

U.S. Department of Education
2020 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Mr. Paul J Proscia
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name PS 23- The Richmondtown School
(As it should appear in the official records)

School Mailing Address 30 Natick Street
(If address is P.O. Box, also include street address.)

City Staten Island State NY Zip Code+4 (9 digits total) 10306-1617

County Richmond

Telephone (718) 351-1155 Fax (718) 667-4958

Web site/URL https://www.ps23r.org/ E-mail pprosci@schools.nyc.gov

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* Mrs. Vincenza Gallasio E-mail VGallas@schools.nyc.gov
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name New York City Geographic District #31 Tel. (718) 420-5690

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Aaron Bogad
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2020 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2014 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2015, 2016, 2017, 2018, or 2019.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2019-2020) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 954 Elementary schools (includes K-8)
 - 285 Middle/Junior high schools
 - 526 High schools
 - 64 K-12 schools
- 1829 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
 Suburban
 Rural

3. Number of students as of October 1, 2019 enrolled at each grade level or its equivalent at the school:

Grade	# of Males	# of Females	Grade Total
PreK	16	20	36
K	39	44	83
1	46	31	77
2	41	58	99
3	37	50	87
4	60	40	100
5	39	43	82
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	278	286	564

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0.1 % American Indian or Alaska Native
 - 9.9 % Asian
 - 0.7 % Black or African American
 - 15.3 % Hispanic or Latino
 - 0.4 % Native Hawaiian or Other Pacific Islander
 - 72.7 % White
 - 0.9 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2018 - 2019 school year: 2%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2018 until the end of the 2018-2019 school year	10
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	2
(3) Total of all transferred students [sum of rows (1) and (2)]	12
(4) Total number of students in the school as of October 1, 2018	545
(5) Total transferred students in row (3) divided by total students in row (4)	0.02
(6) Amount in row (5) multiplied by 100	2

6. Specify each non-English language represented in the school (separate languages by commas):

Albanian, Arabic, Chinese, Georgian, Mandarin, Russian, Spanish, Cantonese, Taishanese, Urdu, Polish, Turkish, Serbia Croatian

English Language Learners (ELL) in the school: 8 %
45 Total number ELL

7. Students eligible for free/reduced-priced meals: 35 %

Total number students who qualify: 196

8. Students receiving special education services: 26 %

144 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>9</u> Autism | <u>0</u> Multiple Disabilities |
| <u>1</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>18</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>41</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>75</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 7

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	46
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	21
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	24
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	7

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 13:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	95%	95%	95%	95%	95%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2019.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school’s mission or vision statement.

At P.S. 23, we cultivate a love for learning and leading! We believe in the power of collaboration and service and having a growth mindset. We care for one another and empower and inspire each other.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III - SUMMARY

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, serving grades Pre-Kindergarten to 5. Our population is comprised of 0.18% American Indian or Alaskan Native, 0.70% African American, 15% Hispanic, 10% Asian, 0.35% Native Hawaiian/other Pacific Islander, 73% White, and 0.88% Multi-Racial. Our student body includes 10% of students who receive Free Standing English as a New Language (ENL) services and 24.8% of our students who receive Special Education services. Our current total population of English Language Learners/Multi-lingual Learners (ELL/MLLs) is 7.61%, which does not include our Commanding Level ELLs. Currently, we have 12 out of 55 students who passed the NYSESLAT and are considered English language proficient, but still receive academic support to further progress their English language proficiency skills. Over the past 3 school years, our English Language Learner population has increased by 31 students. That is an increase of 129%.

Our dedicated staff has a shared vision that commits us to excellence in accelerating learning, partnering with the community, developing people, and advancing equitable practices and instruction. Our goal is to educate all our children and staff to achieve their maximum potential. We focus on the development of the whole individual by providing opportunities to grow academically and develop effective leadership skills, engage in collaboration and service within the community, have growth-oriented thinking, care for one another, and empower each other.

