



**PUBLIC SCHOOL 22**

**2008-09**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: 17, BROOKLYN, 17K022**  
**ADDRESS: 443 ST. MARKS AVENUE BROOKLYN, NY 11238**  
**TELEPHONE: (718) 857-4503**  
**FAX: (718) 857-4464**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** P.S. 22      **SCHOOL NAME:** The Children's International School

**DISTRICT:** 17      **SSO NAME/NETWORK #:** 18

**SCHOOL ADDRESS:** 443 St. Marks Avenue, Brooklyn, NY 11238

**SCHOOL TELEPHONE:** 718-857-4503      **FAX:** 718-857-4464

**SCHOOL CONTACT PERSON:** Ms. Carlen Padmore-Gateau      **EMAIL ADDRESS:** CPadmor@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON**      Sylvinia Russo

**PRINCIPAL**      Carlen Padmore-Gateau

**UFT CHAPTER LEADER**      Carlos Rosado

**PARENTS' ASSOCIATION  
PRESIDENT**      Alicea Miranda

**STUDENT REPRESENTATIVE**  
*(Required for high schools)*      \_\_\_\_\_

**COMMUNITY SCHOOL DISTRICT  
SUPERINTENDENT**      Rhonda Hurdle-Taylor

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** There should be one School Leadership Team (SLT) for each school. As per the *Chancellor’s Regulations for School Leadership Teams*, **SLT membership must include an equal number of parents and staff** (students and CBO representatives are not counted when assessing the balance), and ensure representation of all school constituencies. The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (*Refer to Chancellor’s Regulations A-655 on SLT’s; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>*). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.*

Name	Position/Constituency Represented	Signature
Carlen Padmore- Gateau	*Principal or Designee	
Carlos Rosado	*UFT Chapter Chairperson or Designee	
Alicea Miranda	*PA/PTA President or Designated Co-President	
Alicea Miranda	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Barbara Richardson	DC 37 Representative, if applicable	
n/a	Student Representative, if applicable	n/a
Carol Wigder	Teacher	
Erna Thezine	Parent	
Tamika Carter	Parent	
Laura Vivoni	Parent	

\* Core (mandatory) SLT members.  
Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

## **SECTION III: SCHOOL PROFILE**

### **Part A. Narrative Description**

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

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The Children's International School (PS 22) is located in the Prospect Heights section of Brooklyn-a racially and ethnically diverse community. PS 22 is fortunate to be located in the cultural center of Brooklyn-near several major museums, the Brooklyn Academy of Music and the main branch of the Brooklyn Public Library. PS 22's location makes it easily accessible to both busses and subways.

At the present time 547 students are enrolled at PS 22. Like the community that surrounds it, PS 22's students come from a variety of ethnic and racial backgrounds and from many countries around the world. Many languages are spoken in the homes of its students. The learning needs of PS 22's students are diverse as well. As a result of this, many programs are available at the school to try and help address these needs and the learning styles demonstrated. PS 22 services students in grades Pre-Kindergarten through 5. General Education, Collaborative Team Teaching and Self-Contained classes exist in our school.

Our School's Mission Statement reads as follows:

The mission of P.S. 22 is to provide a high quality developmentally appropriate, multicultural education for all children. Here at P.S. 22 we believe that ALL CHILDREN CAN LEARN including those with special needs. We work to develop the WHOLE CHILD. Our goal is to prepare our students to make significant contributions towards the advancement of their community and the world. We are committed to working with parents to achieve our mission.

The administration and faculty members are all certified by the New York Department of Education, with over 50% having attained advanced degrees. Educators at P.S. 22 demonstrate a sincere interest in the strengths, abilities, needs and problems evidenced by their students. Lessons taught are generally structured; however, teachers strive to be flexible and to employ creativity in their presentations of the material. Individual learning styles are also taken into consideration with regard to the selection of supplemental learning materials and strategies. Currently, the Rigby- Literacy by Design program and Everyday Math are used across all grades in the school. This helps to ensure continuity in learning from grade to grade.

PS 22's English Language Learners (ELLs) are serviced by two teachers. In addition to being taught basic English skills, content area lessons are presented to the students-ones that are aligned with the standards set for their respective grades. Lessons are presented in a multi-disciplinary manner.

Early childhood programs and services foster the development of both pre-academic and social skills among PS 22's youngest learners. These skills are necessary for later success in life. Literacy and Mathematics are included within all activities-even play!

The development of technology skills is emphasized at PS 22 which has two new state-of-the-art computer laboratories. Most of the classrooms are also equipped with computers for use by both the children and their teachers. The computers are used to teach and reinforce skills in the various subject areas. Students also "publish" their writing pieces using the computers.

Academic Intervention Services (AIS) are provided to students who have experienced difficulties with attaining mastery of grade level skills in English Language Arts and/or Mathematics. Small group instruction is provided by highly trained teachers who use a variety of techniques and instructional programs. PS 22's librarian is experienced in the teaching of the Wilson Reading program. Basic decoding and encoding skills are incorporated into all lessons-in concert with the exposing the children to classic forms of literature.

Students at PS 22 also benefit from attending Science, Writing, Physical Education and Visual Arts classes at various times throughout the school year.

PS 22 provides Special Education programs and services for students having Individualized Educational Plans (IEPs). Students serviced include those presenting with physical, emotional, behavioral, speech and /or language delays or learning disabilities. Teachers have been receiving training with regard to the preparation of computerized Individualized Educational Plans (IEPs) and with the writing of SMART goals (ones that are Specific, Measurable, Attainable, Reasonable and Timely). Goals for the school's special needs population are in alignment with those set for the General Education students.

