



P.S. 022

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: P.S. 022
ADDRESS: 443 ST MARKS AVENUE
TELEPHONE: 718-857-4503
FAX: 718-857-4464

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 331700010022 **SCHOOL NAME:** P.S. 022

SCHOOL ADDRESS: 443 ST MARKS AVENUE, BROOKLYN, NY, 11238

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

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

POSITION / TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Barbara Richardson

PRINCIPAL: Carlen Padmore-Gateau

UFT CHAPTER LEADER: Denise Williams

PARENTS' ASSOCIATION PRESIDENT: Alicea Miranda

STUDENT REPRESENTATIVE:
(Required for high schools) N/A

DISTRICT AND NETWORK INFORMATION

DISTRICT: 17 **CHILDREN FIRST NETWORK (CFN):** ESO - Empowerment Schools Organization

NETWORK LEADER: ALTAGRAC SANTANA/Wladimir Pierre

SUPERINTENDENT: RHONDA HURDLETAYLOR

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). 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 revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

| Name | Position and Constituent Group Represented | Signature |
|--------------------|---|--|
| Carlen Padmore | Principal | Electronic Signature Approved. Comments: Yes Carlen Padmore-Gateau |
| Tameka Carter | PA/PTA President or Designated Co-President | Electronic Signature Approved. Comments: yes Approve |
| Ali Miranda | PA/PTA President or Designated Co-President | Electronic Signature Approved. Comments: yes Approve |
| Denise Williams | UFT Chapter Leader | Electronic Signature Approved. Comments: yes Approve |
| Stephanie Hall | UFT Member | Electronic Signature Approved. Comments: yes Approve |
| Donna Best | UFT Member | Electronic Signature Approved. Comments: yes Approve |
| Maggie Faustin | UFT Member | Electronic Signature Approved. Comments: yes Approve |
| Lotasha King | Parent | Electronic Signature Approved. Comments: yes Approve |
| Erna Thezine | Parent | Electronic Signature Approved. Comments: yes Approve |
| Barbara Richardson | DC 37 Representative | Electronic Signature Approved. Comments: Yes Approve |
| T Robinson | Parent | Electronic Signature Approved. Comments: Yes Approve |

* Core (mandatory) SLT members.

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.

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 521 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. Both General Education and Special Education classes exist in the school.

The school's Mission Statement reads as follows:

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 P.S. 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 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.

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. 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, three 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 work 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) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

| SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT | | | | | | | | | |
|---|---|---------------------------------------|---------------------------------------|--|---------------------------------------|--|---------------------------------------|----------------------------|----------------------------|
| School Name: | P.S. 022 | | | | | | | | |
| District: | 17 | DBN #: | 17K022 | School BEDS Code: | | | | | |
| DEMOGRAPHICS | | | | | | | | | |
| Grades Served: | <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 checked="" type="checkbox"/> Ungraded | | | |
| Enrollment: | | | | Attendance: - % of days students attended*: | | | | | |
| <i>(As of October 31)</i> | 2007-08 | 2008-09 | 2009-10 | <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 | | |
| Pre-K | 38 | 32 | 36 | | 91.6 | 92.6 | TBD | | |
| Kindergarten | 65 | 41 | 48 | | | | | | |
| Grade 1 | 98 | 81 | 52 | Student Stability - % of Enrollment: | | | | | |
| Grade 2 | 69 | 80 | 72 | <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 | | |
| Grade 3 | 81 | 71 | 77 | | 93 | 94.61 | TBD | | |
| Grade 4 | 126 | 128 | 120 | | | | | | |
| Grade 5 | 118 | 103 | 109 | Poverty Rate - % of Enrollment: | | | | | |
| Grade 6 | 0 | 0 | 0 | <i>(As of October 31)</i> | 2007-08 | 2008-09 | 2009-10 | | |
| Grade 7 | 0 | 0 | 0 | | 97.8 | 98.4 | 99.8 | | |
| Grade 8 | 0 | 0 | 0 | | | | | | |
| Grade 9 | 0 | 0 | 0 | Students in Temporary Housing - Total Number: | | | | | |
| Grade 10 | 0 | 0 | 0 | <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 | | |
| Grade 11 | 0 | 0 | 0 | | 17 | 51 | TBD | | |
| Grade 12 | 0 | 0 | 0 | | | | | | |
| Ungraded | 1 | 0 | 1 | Recent Immigrants - Total Number: | | | | | |
| Total | 596 | 536 | 515 | <i>(As of October 31)</i> | 2007-08 | 2008-09 | 2009-10 | | |
| | | | | | 2 | 7 | 3 | | |
| Special Education Enrollment: | | | | Suspensions: (OSYD Reporting) - Total Number: | | | | | |
| <i>(As October 31)</i> | 2007-08 | 2008-09 | 2009-10 | <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 | | |
| # in Self-Contained Classes | 55 | 55 | 42 | Principal Suspensions | 4 | 8 | TBD | | |
| # in Collaborative Team Teaching (CTT) Classes | 26 | 36 | 34 | Superintendent Suspensions | 28 | 27 | TBD | | |
| Number all others | 16 | 17 | 14 | | | | | | |
| <i>These students are included in the enrollment information above.</i> | | | | Special High School Programs - Total Number: | | | | | |
| | | | | <i>(As of October 31)</i> | 2007-08 | 2008-09 | 2009-10 | | |
| English Language Learners (ELL) Enrollment: | | | | CTE Program Participants | | | | | |
| <i>(BESIS Survey)</i> | | | | | 0 | 0 | 0 | | |
| <i>(As of October 31)</i> | 2007-08 | 2008-09 | 2009-10 | Early College HS Participants | 0 | 0 | 0 | | |
| # in Transitional Bilingual Classes | 0 | 0 | 0 | | | | | | |