We continue to focus on improving instruction in both ELA and Math. In Mathematics, we look to deepen our students' conceptual knowledge and their ability to apply the concepts they learn about. We have worked diligently to create a coherent school-wide mathematical common language across grade levels. We continue to accelerate learning and advance equity in Mathematics by participating in citywide and district professional learning initiatives; Algebra 4 All and Divide & Conquer training.

In ELA, we use teacher-created units of study that were developed by unpacking the Common Core State Standards followed by the Next Generation Standards. Our school's Instructional Leadership Team meets weekly and Grade Impact Teams use the protocols to analyze student work, gauge the effects of instruction through formative and summative assessments, and update and evaluate teacher plans and instructional practices. Over the past 7 years, we have strengthened our instructional core by using instructional foci that are fully aligned with one another.

Over the past 7 years, we have focused our efforts by developing and implementing a school-wide grading policy to better align report card grades and our school-wide promotional policy to the standards. We adjust our unit plans and formative assessment practices across individual grade levels to create grade and school-wide coherence and alignment with the Next Generation Standards. We track and build the students' independent reading time stamina to meet grade-appropriate levels. All K-2 classrooms use the Orton Gillingham program for students at risk in conjunction with the Foundations phonics program. Every class K-5 uses leadership notebooks to help students track their own goals, celebrations, feedback and assessment practices. We use school-wide Impact Team Protocols to assess student work, instructional practices, and recognize patterns and trends.

What sets us apart is our implementation of Franklin Covey's, Leader In Me, school improvement process in conjunction with our efforts to improve our instructional core. We have a strong blend of social-emotional learning and rigorous academic standards. We have shown exemplary academic growth and proficiency in both ELA and Math. As a Leader In Me Lighthouse school, we serve as a beacon of light for other schools worldwide. As a school, we have hosted inter-visitations from a variety of schools within our regional area and from all over the world. At these showcase visits, our students publicly speak in front of guests, lead school-wide tours, and share their experiences as learners and leaders. Students, staff, and parents collaborate, provide feedback to one another, and creatively engage students to help them develop a love of learning. We empower all students, staff, and community members to be self-reliant leaders who communicate clearly by infusing Dr. Covey's 7 Habits of Highly Effective People. The 7 Habits serves as a whole school community compass by guiding our community members' actions and thoughts. This has led

our school to achieve significant measurable results in the areas of culture, academics, and leadership. In addition to being a Lighthouse School, we have been acknowledged twice by New York State as a Recognition School for our significant academic achievement. We have also been recognized as a New York City Respect For All School for fostering an environment of respect and kindness. What sets us apart is our laser focus on building students' social/emotional skills, academics, confidence, and giving them a voice through a variety of leadership lessons, roles, and opportunities, all while focusing on strengthening our instructional core.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas

At PS 23 our vision and mission is to cultivate a love for learning and leading. We believe in the power of collaboration and service, have a growth-mindset, care for one another, empower and inspire each other. We believe that students learn best in a nurturing, engaging learning environment where they are responsible and accountable for their learning. Our core curriculum has been developed collaboratively, based on analysis of our data and careful consideration of our diverse learners, including ENL and Special Education students. In setting our 2019-2020 school year Comprehensive Educational Plan goals, we continue to work towards raising ELA and math proficiency for all students, with specific goals set for Students with Disabilities and English Language Learners. Curriculum is designed both horizontally and vertically to align instruction among and across the grades. Our instruction is continuously monitored and adapted through looking at student work, and engaging in professional experiences, such as inter-visitation to further our pedagogy. We set clear expectations for our students, through the use of standards based Learning Intentions and Success Criteria. Instruction is adjusted and adapted throughout, based on formative assessments. Critical thinking skills are fostered through challenging content and rich academic discussions. We maintain high expectations for all students and they are expected to set and work towards individual goals, through teacher feedback and peer and self-assessment.