Also on staff are two full-time Guidance Counselors, a full time Psychologist, a Social Worker, a Family Worker, two Speech and Language providers, two Occupational Therapists, a Physical Therapist and an Adaptive Physical Education teacher. Two full-time nurses are also on staff to attend to the diverse medical needs of the students. PS 22 has a large staff of paraprofessionals who provide special support to our Pre-Kindergarteners and to some of our Special Education classes and students. They are an invaluable asset to the school. Our SAPIS teacher provides many students with instruction and guidance on avoiding the temptations and dangers of drugs, alcohol and gangs. Trips are taken around the community and city to expand these students' knowledge and understanding of where they live and learn.

P.S. 22 has a continued partnership with Medgar Evers College that enables the school to serve as lab site for their students. Students from the college perform their student-teaching responsibilities as well as tutor students at P.S. 22. This program has benefited the college students as well as the students at P.S. 22.

P.S. 22 provides quality after school programs to service many of its students. Friends of Crown Heights, the After school Academy for ELL students, the After School Academy for Enrichment, Intervention and Test Sophistication are some of these. There is also a Chess Club which is building a reputation for its performance at competitions. The Performing Arts are also addressed through the Drama Club and P.S. 22's "Star Steppers". P.S. 22's students are also involved in the soccer club (partnership with Medgar Evers College) and the school's basketball team.

Our Parent Coordinator is always on hand to assist parents with concerns they have about their children. He is able to provide many of these parents with information about little or no cost community services to help them help their children. Workshops for parents are also offered both at the school and within the community to try and serve the various needs of the population. PS 22 is proud to have a strong PTA-one that is in close contact with the school's Principal, Assistant Principals, teachers, service providers and students.

The following is an excerpt taken from the school's philosophy statement. It sums up the goals that P.S. 22 strives to meet everyday-that is to "prepare our youngsters to make significant contributions to the advancement of their community and the greater world. We are committed to working with parents to create a learning environment where students, parents and staff can develop as human beings able to participate fully in our society".

**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) will be available for download by each school on the NYCDOE website. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided. (The URL for download will be posted in the May 20<sup>th</sup> edition of “Principals’ Weekly.”)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
<b>School Name:</b>	P.S. 22				
<b>District:</b>	17	<b>DBN #:</b>	17k022	<b>School BEDS Code #:</b>	17k022

DEMOGRAPHICS									
<b>Grades Served in 2008-09:</b>	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungrad. Ele.	<input type="checkbox"/> Ungrad. Sec.		
<b>Enrollment:</b>				<b>Attendance:</b>					
(As of October 31)	2006	2007	2008	(As of June 30 – % of days students attended)	2006	2007	2008		
Pre-K	38	38	32			91.6	94.0		
Kindergarten	57	49	41						
Grade 1	74	77	61	<b>Student Mobility:</b>					
Grade 2	73	57	59	(% of Enrollment as of June 30)	2006	2007	2008		
Grade 3	77	73	52						
Grade 4	118	115	109						
Grade 5	77	109	92	<b>Eligible for Free Lunch:</b>					
Grade 6	n/a	n/a	n/a	(% of Enrollment as of October 31)	2005	2006	2007		
Grade 7	n/a	n/a	n/a		98	98	98		
Grade 8	n/a	n/a	n/a						
Grade 9	n/a	n/a	n/a	<b>Students in Temporary Housing:</b>					
Grade 10	n/a	n/a	n/a	(Total Number as of June 30)	2006	2007	2008		
Grade 11	n/a	n/a	n/a		14	13	14		
Grade 12	n/a	n/a	n/a						
Ungraded Elementary	n/a	n/a	n/a	<b>Recent Immigrants:</b>					
Ungraded Secondary	n/a	n/a	n/a	(Total Number as of October 31)	2006	2007	2008		
Total	414	518	446		12	10	10		
<b>Special Education Enrollment:</b>				<b>Suspensions:</b>					
(October 31)	2006	2007	2008	(Online Occurrence Reporting System [OORS] – Number as of June 30)	2006	2007	2008		
Number in Self-Contained Classes	44	56	55						
No. in Collaborative Team Teaching (CTT) Classes	23	26	36	Principal Suspensions	5	3			
Number all others				Superintendent Suspensions	5	29			
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
				<b>Special High School Programs:</b>			
<b>English Language Learners (ELL) Enrollment:</b>				(Total Number)	2006	2007	2008
(October 31)	2006	2007	2008	CTE Program Participants	n/a	n/a	n/a
# in Trans. Bilingual Classes	n/a	n/a	n/a	Early College HS Participants	n/a	n/a	n/a
# in Dual Lang. Programs	n/a	n/a	n/a				
# receiving ESL services only	15	20	23	<b>Number of Staff:</b>			
# ELLs with IEPs			8	(As of October 31; includes all full and part-time staff)	2006	2007	2008
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	51	52	52
				Number of Administrators and Other Professionals	2	3	3
<b>Overage Students:</b>							
(# entering students overage for grade as of October 31)	2006	2007	2008	Number of Educational Paraprofessionals	30	28	18
	0	0	0				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender:</b>				(As of October 31)	2006	2007	2008
(% of Enrollment as of October 31)	2006	2007	2008	% fully licensed & permanently assigned to this school	90%	90%	
American Indian or Alaska Native				Percent more than two years teaching in this school	90%	90%	
Black or African American				Percent more than five years teaching anywhere	95%	95%	
Hispanic or Latino				Percent Masters Degree or higher	36%	41%	
Asian or Native Hawaiian/Other Pacific Isl.				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	95%	95%	
White							
Multi-racial							
Male							
Female							