| | | | | | | | |
|---|---|--|---------|--|---|---------|---------|
| # in Dual Lang. Programs | 0 | 0 | 0 | Number of Staff - Includes all full-time staff. | | | |
| # receiving ESL services only | 32 | 64 | 72 | (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| # ELLs with IEPs | 6 | 3 | 13 | Number of Teachers | 54 | 48 | TBD |
| <i>These students are included in the General and Special Education enrollment information above.</i> | | | | Number of Administrators and Other Professionals | 21 | 19 | TBD |
| | | | | Number of Educational Paraprofessionals | 11 | 7 | TBD |
| Overage Students (# entering students overage for grade) | | | | Teacher Qualifications: | | | |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| | 0 | 0 | TBD | % fully licensed & permanently assigned to this school | 100 | 100 | TBD |
| | | | | % more than 2 years teaching in this school | 68.5 | 83.3 | TBD |
| Ethnicity and Gender - % of Enrollment: | | | | % more than 5 years teaching anywhere | 74.1 | 79.2 | TBD |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | % Masters Degree or higher | 87 | 94 | TBD |
| American Indian or Alaska Native | 0.5 | 0.7 | 0.6 | % core classes taught by "highly qualified" teachers (NCLB/SED definition) | 94 | 93 | TBD |
| Black or African American | 77.2 | 72.6 | 66 | | | | |
| Hispanic or Latino | 17 | 21.5 | 25.2 | | | | |
| Asian or Native Hawaiian/Other Pacific Isl. | 4.5 | 4.3 | 6.2 | | | | |
| White | 0.8 | 0.9 | 1.2 | | | | |
| Multi-racial | | | | | | | |
| Male | 48.8 | 51.5 | 51.3 | | | | |
| Female | 51.2 | 48.5 | 48.7 | | | | |
| 2009-10 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 | | |
| Years the School Received Title I Part A Funding: | <input checked="" type="checkbox"/> 2006-07 | <input checked="" type="checkbox"/> 2007-08 | | <input checked="" type="checkbox"/> 2008-09 | <input checked="" type="checkbox"/> 2009-10 | | |
| NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY | | | | | | | |
| SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> | | If yes, area(s) of SURR identification: | | | | | |
| Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance): | | | | | | | |
| In Good Standing (IGS) | | <input checked="" type="checkbox"/> | | | | | |
| Improvement Year 1 | | <input type="checkbox"/> | | | | | |
| Improvement Year 2 | | <input type="checkbox"/> | | | | | |
| Corrective Action (CA) - Year 1 | | <input type="checkbox"/> | | | | | |
| Corrective Action (CA) - Year 2 | | <input type="checkbox"/> | | | | | |
| Restructuring Year 1 | | <input type="checkbox"/> | | | | | |
| Restructuring Year 2 | | <input type="checkbox"/> | | | | | |
| Restructuring Advanced | | <input type="checkbox"/> | | | | | |
| Individual Subject/Area AYP Outcomes: | | | | | | | |
| Elementary/Middle Level | | | | Secondary Level | | | |
| ELA: | X | | | ELA: | | | |
| Math: | Y | | | Math: | | | |
| Science: | Y | | | Graduation Rate: | | | |
| This school's Adequate Yearly Progress (AYP) determinations for each accountability measure: | | | | | | | |