1b. Reading/English language arts

At PS 23, the reading/english language arts (ELA) curriculum engages all students, including our special education students and our English Language Learners. Through analysis of our data, we identified our priority and supporting standards to focus our instruction. We have unpacked the Next Generation Learning Standards to develop our own genre specific reading and writing curriculum, incorporating rich and diverse complex texts. We place a strong emphasis on building students' academic vocabulary through the use of these texts, as well as, through rich discussions about texts and daily allotted independent reading time. All teachers utilize leveled libraries, which enable student access to a variety of both informational and fictional texts on their level. Our goal is to expose students to a wide range of diverse texts, while providing them opportunities to practice and apply both foundational and comprehension skills.

Our K-2 classrooms developed a multi-sensory approach to cover the foundational skills needed by young readers. Key skills, such as phonemic awareness, fluency and comprehension are addressed daily in whole group lessons, as well as, during individualized and group conferences. Through these approaches our students progress through the standards in an engaging manner.

Our 3-5 classrooms have developed reading instruction that provides close reading of texts to develop comprehension strategies, critical thinking skills, vocabulary acquisition, analysis of complex texts and collaborative conversations around shared texts. Students are aware of their individual abilities and areas in need of growth and are guided in periodically setting personal reading and writing goals to strengthen their individual abilities. Students are taught to respond to texts through inferential thinking and support of their ideas using text-based evidence.

For students who are performing below grade level, we have implemented an intervention program called Leveled Literacy Intervention (LLI). Those students identified as struggling are targeted for small group instruction.

In all classrooms writing instruction consists of multiple opportunities for all students to be engaged in specific genre studies. Our classrooms provide extensive modeling that includes the use of student exemplars to teach the foundational skills required through the writing process. We strive to master the mechanics of writing and learn the process of self-assessment. Our goal is to provide students with the foundational writing skills needed to become proficient writers. They are then prepared to write in multiple

genres as they progress throughout the grades. Students focus on working through the writing process to develop their craft. Throughout the process, students use familiar texts from their reading work as mentor texts. They are engaged in analysis of exemplars. There are also multiple opportunities for teacher and peer conferencing that encourage revision of drafts. Published work is celebrated.

Our instruction is monitored through administering formative assessments and collaborative analysis of student work during Instructional Leadership Team meetings, as well as on grade level team meetings. Through this analysis and the administration of TCRWP 5 times a year we are able to assess student progress, identify areas of need and adjust our instructional foci. Teachers also use the iReady program to provide data that is used to create specific, differentiated lessons designed to meet individual student needs.

1c. Mathematics

The math curriculum at PS 23 was crafted using enVisions 2.0, a Next Generation Learning Standards aligned program, as a guide. We selected this program because it aligns with our philosophy of how children learn best. We believe that children can advance their learning through concrete, pictorial, and abstract reasoning. The focus on the Next Generation Learning Standards provides a deeper and innovative approach to mathematical teaching and builds language skills of an increasingly diverse population of learners.

Our math curriculum is focused on building conceptual understanding and strengthening procedural fluency. We do this through rich mathematical discourse and an emphasis on mathematical vocabulary. The focus on having students apply the Standards of Mathematical Practices has led us to design a school-wide Math Agreement creating coherent common language across grade levels and our own school-wide model for problem solving which is POWER (Pull apart, Organize, Work it out, Explain, Review). POWER is vertically aligned through the grades and is used as a tool for students to deconstruct rigorous, real world math problems, solve within a framework, and explain their reasoning, using mathematical vocabulary. Additionally, when problem solving, we expose students to error analysis which is an opportunity to enhance their mathematical inquiry by constructing viable arguments and critique mathematical reasoning. This is achieved by conducting math talks, problem based/hands on learning, and designing tasks that provide opportunities for productive struggle. Teachers provide multiple entry points for a variety of learners through visual representations of math, tactile math tools, guided, independent and group practice and differentiating all activities. By looking at student work teachers identify trends that drive instructional decisions.

Our teachers have been engaging in rich professional development through the Divide and Conquer and Algebra 4 All initiatives. Continuous professional learning in these areas is a foundation of PS23's pedagogical practice. Teachers are availed time to share strategies and best practices and are encouraged to participate in inter-visitations of each other's classrooms to share our learning and practices. Teachers are empowered to try new strategies and approaches to meet the needs of all of our students. This in turn, closes the instructional learning gaps and helps push student learning to the next level and increases higher order learning.