2008-09 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
<b>Years the School Received Title I Part A Funding:</b>	<input type="checkbox"/> 2005-06	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
<b>SURR School:</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:	
<b>Overall NCLB/SED Accountability Status (2007-08):</b>		<input checked="" type="checkbox"/> In Good Standing	<input type="checkbox"/> School in Need of Improvement (SINI) – Year 1
<input type="checkbox"/> School in Need of Improvement (SINI) – Year 2	<input type="checkbox"/> NCLB Corrective Action – Year 1	<input type="checkbox"/> NCLB Corrective Action – Year 2/Planning for Restructuring (PFR)	
<input type="checkbox"/> NCLB Restructured – Year ____	<input type="checkbox"/> School Requiring Academic Progress (SRAP) – Year ____		

### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>Individual Subject/Area Ratings</b>	Elementary/Middle Level			Secondary Level	
	ELA:	Good Standing		ELA:	n/a
	Math:	Good Standing		Math:	n/a
	Science:	Good Standing		Grad. Rate:	n/a

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

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

#### Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

*Note: NCLB/SED accountability reports are not available for District 75 schools.*

### CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2007-08		Quality Review Results – 2007-08	
Overall Letter Grade	B	Overall Evaluation:	proficient
Overall Score	56.4	Quality Statement Scores:	
Category Scores:	56.4 out of 100	Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	C- 4.8	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 30% of the Overall Score)	B- 14.3	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 55% of the Overall Score)	A- 3.8	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	3.8	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

#### **SECTION IV: NEEDS ASSESSMENT**

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

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

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

#### **SECTION IV: NEEDS ASSESSMENT**

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

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

Over the last two years the school has made steady, incremental growth, in literacy, and mathematics. According to our school Report Card we are a school in Good Standing in the areas of Math, ELA and Science. During the 2006-07 school year, we achieved a D on our progress report. In the Progress Report for 2007-2008, we achieved a B. We received a C in School Environment, a B in student performance and an A in Student Progress. We received 3.8 additional credits for our work with Special Education students and black students in the lowest third citywide. In the last two years, the school has received an overall rating of Proficient from the Quality Review. There has been an increasing trend in the areas of academic expectations, performance, proficiency, communication, engagement and safety from the 2006-2007 school year to the 2007-2008 school year.

One of the most significant progress areas has been literacy. During the 2006-2007 school year, 51.9% of our students made 1 years progress. During the 2007-2008 school year 65.8% of our students made one year's progress. In the area of mathematics during the 2006-2007 school year 43.9% of the students made one year's progress. There was growth made during the 2007-2008 school year when

51.6% of our students made 1 year's progress. We have seen an increase in student performance in early grades as well as our upper grades. We have a consistent decrease in our level 1 students.

In literacy, gains have been made in school wide performance during the 2007-2008 school year despite the fact that we did not utilize a school wide literacy program. We expect to continue to make gains this year as we utilize the Rigby- Literacy by Design Program (grades k-5). This program provides the tools for teachers to implement a Balanced Literacy lesson.

Each year we receive incoming grade 4 students for P.S. 249. Many of which are ELLs. Although there are some transitional concerns that include bussing and orienting the students to a new school, these students have become well adjusted with the support of our articulation team. During the 2007-2008 school year there has been an 18.2% proficiency gain among our ELL population in the area of ELA. There has been a 13.6% gain among our ELL population in the area of Mathematics. We currently have a grade 4 self-contained ESL class and 2 teachers providing ESL push in and pull out services.

During the 2007-2008 school year it was noted in our Quality Review that we needed to build capacity to use technology and online resources to gather, analyze and compare student, class, grade, subgroup, and school data. We had computers that did not allow us to access the internet in a timely fashion as well as enabling us to use current software that would assist us in providing quality technological support to our students. Fortunately, this school year, we received two new computer labs. This has been a wonderful aide to our school community. It has made it possible for our staff to use technology to track student progress, provide academic intervention on line, utilize data tracking sheets and integrate the technology into their instruction. Additional aides during this school year also included an increase in parental involvement that included a P.T.A that has an ongoing presence in our school. They support all school wide activities and collaborate well with staff.

Our accomplishments this year included the two new computer labs, we received a Studio in a School grant, we have wonderful student leadership programs that include a step team, basketball, soccer team, chess club, reading club, after school art class (partnership with the Mocada Museum) for early grades students, peer mediators and a performing arts club. We have a school store that supports the expected student behaviors.

We have also seen an increase in student performance in early grades as well as our upper grades. We have a consistent decrease in our level 1 students.

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2008-09 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for NCLB/SED improvement (SURRE, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

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### **Literacy:**

By June 2009, 60% of students (average 2 children per class) in kindergarten through grade 5 will demonstrate proficiency in age appropriate literacy skills. This will be measured by E-CLAS, Running Records, Rigby R.E.A.D.S assessment results as well as ELA results.

### **School Climate:**

By June 2009, 60% of the parents, staff and administration will view the school climate as positive, encouraging, professional, and efficient. This will be measured by the Learning Environment Survey, Professional Development Feedback forms and participation in school events and activities.

### **Student Behavior / Discipline:**

Incidents of classroom infractions will decrease by 5% during the 2008-2009 school year. This will be measured by infractions that are reported in the OORs system.

### **Professional Development:**

By the end of the 2008-2009 school year 75% the teachers will use strategies learned in Professional Development in their classroom instruction as evidenced by classroom observation reports both formal and informal.