| Student Groups | Elementary/Middle Level | | | Secondary Level | | | Progress Target |
|--|-------------------------|------|---------|-----------------|------|------------|-----------------|
| | ELA | Math | Science | ELA | Math | Grad. Rate | |
| All Students | √ | √ | √ | | | | |
| Ethnicity | | | | | | | |
| American Indian or Alaska Native | - | - | | | | | |
| Black or African American | √ | √ | | | | | |
| Hispanic or Latino | √ | √ | | | | | |
| Asian or Native Hawaiian/Other Pacific Islander | - | - | - | | | | |
| White | - | - | - | | | | |
| Multiracial | | | | | | | |
| Students with Disabilities | X | √ | - | | | | |
| Limited English Proficient | √ | √ | - | | | | |
| Economically Disadvantaged | √ | √ | | | | | |
| Student groups making AYP in each subject | 5 | 6 | 1 | | | | |

CHILDREN FIRST ACCOUNTABILITY SUMMARY

| Progress Report Results - 2008-09 | | Quality Review Results - 2008-09 | |
|--|------|--|--|
| Overall Letter Grade | A | Overall Evaluation: | |
| Overall Score | 71.9 | Quality Statement Scores: | |
| Category Scores: | | Quality Statement 1: Gather Data | |
| School Environment (Comprises 15% of the Overall Score) | 2.8 | Quality Statement 2: Plan and Set Goals | |
| School Performance (Comprises 25% of the Overall Score) | 17.4 | Quality Statement 3: Align Instructional Strategy to Goals | |
| Student Progress (Comprises 60% of the Overall Score) | 44.9 | Quality Statement 4: Align Capacity Building to Goals | |
| Additional Credit | 6.8 | Quality Statement 5: Monitor and Revise | |

| Key: AYP Status | Key: Quality Review Score |
|---|---|
| √ = Made AYP | Δ = Underdeveloped |
| √ ^{SH} = Made AYP Using Safe Harbor Target | ► = Underdeveloped with Proficient Features |
| X = Did Not Make AYP | √ = Proficient |
| - = Insufficient Number of Students to Determine AYP Status | W = Well Developed |
| X* = Did Not Make AYP Due to Participation Rate Only | ◇ = Outstanding |

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

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/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your 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 implications 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?

In the 2008-2009 school year we received an overall "A" on the progress report. This is a 15.5% increase from the 2007-2008 school year. We also received an "A" in student performance, which is one of our greatest accomplishments. The number of students at proficiency level on ELA has increased by 17.5%. The number of students at proficiency level in mathematics has increased by 5.2%.

In student progress we have maintained an "A", but our numbers have increased by 11.4%. Literacy continues to be a significant progress area. During the 2007-2008 school year 65.8% of our students made one year's progress. During the 2008-2009 school year 71.9% of our students made one year's progress. In the area of mathematics during the 2007-2008 school year 51.6% of our students made one year's progress. During the 2008-2009 school year 61.9% of our students made one year's progress.

Unfortunately we went from a "C" to an "F" in school environment. This area was measured through parent, teacher and secondary student surveys and other data that measure areas such as: attendance, which is up from 91.6% to 92.6%, communication, engagement and safety and respect. This area however was represented by only 23% (112 people) of parents and 39.9% (19 people) of teacher's participants. Within the last two years we saw a trend of students with IEPs not reaching AYP.

Our accomplishments this year included the development of a student government, a violin program, an ESL after school program for parents and children, and an afterschool computer program for parents. We also are continuing our wonderful student leadership programs that include a step team, chess club, a performing arts club, peer mediators and an after school art program (partnership with the Mocada Museum). We have maintained our Studio in a School grant, which allows all our students visual arts instruction and The Friends of Crown Heights after school program, along with our school store that supports the expected student behaviors and our informative school news letter.