By using formative and summative assessments, teachers are monitoring student learning throughout the units of study, as well as throughout the daily lessons to provide adjustments. Teachers are also empowering students to monitor their own learning through the use of exit slips, self-assessment rubrics and checklists, group discussions and peer feedback. Teachers also use innovative programs such as iReady to provide data that is used to craft lessons designed to meet individual student needs. Teachers work in grade teams to analyze student work and plan cohesively to address standards and student needs.

1d. Science

Our Science Curriculum was developed using the NYC Science Scope & Sequence (2018), which is aligned to NYS P-12 Next Generation Science Learning Standards. The Science Curriculum creates a feeling that science is everywhere, which allows our students to be natural scientists. We take a three-dimensional learning approach. The approach encourages students to explore natural and scientific phenomenon,

research new ideas and use the engineering standards to create solutions to problems. Students have the opportunity to visit the science lab twice per week where they have the opportunity to participate in STEM activities. This includes hands on learning activities that are research based and infused with deep, targeted science academic vocabulary. We use unit assessments that align with the New York City Department of Education's Science Scope and Sequence and Next Generation Standards, as well as incorporating teacher-created assessments. Teachers have infused formative assessment checks for understanding and success criteria peer and self-assessment checklists that are aligned with the Science Next Generation Standards.

1e. Social studies/history/civic learning and engagement

Our Social Studies curriculum follows the NY State Social Studies Scope and Sequence. It provides students with the knowledge and an understanding of the past through engaging activities, projects, discussions, and real-life experiences. Social Studies is integrated into both ELA and art content areas. A major focus is placed on using nonfiction texts, articles, and primary sources to gather information about grade-specific topics. The use of literary texts allows students to understand complex historical experiences through characters that they can relate to. Students are encouraged to work in groups and use various discussion techniques to explain, critique, and explore historical concepts. They are tasked with citing information from texts or research to aid in discussions and to make connections to their own lives and the world around them. Through art instruction, students use a variety of mediums to show their understanding of concepts and to display research. Field trips are tied into our Social Studies curriculum. We take students from all grades on educational expeditions around our neighborhood, borough, and city to expose them to a variety of historical experiences. Museums, plays, are historical landmarks that are discussed in class through lessons and visited to connect their learning. Students are taught how to think and read with a critical eye. They are provided with rich opportunities to develop skills that will allow them to engage with our history and our world. We use unit assessments that align with the New York City Department of Education's Social Studies Scope and Sequence and Next Generation Standards, as well as incorporating teacher-created assessments. Teachers have infused formative assessment checks for understanding and success criteria peer and self-assessment checklists that are aligned with the Social Studies Next Generation Standards.

1f. For secondary schools:

1g. For schools that offer preschool for three- and/or four-year old students:

The core curriculum areas for Pre-K 4 are encompassed in the five domains of the Pre-k Foundations for the Common Core (PKFCC). The areas include approaches to learning, social emotional development, language and literacy, cognition, and perceptual, motor, and physical development. Pre-K classrooms provide high quality early childhood education that offer all students and families a strong foundation in their educational journey. At PS 23, we employ a center-based learning environment as a foundation for cognitive, social- emotional, physical, and academic development. Throughout the day there are countless opportunities that encourage students to take risks, adapt to change, develop friendships, celebrate diversity, become independent, problem solve, and develop leadership skills.

Our Pre-K students show a great deal of growth from September to June. We use the Work Sampling System to monitor the progress of each student and to help drive our instruction. Through small group instruction, ongoing observation, and developmental checklists we are able to have a strong understanding of our students' strengths and weaknesses. With this knowledge we strive to help our students reach their full potential.

2. Other Curriculum Areas:

At PS 23 we believe that in order to be well rounded students, academics, the arts, technology, physical education and social emotional learning go hand in hand. Our Leader in Me program guides all character development, while a variety of academic offerings provide unique learning opportunities where all children can feel successful and find their voice and talent.