## SECTION VI: ACTION PLAN

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

**Subject/Area (where relevant):** Literacy

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By June 2009, 60% of students (average 2 children per class) in kindergarten through grade 5 will demonstrate proficiency in age appropriate literacy skills. This will be measured by E-CLAS, Running Records, Rigby R.E.A.D.S assessment results as well as ELA results.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Classroom teachers will implement the Shared Reading and Guided Reading components of the Literacy by Design Program. Classroom teachers will differentiate instruction to provide support to any student who is not being serviced by AIS Teachers. Literacy will be taught for 150 minutes each day for throughout the school year.</p> <p>AIS Teachers will service mandated students and academically at risk students five days a week to meet the literacy needs of the students. AIS teachers will teach the reading comprehension skill based on grade level. Upper grade focus on teaching reading strategies, such as making connections, visualizing, etc. Lower grade AIS teachers will use Wilson and Foundations to teach phonics, phonemic awareness, and letter-sound recognition.</p> <p>Lead Teacher and Teacher Leaders will support classroom teachers with the implementation of the literacy by design program by providing demonstration lessons and mentoring new teachers on a weekly basis</p> <p>The Principal will monitor the implementation of the Staff needs timeline</p> <p>AP’s will facilitate implementation of program and supporting staff on a daily basis.</p>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>*Literacy by Design Professional Development – Classroom Teachers (5 PD sessions) by the end of the school year.          *<b>AIS Teachers</b> will participate in Reading Comprehension Professional Development on a monthly basis (in school and/or off site).          School Funding will be earmarked to support these Professional Development Initiatives</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Children’s Progress</b> – administered 3 times per year  <b>Rigby R.E.A.D.S.</b> -K-5 twice per year</p>

**Subject/Area (where relevant):** School Climate

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By June 2009, 60% of the parents, staff and administration will view the school climate as positive, encouraging, professional, and efficient. This will be measured by the Learning Environment Survey, Professional Development Feedback forms and participation in school events and activities.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Monthly meetings will be open to parents, staff, and administration to dialogue on how to improve school climate. Staff will consult with consultation team, the team will consult with Ms. Padmore-Gateau (individuals staff can meet with Ms. Padmore-Gateau). Parents will consult with the Parent Coordinator and/or PTA then PTA and or parent Coordinator will meet with Ms. Padmore-Gateau with parents concerns.</p> <p>Teachers will be encouraged to use their individual creative style and technique to implement the school curriculum in all academic areas. “Attaboy Lunch” (for the teachers that goes the extra mile). Three times a year- December, March, and June.</p> <p>There will be six staff game nights to encourage camaraderie and unity. Example- Parent /staff volleyball, bowling</p> <p>There will be five “Donut Days” for parents during drop off hours. To increase better communication with the parents we have acquired an electronic school sign.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>There will be quarterly awards ceremonies for students.</p> <p>Breakfast with the Principal</p> <p>There will be quality assurance spot checks.(Front desk and main office)</p> <p>Parents will be notified no less than 10 days of upcoming events.</p> <p>Parents will be sent a reminder of up coming events 2-3 days prior. Notification of upcoming event will be posted on front and back door.</p> <p>Teachers will utilize the P.S. 22 dollars</p> <p>The PBIS program will be implemented. The Positive Behavior Intervention Support Program is geared to helping teachers create a positive /proactive classroom environment.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Staff, parent, and administration surveys will be completed monthly during the 2008-2009 year.</p>

**Subject/Area (where relevant):** Student Behavior / Discipline

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Incidents of classroom infractions will decrease by 5% during the 2008-2009 school year. This will be measured by infractions that are reported in the OORs system.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>A school-wide behavior matrix for the classroom will be implemented (use of the PBIS Program). Students will receive P.S. 22 dollars when ‘caught’ following the matrix. Incentives will be available to students and classes following the matrix (e.g. school store, movie day, extra recess). All incidents of discipline will be documented and The Discipline Code and Bill of Students Rights and Responsibilities Handbook will be used to determine appropriate disciplinary response for each infraction. The discipline committee will meet once a week and consist of grade representatives, AIS providers, Guidance, administration, and other student support staff</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Staff will receive ongoing support on classroom management strategies from Network Personnel and the ISC. Students and staff will receive support (workshops) from the Children for Children organization to support service learning. Students, staff and parents will receive support from ISC- Youth Support members for our Character Education Program (including workshops).</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Incidents of discipline will be logged and evaluated monthly to review trends (PBIS system). The Discipline committee (PBIS) will meet weekly to discuss students in need of extra support as well as ways to support the classroom teachers with incidents. The combined number of logged incidents in May and June will decrease by 5% compared to the combined number of logged incidents in September and October.</p>

<b>Subject/Area (where relevant):</b>	<b>Professional Development</b>
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<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By the end of the 2008-2009 school year 75% the teachers will use strategies learned in Professional Development in their classroom instruction as evidenced by classroom observation reports both formal and informal.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Teachers will be provided with a Professional Development survey to ascertain staff professional development needs. Teachers will be given the opportunity to share their best practices with their colleagues during Professional Development via Lunch and Learns and inter-visitations. All teachers will be encouraged to participate in professional development outside the schools .Opportunities for professional development will be afforded to teachers on school premises and out of the building during school hours. Teacher Leaders and the Lead Teacher will provide professional development workshops throughout the school year to support staff Professional Development. The Professional Development Team will meet on a monthly basis to the review staff professional needs (as per the survey) and to plan or acquire professional development training to support the needs. AIS Teachers will participate in Professional Development trainings on a monthly basis.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>School Funding will support any fees and remittance affiliated with any Professional Development training and provisions for substitute teachers.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Staff will fill out feedback sheets after each professional development session. Staff members will be surveyed three times in the school year to determine Professional Development needs. The professional development surveys will be reviewed. The projected gain will be that each staff member will participate in a minimum of 5 professional development training during the school year.</p>