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 2010-11 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 improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

| Annual Goal | Short Description |
|---|---|
| <input type="checkbox"/> We will increase students' achievement in mathematics, by June 2011. | <input type="checkbox"/> In 2010, 20.7% of tested students (representing 135 of 653 students) achieved proficiency on the state math exam. By June 2011, 26% of tested students (representing 170 students) will achieve proficiency on the state math exam. |
| <input type="checkbox"/> By June 2011, we will use a QIP/Response to Intervention model in Inquiry Work to improve student achievement of Students with Disabilities. | <input type="checkbox"/> By June, 2011, with the use of QIP and Response to Intervention P.S. 22's Inquiry Team and QIP team (which will include teachers from both Integrated Co-Teaching and Self Contained classes) will have reviewed data (provided at the beginning of the school year) and will have provided instruction for all students with Special Needs that is based on Response to Intervention (RTI) models and QIP goals resulting in 20% of students with disability achieving proficiency in the ELA exam. |
| <input type="checkbox"/> To improve safety and discipline school wide. | <input type="checkbox"/> Classroom infractions will decrease from 36 incidents to 25 as measured by the OORs incident location analysis on June 2011. <input type="checkbox"/> |
| <input type="checkbox"/> To improve instruction in guided reading and guided writing, as used in the Literacy by Design Curriculum. <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> By June, 2011, 80% of our students will be reading on all grade levels according to the Teachers College Reading and Writing Project Benchmark Reading Levels and Marking Period Assessments. |
| <input type="checkbox"/> To increase students' achievement in literacy. | <input type="checkbox"/> In 2010, 13.3% of tested students (representing 84 of 631 students) achieved proficiency on the state ELA exam. By June 2011, 20% of tested students (representing 126 students) will achieve proficiency on the state ELA exam. |

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 2010-11 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 (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject Area

Mathematics

(where relevant) :

| | |
|---|--|
| <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p><input type="checkbox"/> We will increase students' achievement in mathematics, by June 2011.</p> |
| <p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <p><input type="checkbox"/></p> <p>Monthly PLC (Inquiry) Meetings Teachers and Supervisors will work together to look at student data Monthly meetings with our Data Specialist and Network Achievement personnel to analyze student data Professional Development funds will be used to support the Professional Development opportunities through the network (CFN) on looking at student data Student progress will be monitored via our schoolwide Benchmark Assessments that will take place every other month. Benchmark data analysis meetings will take place after each Benchmark assessment is given to identify performance and chart individual learning plan. Facilitate monthly Learning Rounds with teachers Utilize articles and books related to supporting the analysis of student data Review of student goals and portfolios The program allows the teacher, parent and students to track the student's progress.</p> <p>After School academies for ELL students and the general population <input type="checkbox"/></p> |

| | |
|--|--|
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p> | <p><input type="checkbox"/> Professional Development funds</p> <p>Per Diem</p> <p>Per Session</p> <p>SINI Grant funding</p> |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <p><input type="checkbox"/></p> <p>Minutes Agendas Student Progress Reports</p> <p>Long term and interim goals</p> <p>Inquiry/PLC team meetings</p> <p>Observations</p> <p>Administrative Grade Conferences, Coaching Grade Conferences, SSST, SBST, collaborative meetings between teachers and Related service Providers.</p> <p>Surveys Benchmark Assessments Acuity Data Assessment Binders</p> |

Subject Area
(where relevant) :

Special Education

| | |
|--|--|
| <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p><input type="checkbox"/> By June 2011, we will use a QIP/Response to Intervention model in Inquiry Work to improve student achievement of Students with Disabilities.</p> |
| <p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <p><input type="checkbox"/></p> <ul style="list-style-type: none"> Facilitate an inquiry study on targeted students with special needs Using a prescribed program/techniques to support student achievement Support ongoing professional development for teachers and paraprofessionals Inquiry study of students with disabilities Utilize the Sidewalks Program Study on Writing and Supporting Quality IEPs Provide professional development for staff working with students with IEPs Progress monitoring (every 6 weeks)- use of Academic Profile Card Charts targeting and analyzing student needs and strengths Use data to plan Utilize Foundations program |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p> | <p><input type="checkbox"/></p> <ul style="list-style-type: none"> <input type="checkbox"/> IEP Training Professional Development funds Title I funding SINI Grant funds |