Visual Art: PS 23 believes that children learn best when there are connections between content area

instruction and the arts. Our Visual Arts teacher supports the learning by providing art instruction that is connected to the Social Studies curriculum. Students also research artists relative to specific time periods and art theory to create art in similar artistic styles. Children use different mediums, such as painting, drawing, sculpting and collage to express their creativity and explore art in a variety of ways. An appreciation for visual art is nurtured through a deep and rich exploration of art and art history.

Physical Education: All students benefit from a licensed Physical Education instructor who incorporates physical wellness, self esteem, healthy lifestyle, health instruction, coordination, teamwork and sportsmanship into the learning. Our students are invited to participate in morning Champs BOKS programs to improve overall physical fitness, which is sponsored by the Rising NY Road Runner. Students learn the essentials of physical fitness through running. All students are tested in their physical ability using the NYC Fitnessgram.

Yoga: Each class at PS 23 participates in a 6 week Yoga program to promote physical and mental well-being along with mindfulness. We focus on physical postures, breathing techniques and meditation which we believe enhance our academic program.

Technology: Technology is infused into every classroom and supported by a pull out technology program. All students get weekly technology instruction starting in Kindergarten which focuses on Google programs such as Google docs, Google sheets and Google slides.

Music/Band/Performing Arts: Our music program focuses on grades 2 - 5. It starts with all second grade students learning how to play the song flute. It then moves into a musical aptitude where third grade students try out to be in PS 23's performance band learning how to play instruments in the percussion, woodwind and brass families. Students are able to perform in a variety of situations such as: seasonal concerts, Staten Island Yankee games, Final Assembly performances and Senior Adult Living homes. Through music, students gain confidence, independence and self motivation. They learn valuable lessons like team work, the benefits of working hard, and the value of extra practice and perseverance.

3. Academic Supports:

3a. Students performing below grade level

At PS 23, we pride ourselves on ensuring that each student has access to supports that will lead them to achieving their academic goals. These supports include small group instruction within the classroom, as well as specific and specialized programs such as; LLI and SPIRE which are delivered in a smaller setting. Our K-2 teachers and some paraprofessionals have been trained in Orton-Gillingham and Foundations. Several teachers also possess experience within the Wilson Reading Recovery, Lindamood-Bell, SPIRE, and Lively Letters approaches. Students for whom phonics, phonemic awareness, and decoding are a challenge, can receive SPIRE, a 10 step Orton Based intervention program with a reading specialist. SPIRE is an explicit, systematic, and sequential instruction in phonics, phonological awareness, spelling, and handwriting. LLI is another valuable resource. PS 23 utilizes LLI to improve student independent reading levels, fluency, and comprehension. LLI is a system for improving reading and writing achievement of the lowest achieving children in the early grades. Students receiving LLI, participate in a four-day, 30 minute intensive lesson that combines reading, writing and phonics/word study.

Modifications are made while testing to accommodate students with limited English language abilities with the use of translation, visual cues, and simplified directions. Environmental adjustments are made for students who are easily distracted. This may include flexible seating, appropriate lighting, or privacy boards. Some students may benefit from having exams read aloud in order to increase their performance through appropriate pacing of test content and access to the test.

3b. Students performing above grade level

We understand that differentiation should not only account for students who require extra help and assistance. We incorporate multiple strategies and instructional methods to best meet the needs of students

performing above grade level as well. In each lesson, teachers prepare deeper questions to ask to move students from factual to conceptual understanding. Challenging tasks are embedded in daily lessons to enrich instruction and to also expose students to the upcoming year's standards. Students engage in enrichment activities such as Socratic Seminars, and in interest driven independent learning projects. Many lessons also have choice boards, allowing students to work independently and/or with their peers to select activities based on their individual learning style. Students take ownership of their work and are held accountable through self assessment. This provides them with the opportunity to reflect on their learning experiences and set personal goals.