## **REQUIRED APPENDICES TO THE CEP FOR 2008-2009**

**Directions:** All schools must complete Appendices 1, 2, 3, 7 & 8. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools, NCLB Restructured Schools, and Schools Requiring Academic Progress (SRAP), must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS**

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SINI AND SRAP SCHOOLS**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACT FOR EXCELLENCE (CFE) SCHOOL-BASED EXPENDITURES FOR 2008-09 – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K	0	0	N/A	N/A	3	0	n/a	
1	71	0	N/A	N/A	5	0	n/a	
2	Teacher Leader	Push In	N/A	N/A	5	1	n/a	
3	8	7	N/A	N/A	8	2	n/a	
4	5	14			10	0	n/a	
5	12	13			8	0	n/a	
6								
7								
8								
9								
10								
11								
12								

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

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

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA: Push In, Pull Out, by the classroom teacher, After School</b>	The following will be used to deliver Academic Intervention Services (Push In, Pull out and by Classroom Teacher): Foundations, Wilson, Uptown Education Software, Rigby In Step Intervention, Essential Skills for Reading Success, Listen Read and Go
<b>Mathematics: Push In, Pull Out, by the classroom teacher, After School</b>	The following will be used to deliver Academic Intervention Services (Push In, Pull out and by Classroom Teacher): Math Steps, Everyday Math, Uptown Education Software
<b>Science: Science Early Bird Academy Program and Science Cluster Program</b>	The following will be used to deliver Academic Intervention Services by the classroom teachers and Science Cluster teacher by following the New York City Science standards and pacing calendar. Students will receive an opportunity to receive additional support before the normal school day begins with the support a Science teacher.
<b>Social Studies: Classroom support</b>	Students will receive support from their classroom teacher through the use of the New York City Social Studies standard and pacing calendar. Grade 5 students will receive additional push-in support from our Lead Teacher.
<b>At-risk Services Provided by the Guidance Counselor:</b>	One to one counseling, Character Education Pillars, Peer Mediation, Support from the Children for Children Foundation
<b>At-risk Services Provided by the School Psychologist:</b>	One to one counseling
<b>At-risk Services Provided by the Social Worker:</b>	One to one counseling
<b>At-risk Health-related Services:</b>	One to one counseling

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

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school’s current year (2008-2009) LAP narrative to this CEP.

**Part B: CR Part 154 (A-4) Bilingual/ESL Program Description**

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Type of Program: \_\_\_ Bilingual   X   ESL \_\_\_ Both      Number of LEP (ELL) Students Served in 2007-08:       33        
(No more than 2 pages)

- I. Instructional Program for ELLs (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc). Program planning and management description to include identification and placement of ESL/Bilingual certified teachers, utilization of appropriate instructional materials (English and other languages) and technology, school-based supervisory support, use of external organizations, compliance with ELL-related mandates, and use of data to improve instruction:
  - A. Curricular: Briefly describe the school’s literacy, mathematics and other content area programs and explain ELLs’ participation in those programs. Briefly describe supplemental programs for ELLs (i.e., AIS, Saturday Academies).
  - B. Extracurricular: Briefly describe extracurricular activities available in your school, and the extent to which ELLs participate.
- II. Parent/community: Describe parent/community involvement activities planned to meaningfully involve parents in their children’s education and to inform them about the state standards and assessments.
- III. Project Jump Start: Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school.
- IV. Staff Development (2008-2009 activities—tentative dates and ELL-related topics): Describe how staff will participate in ongoing, long-term staff development with a strong emphasis on the State learning standards and high impact differentiated and academic language development strategies.
- V. Support services provided to LEP students: Describe other support structures that are in place in your school which are available to ELLs.
- VI. Name/type of native language assessments administered (bilingual programs only): Describe how you assess the level of native language development and proficiency of the ELLs who are in a bilingual program.

**Part C: CR Part 154 – Number of Teachers and Support Personnel for 2007-08**

School Building: \_\_\_\_\_ District \_\_\_\_\_

List the FTEs in your school in the Bilingual Education and ESL programs in the appropriate column.

Number of Teachers 2007-2008				Number of Teaching Assistants or Paraprofessionals***		Total
Appropriately Certified*		Inappropriately Certified or Uncertified Teachers**				
Bilingual Program	ESL Program	Bilingual Program	ESL Program	Bilingual Program	ESL Program	

\* The number of teachers reported must represent the number of teachers holding an appropriate license for the subject area being taught (i.e., language arts and content area.) Note: The Office of Bilingual Education and Foreign Language Studies will conduct a random review of the 2006-2007 teacher reported data. Districts randomly selected will be asked to electronically submit to the Department, the name of the teacher(s), social security number and type of license or certificate issued by the NYSED.

\*\* Examples of this may include: teachers without an appropriate New York State teaching certificate or New York City license for the subject area(s) being taught or without a valid NYS teaching certificate or NYC license.

\*\*\* Teaching Assistants and Paraprofessionals must be working under the direct supervision of a licensed teacher. Attach additional sheets if necessary.

