language Coordinator/ ENL teacher and are then sent to the T&I Unit to be translated. If it is a last minute notice, our staff members, Laura Garzaniti and Sara AlHurani will assist in Spanish or Arabic translations. We currently have a list of current students and the preferred home languages. This also assists us to disseminate the translated forms in a timely manner.

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

Our school will meet the identified interpretation needs by using our staff members, Laura Garzaniti and Sara AlHurani to assist parents and teachers with face-to face meetings and/or over the phone interpretations. If they are not available to assist parents or staff, we use the Translation and Interpretation Unit to assist us over the phone.

Part D: Training Staff on Policies and Procedures

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

Our school will ensure that all staff are aware of how to use the translation services and the over-the-phone interpretation service at the beginning of the school year and before parent teacher conferences. This will be done through ENL professional development hours and our staff will be provided with Translation and Interpretation Brochures, Language ID Guides, Language Palm Cards. Our ENL teacher will send emails to remind staff of these services, as well.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

Our school will provide translation and interpretation services to all parents who require language assistance in order to communicate with school staff. We will also provide parents with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. We also ensure that in our primary entrance we post a sign indicating the availability of interpretation services in our most covered languages. We will also inform parents of the availability of covered languages on the DOE website.

Part F: Monitoring and Quality Control

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

Our school will provide a parent survey in their preferred language regarding their feedback on the quality and availability of school notifications at the end of the school year. In this way we will be able to serve our parents better the following school year.