3c. Special education

Our student population is varied, as evidenced by the multiple classroom settings such as General Education, Integrated Co-teaching, 12:1:1, 12:1, and SETSS (Special Education Teacher Support Services). P.S. 23 provides the related services of Occupational Therapy, Speech/Language Services, Physical Therapy and Counseling to maximize student potential. These supports address the students' physical, social, and emotional needs. Our special educators differentiate and diversify instruction to meet each child's highly individualized needs. Among these instructional modifications are: small group instruction and multisensory approaches (visual, audio, kinesthetic, and tactile) to support student learning. Students are strategically grouped to address their various learning styles. They are provided with testing accommodations, when warranted, in order to allow students the ability to demonstrate their knowledge and skills in a testing situation. At PS 23 Universal Design for Learning is used to develop flexible learning environments that can accommodate individual learning needs.

3d. ELLs, if a special program or intervention is offered

Our school offers Freestanding English as a New Language (ENL) program. This program provides instruction which is culturally responsive by utilizing ENL strategies as well as, student's home language to demonstrate mastery of linguistic concepts and skills rooted in the ELA standards. In addition, teachers, occupational therapists, physical therapists, and speech providers meet weekly with our ENL teachers to discuss the academic progress of our ELL/MLLs. In order to close the achievement gap of our struggling ELLs, our school provides an intense Response To Intervention (RTI). Our ELL/MLLs are provided with tiered differentiated instruction. If they need more targeted support, they are placed into a Tier 2 or Tier 3 intervention support involving small groups (Leveled Literacy Intervention) or 1:1 intensive academic support. Our ENL teacher has a Special Education background and our ENL teacher has a Reading Recovery teaching background to assist our students with more intense targeted instruction to fit the needs of our ELL/MLLs.

In addition, our school has offered a Homework Help program to assist our ELL/MLLs who need Reading and Math support. We are pleased to have an Adult English Language Instruction class here at our school for the parents and family members of our ELL/MLL population. In doing so, we hope to build a stronger community and build our parents English language skills. We aim to make students' families a part of their child's academic progress.

3e. Other populations (e.g., migrant), if a special program or intervention is offered

At PS 23, we provide differentiated instruction in all subject areas to best meet our students' diverse needs both academically and socially. During daily instruction, teachers provide multiple entry points for diverse populations and differentiate lessons to meet the expectations that are set forth for all students. Lessons are designed to support diverse learners by building in tiered interventions (for all levels) for the whole class and small group instruction. ENL teachers participate in teacher team meetings to help develop instruction and enhance lessons for diverse learners. Our school is also equipped with SETSS (Special Education Teacher Support Teachers), occupational therapists, speech therapists, physical therapists, a guidance counselor and social workers to push in and pull out students to provide additional support for all academic and social/emotional needs.

All pedagogical staff works collaboratively to align curriculum to ensure success for all learners. To support
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the main modalities of learning, technology is integrated into many of our subject areas and lessons. All classrooms have Smart Boards, laptops, I pads, Chrome books, and ELMO document cameras. This technology will further support our students and give them opportunity to support them visually, auditorily, and with kinesthetic opportunities. Support for diverse families is provided through workshops that take place over the course of each school year to create a strong connection between school and home.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Throughout the year students are continually engaged in activities to support their academic, social and emotional growth. As part of our Leader in Me program, students use Data Notebooks over the course of each year to track their learning, set goals for the year, and record the leadership roles they have fulfilled in the classroom and school community. Each month, two children from each class are selected as the Leader and Humanitarian of the month because they have exhibited the qualities that meet the expectations set forth in our Leader in Me Program paradigms. The Staff Lighthouse team selects a book of the month that reflects a virtue and one of the 7 habits that it is related to. Teachers follow up with lessons and activities to provide opportunities for students to incorporate these values into their everyday lives.

The Little Lighthouse Team is our student leadership organization. Students from this team participate in sharing the leadership message and various community service activities. At PS 23, it is our belief that students who volunteer in community service acquire life skills and knowledge while helping the community. Each classroom creates their own unique class mission statement that encompasses their goals and their culture.