**Part D: CR Part 154 – Sample Student Schedules**

Include schedules for students on three different levels in the ESL program (one each for Beginning, Intermediate and Advanced English Proficiency levels based on NYSESLAT/LAB-R). The schedules must account for all periods. Use attached Freestanding ESL Schedule Template. If your school has a Bilingual/Dual Language program, also provide three sample schedules – one each for Beginning, Intermediate and Advanced English Proficiency levels based on the NYSESLAT/LAB-R). The schedules must reflect ESL, Native Language Arts and content area instruction through use of both languages. Use attached Bilingual Schedule Template.

# SAMPLE STUDENT SCHEDULE 2008-09 (ESL)

ESL Program Type:     \_\_\_ Free-Standing   \_\_\_ Push-in     \_X\_ Pull-out  
 Indicate Proficiency Level:   \_X\_ Beginning     \_\_\_ Intermediate   \_\_\_ Advanced

School District:     \_\_\_ 17 \_\_\_\_\_                      School Building:     \_\_\_ PS 22 \_\_\_\_\_

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1</b>	From: 8:30 To: 9:20					
<b>2</b>	From: 9:25 To: 10:15					
<b>3</b>	From: 10:20 To: 11:10		ESL instruction – Pull out-			
<b>4</b>	From: 11:15 To: 12:05	Pull-out Session with ESL teacher				
<b>5</b>	From: 12:10 To: 1:00					
<b>6</b>	From: 1:05 To: 2:00	ESL instruction – Pull out-	ESL instruction – Pull out-	ESL instruction – Pull out-	ESL instruction – Pull out-	
<b>7</b>	From: 2:00 To: 2:50	ESL instruction – Pull out-	ESL instruction – Pull out-			

# SAMPLE STUDENT SCHEDULE 2008-09 (ESL)

ESL Program Type:     \_\_\_ Free-Standing    \_\_X\_\_ Push-in     \_\_X\_\_ Pull-out  
 Indicate Proficiency Level:   \_\_\_ Beginning     \_\_X\_\_ Intermediate   \_\_\_ Advanced

School District:     \_\_\_ 17 \_\_\_\_\_                      School Building:     \_\_\_ PS 22 \_\_\_\_\_

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1</b>	From: 8:30 To: 9:20		Push-in	Push-in	Push-in	
<b>2</b>	From: 9:25 To: 10:15				Push-in	
<b>3</b>	From: 10:20 To: 11:10		Pull-out			
<b>4</b>	From: 11:15 To: 12:05					
<b>5</b>	From: 12:10 To: 1:00				Pull-out Session	
<b>6</b>	From: 1:05 To: 2:00	Pull-out		Pull-out		
<b>7</b>	From: 2:00 To: 2:50					

# SAMPLE STUDENT SCHEDULE 2008-09 (ESL)

ESL Program Type:     \_\_\_ Free-Standing    \_\_X\_\_ Push-in     \_\_X\_\_ Pull-out  
 Indicate Proficiency Level:     \_\_\_ Beginning     \_\_\_ Intermediate     \_\_X\_\_ Advanced

School District: \_\_\_\_\_

School Building: \_\_\_\_\_

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1</b>	From: 8:30 To: 9:20	Push-in	Push-in			Push-in
<b>2</b>	From: 9:25 To: 10:15					
<b>3</b>	From: 10:20 To: 11:10					
<b>4</b>	From: 11:15 To: 12:05					
<b>5</b>	From: 12:10 To: 1:00					
<b>6</b>	From: 1:05 To: 2:00					
<b>7</b>	From: 2:00 To: 2:50			Push-in		

# SAMPLE STUDENT SCHEDULE 2008-09 (Bilingual) – N/A

Bilingual Program Type:        \_\_\_ TBE                    \_\_\_ Dual Language  
 Indicate Proficiency Level:   \_\_\_ Beginning        \_\_\_ Intermediate        \_\_\_ Advanced

School District: \_\_\_\_\_ School Building: \_\_\_\_\_

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
<b>2</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
<b>3</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
<b>4</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
<b>5</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
<b>6</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
<b>7</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
<b>8</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
<b>9</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
<b>10</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					

**Part E: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2008-2009**

**Form TIII – A (1)(a)**

**Grade Level(s) K - 5      Number of Students to be Served: 58 LEP \_\_\_\_\_ Non-LEP \_\_\_\_\_**

**Number of Teachers: 3      Other Staff (Specify) Classroom Teachers**

**School Building Instructional Program/Professional Development Overview**

**Title III, Part A LEP Program**

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

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**Description of ESL Program:**

The ESL Program at P.S. 22 is designed to allow the 58 currently enrolled English Language Learners (K- 5) to receive instruction in the following manner: self-contained grade 4 ESL class taught by a teacher licensed in Bilingual Education, push in and pull out instruction given by the ESL teachers. The self-contained grade 4 class consists of students who performed at the Intermediate and Advanced level. The ESL teachers will primarily push into the classrooms of the ELL students in order to provide instruction utilizing ESL methodologies and strategies and to ensure that the number of mandated minutes of delivery is met. ESL instruction will be provided by two teachers who service the ESL population in Kindergarten through fifth grade. There is one certified ESL teacher and one certified Bilingual Education teacher. These two teachers will push in to the classes to support students during English Language Arts, Math and/or Content Area instruction. Additionally, the ESL students will receive service via the pull-out program. During pull-out instruction, students will be and service will be provided using the Writer's Express Program and/or On Our Way to English. Students will also be serviced during Extended Day. Additionally, there is one fourth grade classroom which comprised 99% of ELL students and instruction is delivered by a certified Bilingual Education teacher. Students will also be supported by using the KidBiz technology program to strengthen reading comprehension, writing skills and listening skills. By integrating technology into the ELL lesson, the English Language Learner is supported in developing a deeper comprehension of English. The program differentiates the text to suit the needs and abilities of the English Language Learner. All instruction is delivered in English.