For students in grades 4-5, Measurable Results Assessment (MRA) surveys are given to gauge student perception of their school environment. This survey gives student voice and helps our school staff continue to adjust systems and practices to meet the needs of the student. Some initiatives that were taken as a direct result of the MRA are the Principal and Assistant Principal Student Advisory group, student EAA (Evidence Analyze Action) walks.

Students participate in School Spirit Week, Respect for All Week, and Public school Proud day to encourage school pride and kindness to all. They also recognize differences in our community by taking part in various Awareness Days, including breast cancer, allergy, super hero, dyslexia, autism, down syndrome, and juvenile diabetes. Teachers are trained in Therapeutic Crisis Intervention System (TCIS) and are taught effective ways to de-escalate situations and teach students positive strategies to deal with a crisis.

2. Engaging Families and Community:

Our school engages with parents, families and the community in various ways. All students Pre K-5 engage in class philanthropic endeavors. Each class collaborates with charitable organizations yearly to help teach the value of charity and empathy. We conduct an annual school-wide Change for Change Leaders Event, where children work as a grade team to collect spare change for charity. Class representatives participate in a Roundtable in order to research and interview worthy organizations to donate the collected money. Students then decide the amount of money to be donated at an assembly program in June. Additionally, the Little Lighthouse Team is involved in a Teddy Bear Project, where students donate teddy bears to children in need of comfort. Our school has partnered with the NYPD and Staten Island University Hospital Heart Institute to provide bears. We have also developed a partnership with the NYPD to provide support to parents and teach the 5th graders the Too Good for Drugs curriculum.

Students across all grades participate in an Ecology Fair where science projects are made and displayed. Winners attend a district wide fair in a local mall where projects are displayed. Our school also partners with parents, families, guardians, and special individuals to attend events with the students in their lives. We have dances, bowling events, Sports Night, Bingo Night, Story Night, a partnership with the SI Yankees, and a variety of opportunities to celebrate our families and school.

Our school holds an annual Leadership Day where students hold workshops for parents to teach them about our Leader in Me Program. The School Leadership Team (SLT) consisting of parents, teachers, and administration meet monthly to discuss the school's Comprehensive Education Plan and align school activities and funding to meet our goals. In the spring, we provide an opportunity for parents to participate in a student led conference to understand their child's learning and to highlight student successes.

In order to keep parents informed, administration and teachers use Remind messages to disseminate information. The school uses social media (Twitter and Instagram) to highlight our school-wide and classroom activities.

Our PTA is instrumental in meeting students needs through fundraising efforts. Monthly events such as book fairs, basket auctions, holiday fairs generate funding to provide students with books, music programs, technology and a carnival during school spirit week. We are actively working towards our CEP Goal to increase parent involvement through PTA functions and meetings.

3. Creating Professional Culture:

At PS 23, we have created an environment where teachers feel valued and supported through multiple outlets. Our professional culture stems from a school-wide professional learning plan derived from our Instruction Learning Focus. This directly supports an Individualized Professional Learning Plan for all teachers to have access to useful professional development opportunities. Additionally, the administration empowers teachers who are experts in specific programs or are specialists in various approaches or interventions to provide turnkey professional development and support for others.

Our professional development opportunities are offered in several learning cycles throughout the year. Teachers participate in city and district-wide professional learning initiatives such as Algebra 4 All and Divide and Conquer, Google Classrooms and Educator certification, English Language Learner training, School Implementation Team Training, Instructional Leadership Framework, Mindfulness training, and literacy support initiatives. Continuous professional learning in these areas is a foundation of PS23's pedagogical practice. Our Instructional Leadership Team participates in book and article discussions where ideas are shared and strategies are discussed and implemented to further our school's professional growth. Teacher observation feedback is designed to include articles that are given for next steps for improvement. We have created a staff Google community to share ideas, articles and resources. Teachers are availed time to share strategies and best practices and are encouraged to participate in inter-visitations of each other's classrooms to share our learning and practices. Our school community has been trained in the Leader in Me philosophy to provide character education to students and staff.