**Professional Development Program** – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

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Teachers who service the ESL population will receive professional development by attending Professional Development workshops and Conferences given by the OELL, ISC or other professional organizations. Classroom teachers who work with ELL will receive professional development from the ESL teachers to infuse ESL strategies into instruction and also attend Professional Development workshops. Resources, such as books and videos, will be use to provide ongoing professional development to all teachers and support staff who service our ESL students.

**Form TIII – A (1)(b)**

**Title III LEP Program  
School Building Budget Summary**

<b>Allocation:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of Proposed Expenditure</b>
Purchased services such as curriculum and staff development contracts	15,000.00	KidBiz 3000 is a technology based program that allows student to read, write, speak and listen to further develop their comprehension and communication skills in English. The program includes Professional Development for the teachers and/or parents, as well as a Parent technology component.
<b>TOTAL</b>	<b>\$15,000.00</b>	

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

*Requirement under Chancellor's Regulations – for all schools*

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

#### **Part A: Needs Assessment Findings**

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

P.S. 22 is a Pre-K through 5<sup>th</sup> grade elementary school that houses students of African American, Caribbean, European, and Latin American background. The ESL population consists of 58 students from Africa, Bangladesh, Haiti and Mexico. Based on the students' responses on their home language survey, the school then determines the need for translation and interpretation.

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

Due to the diverse backgrounds of our students and their families, it is necessary to provide telephone translations, interpreters, and written translation notices in the languages of our families.

#### **Part B: Strategies and Activities**

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers. All school related materials addressed to the ELL parents will be written in English and the parents' native languages (Haitian Creole, Bengali, Arabic, or Spanish). Special emphasis will be put on the growing population of Spanish-speaking parents. Parents are invited to visit the school, attend workshops on various subjects such as the school curriculum, assessments, standards, school discipline and participate in literacy computer and parenting workshop. The school's monthly calendar and seasonal newsletter will keep the parents informed of on-going educational events; parents will be invited, and encouraged throughout the school year, to get involved in the life of school community
2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

The P.S. 22 school community strives to develop a positive home school partnership in order to improve student achievement. New ELL parents' orientation meetings are scheduled during the school year to familiarize parents with the school system and the different programs that are offered. Parents will have a general overview of the school programs in their dominant language. All parents will be afforded the opportunities to dialogue on school policies promotional criteria, school and class expectations.

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

Notices and letters will be translated in parents' native Language in order to support the families of the ELL population.

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

#### *Requirement under Chancellor's Regulations – for all schools*

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

#### **Part A: Needs Assessment Findings**

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

In order to assess our school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand, data from Home Language surveys and the RLAT report is used to determine language needs. Written information is translated via the Translations Units. Oral interpretation will be provided by a Board of Education approved vendor.

4. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.  
Data regarding our written and oral interpretation needs reveals a need for translation into the following languages: Haitian-Creole, Bengali and Spanish. The findings will be reported to the school community via a newsletter.

## Part B: Strategies and Activities

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

Written translation services will be provided by an outside vendor as well as in-house by school staff and parent volunteers as necessary. To translate documents in to the necessary languages text is sent to the Translation unit. By sending letters and/or newsletters to parents and by posting materials in necessary languages we are able to meet the needs of our non-English speaking parents.

5. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers. Oral interpretation will be provided by in-house school staff when applicable and feasible. We will also use the services of outside Department of Education approved vendors
6. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

Written communications will be translation via the DOE Translation Unit. Newsletters, calendars and other written information will be translated in parents' native languages. Information for parents available on the DOE website will be printed and disseminated in parents' native languages. Students will receive report cards in native languages. Interpretation services will be delivered in house via school personnel and via DOE contracted vendors.

## **APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

### **Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

### **Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

1. Enter the anticipated Title I allocation for the school for 2008-2009 698,366
2. Enter the anticipated 1% allocation for Title I Parent Involvement Program 6,971
3. Enter the anticipated 5% Title I set-aside to insure that all teachers in core subject areas are highly qualified 34,852
4. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2007-2008 school year 100%
5. If the percentage of high quality teachers during 2007-2008 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

### **Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT**

#### **1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.**

**Explanation:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website at <http://schools.nyc.gov/Parents/NewsInformation/TitleIPIG.htm>. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

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## 2. School-Parent Compact - Attach a copy of the school's Parent Involvement Policy.

**Explanation:** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website at <http://schools.nyc.gov/Parents/NewsInformation/TitleIPIG.htm> as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

### PARENT INVOLVEMENT POLICY 2008-2009

Parents and families of students in P.S. 22 will be provided with opportunities to participate in School-Based Planning Committees, School Leadership Teams, and Parent Educational Activities that relate to building strong home/school partnerships, family literacy, child development, and accessibility to services and resources of the community. To increase parent involvement, P.S. 22 will:

- Utilize the Parent Teacher Association of P.S. 22, and more specifically its officers, to facilitate the exchange of information between school and home, and encourage and support parent involvement efforts.
- Offer parent training workshops/meetings at the school related to:

Eligibility criteria for entrance into various reimbursable programs (e.g. Title 1 programs)

Educational structure and terminology

Technology training

Rules and regulations regarding budget

Parenting skills

- Provide materials for parents to use to work with their children on a regular interval, especially during holiday breaks
- Encourage parents to network with each other and to communicate with staff
- Distribute a monthly school newsletter and calendar to provide parents with information related to parent meetings/events and their children's educational programs.
- Support school-Based committees, our School Leadership Team, and Title 1 Advisory Council
- Encourage school level parental involvement by having the school:

Maintain and support the P.T.A. in its efforts to encourage parent involvement, inform parents of school wide programs, and involve parents in the school community

In cooperation with the P.T.A., provide parents with monthly workshop opportunities in which specific curriculum issues can be discussed and explained

School level Title 1 Parent Advisory Committees in all school; make our professional staff readily accessible to parents and impress upon our staff the importance, through staff development workshops, of meaningful parent involvement

Hold orientation meetings to present overall goals of school, as well as specific grade/class goals

Encourage and train parents to volunteer as Learning Leaders and assist with classroom library and school trips

Distribute notices in the languages spoken by parents

Provide information on family trips to cultural and educational institutions of learning.

Our goal is to provide all parents at P.S. 22 with a Parent Resource Room in which parents will feel welcome and can coordinate activities for parent involvement.

### **Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
  
2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - o Help provide an enriched and accelerated curriculum.
    - o Meet the educational needs of historically underserved populations.
    - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
    - o Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

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4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

#### **Part D: TITLE I TARGETED ASSISTANCE SCHOOLS**

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.

2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI) AND SCHOOLS REQUIRING ACADEMIC PROGRESS (SRAP)**

*This appendix must be completed by all Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools (PFR), NCLB Restructured, Schools, Schools Requiring Academic Progress (SRAP), and SURR schools that have also been identified as SINI or SRAP.*

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>1</sup> Phase/Group (If applicable):** \_\_\_\_\_

**Part A: For All School Improvement Schools (SINI and SRAP)**

1. For each area of school improvement identification (indicated on your pre-populated School Data Profile, downloadable from the NYCDOE website at <http://www.schools.nyc.gov>), describe the school's findings of the specific academic issues that caused the school to be identified.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

**Part B: For Title I Schools that Have Been Identified for School Improvement (SINI)**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified.
  - (a) Provide the following information: 2008-09 anticipated Title I allocation = \$\_\_\_\_\_ ; 10% of Title I allocation = \$\_\_\_\_\_.
  - (b) Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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<sup>1</sup> School Under Registration Review (SURR)

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR).**

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**Part A: SURR Review Team Recommendations** – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM  
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

*All schools must complete this appendix.*

**FORMAT UNDER DEVELOPMENT**

## CEP Appendix 8: Contracts for Excellence

This electronic version of the CEP Appendix 8 allows you to submit details about your proposed 2008-09 Contracts spending within the six eligible program areas.

1. This form must describe your preliminary plans to use the total amount of funds allocated to your school in the Excellence allocation category in Galaxy. If you do not know this amount, please refer to Galaxy.
2. The sum of the allocations you list in each program area must match the total amount allocated to you in G
3. Please provide all of the information requested for each of the program strategies to which you've allocated fund requirements.

This survey must be completed by Tuesday July 15 at 6pm.  
Thank you!

Submit date: **Jul 15, 2008**      Email address: **cpadmor@schools.nyc.gov**

Please provide the following information about your school. You must complete all of the fields on this page in or survey to be valid.

School DBN	17k022
School Name	The Children's International School
Total Amount of "Contracts for Excellence" Allocation in Galaxy	\$ 225,417
Principal Name	Carlen Padmore
Principal Email	cpadmor@schools.nyc.gov
Principal Phone	7188574503

Does your school plan to use FY09 C4E funding to reduce class size?

- Yes  
 No

Does your school plan to use FY09 C4E funding to increase student time on task?

- Yes  
 No

How much do you plan to allocate for each of the following program strategies?

Before- and After-School Programs	\$ 0
Summer School Programs	\$ 0
Dedicated Instructional Time	\$ 225,417
Individualized Tutoring	\$ 0

Does your school plan to use FY09 C4E funding to support new or expanded before- or after-school programs?

- Yes  
 No

Does your school plan to use FY09 C4E funding for new or expanded summer school programs?

- Yes  
 No

Does your school plan to use FY09 C4E funding for new or expanded efforts to increase dedicated instructional time instructional blocks for core academic subjects, additional instructional periods for areas of greatest student need Intervention (RTI) and/or intensive individual intervention, etc.)?

- Yes  
 No

Please describe the program.

Students will receive Academic Intervention services through the use of the Wilson Reading Program and the Everyday Math Program. We use an in and pull out model with a ratio of 8:1.

Please indicate the student population(s) you intend to target via this initiative.

- English Language Learners  
 Students with Disabilities  
 Students in Poverty  
 Students with Low Academic Achievement / at Risk of Not Graduating

Is the program described above a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation  
 Program Expansion

Please indicate how the program/strategy will be expanded for school year 2008-09.

Teachers will increase the amount of periods that the students are serviced. Teachers will assist the classroom teachers in planning and co-teaching with students and parents.

Does your school plan to use FY09 C4E funding for new or expanded efforts to offer individualized tutoring (provided by qualified staff as a supplement to general curriculum instruction and targeted to students not meeting State standards)?

- Yes  
 No

Does your school plan to use FY09 C4E funding for teacher and principal quality initiatives?

- Yes  
 No

Does your school plan to use FY09 C4E funding for middle and high school restructuring efforts?

Yes

No

Does your school plan to allocate FY09 funding to implement a new full-day pre-kindergarten program, or to expand a pre-kindergarten program at the school?

Yes

No

Does your school plan to allocate FY09 funding to expand and/or replicate a model instructional program for English Learners (ELLs)?

Yes

No