4. School Leadership:

The administration of PS 23 is comprised of one Principal and one Assistant Principal. The leadership philosophy at PS 23 is one of distributive leadership, building capacity and empowering staff, parents, and students to problem solve and make decisions. The entire community shares the belief that everyone has leadership potential, and we are here to capture and cultivate this in all stakeholders. Administration, teachers, and parents work together on meaningful projects and learning opportunities.

Our school's vertical Instructional Leadership Team meets weekly to make decisions regarding curriculum and instruction, assessment, students' academic needs, and social/emotional learning. Our Instructional Leadership Team is comprised of representatives from each grade, the Principal, Assistant Principal, as well as special education teachers, service providers, and ENL teachers. School-based decisions directly affecting student learning are made together.

The monthly Pupil Personnel Team meets with the Principal and Assistant Principal to discuss the student's strengths, weaknesses, and next steps to ensure their success. We also discuss ways to integrate interventions, strategies, and services into our core curriculum and regular classroom environment. The School Implementation Team (SIT) is responsible for ensuring that the quality, compliance, and implementation of IEPs is fulfilled to NYS Expectations and to meet the needs of a diverse population and are also part of our Pupil Personal Team.

After representatives meet at the vertical Instructional Leadership Team, they meet with their Grade Impact Team. At the Grade Impact Team meetings, Instructional Leadership Team representatives disseminate information to other staff members and engage in article studies. Our Impact Teams make decisions

regarding curriculum, planning, and share new strategies.

Our adult school Lighthouse Team (includes Principal and Assistant Principal) works on aligning school practices to support teachers in applying the Leader in Me rubric, assess the application of Leadership Notebooks within classrooms, and explore new and improved opportunities that engage our student leadership team (Little Lighthouse Team). We also monitor the integration of the Leader in Me curriculum into our academic program and school culture.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

PS 23 is successful because of our integrated approach to learning, where we connect social-emotional learning through the The Leader In Me, to our demanding academic program. Through the Leader In Me, we teach core values and leadership skills that follow students throughout life. At PS 23, we believe everyone can be a leader. We provide educational and social-emotional opportunities to students, families, and staff that grow their mind, body, and spirit to help them become social, well rounded contributing people. Our staff refine their skills to be highly trained and excellent role models for our students. We have a common leadership language through the 7 Habits. We use monthly virtues and books of the month to connect the 7 Habits to children's literature and everyday use. Taken from the book of the month, students come up with an inspiring quote to be announced each morning in order to raise morale among staff and students. Teachers, staff, and students are emotionally invested in teaching and learning these virtues and habits, which are reflected in our school environment. The school's halls and walls are decorated with leadership artifacts and college banners to inspire students to have high aspirations. We infuse academics and social-emotional learning together to cultivate essential life skills, which include awareness and ownership of one's own emotions, establishing strong relationships, fostering care and respect for one another, making ethical and responsible decisions, and handling adversity constructively.

We share a belief that all students can be leaders and each has untapped potential. Therefore, we provide opportunities for all students to be leaders and humanitarians both in school and within the community.

As a Leader In Me Lighthouse School, we have adopted the Leader In Me's 5 core paradigms through a shared belief that everyone can be a leader; everyone has genius; change and improvement starts from within; educators empower students to lead their own learning and it is our responsibility to develop the whole person, not solely focus on academic achievement. We build students' confidence and voice by engaging them in a variety of leadership lessons, roles, and opportunities.

We earned the achievement of being certified as a nationally accredited Leader In Me Lighthouse School with Academic Distinction by meeting Franklin Covey's Leader In Me Lighthouse criteria and showing exemplary academic growth and proficiency on the New York State ELA & Math exams. We use our newly revised school's vision and mission as our compass to guide us as we cultivate a love of learning and leading; have a shared belief in the power of collaboration and service; have a growth mindset; care for one another, and look to empower and inspire each other.