Indicators of Interim Progress and/or Accomplishment
Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains



ECLAS
Teacher created assessments
Grade based performance standards
Benchmark Assessments
IEPs
Interim and yearly assessments (multiple measures).
Interim Progress Monitoring
Running Records
ECLAS

Teacher created assessments
Grade based performance standards
Benchmark Assessments
IEPs
Interim and yearly assessments (multiple measures).
Interim Progress Monitoring
Running Records

" type=hidden

name=MiddleColumn_g_e9437d6a_65ce_4d83_8020_01647b2b4697_ctl00_rptQuestions_ctl04_singleLine_AnswerTextB

Arial
Verdana
Tahoma
Courier New
Georgia
1
2
3
4
5
6
7

Heading 1

Heading 2

Heading 3

Heading 4

Heading 5

Normal

Blue Underline

Red Bold

ALL CAPS

all lowercase

Reset

Greeting

Signature

**Subject Area
(where relevant) :**

Safety and Discipline

| | |
|---|--|
| Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i> | <input type="checkbox"/> To improve safety and discipline school wide. |
| Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i> | <input type="checkbox"/> Improved classroom instruction. <input type="checkbox"/> |
| Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i> | |

| | |
|---|--|
| Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i> | <input type="checkbox"/> Workshops Agendas Surveys OORS Reports |
|---|--|

**Subject Area
(where relevant) :**

Professional Development

| | |
|--|---|
| Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i> | <input type="checkbox"/> To improve instruction in guided reading and guided writing, as used in the Literacy by Design Curriculum. <input type="checkbox"/> <input type="checkbox"/> |
| Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i> | <input type="checkbox"/> <p style="margin-left: 40px;">Use multiple assessments—including portfolios and performance assessments—that will allow all students to demonstrate what they have learned.</p> <p style="margin-left: 40px;">Facilitate parent workshops that are connected to how they may assist in address their child’s needs.</p> <p style="margin-left: 40px;">Using ARIS, NYSTART, Data tracking sheets, Interim assessments with item analysis to identify student needs</p> <p style="margin-left: 40px;">Provide differentiated school wide activity to support and celebrate all kinds of learners.</p> <p>All teachers will have participated in professional development on differentiated instruction, goal setting and assessment that is focused on students with disabilities, ELLs and those who are higher achieving.</p> <input type="checkbox"/> |

| | |
|---|--|
| <p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p> | <input type="checkbox"/> <ul style="list-style-type: none"> Interim Assessments Portfolios Observations Student Progress Reports Agendas Surveys |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <input type="checkbox"/> <ul style="list-style-type: none"> Minutes Agendas Student Progress Reports Long term and interim goals Inquiry/PLC team meetings Observations Administrative Grade Conferences, Coaching Grade Conferences, SSST. SBST, collaborative meetings between teachers and Related service Providers. Surveys Assessment Binders |

Subject Area
(where relevant) :

Literacy

| | |
|--|---|
| <p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p> | <input type="checkbox"/> To increase students' achievement in literacy. |
|--|---|

| | |
|---|--|
| <p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p> | <p><input type="checkbox"/></p> <p>Monthly PLC (Inquiry) Meetings Teachers and Supervisors will work together to look at student data Monthly meetings with our Data Specialist and Network Achievement personnel to analyze student data Professional Development funds will be used to support the Professional Development opportunities through the network (CFN) on looking at student data Student progress will be monitored via our schoolwide Benchmark Assessments that will take place every other month. Benchmark data analysis meetings will take place after each Benchmark assessment is given to identify performance and chart individual learning plan. Facilitate monthly Learning Rounds with teachers Utilize articles and books related to supporting the analysis of student data Review of student goals and portfolios The program allows the teacher, parent and students to track the student's progress.</p> |
| <p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p> | <p><input type="checkbox"/> Professional Development funding will be used.</p> |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <p><input type="checkbox"/></p> <p>Minutes Agendas Student Progress Reports</p> <p>Long term and interim goals</p> <p>Inquiry/PLC team meetings</p> <p>Observations</p> |

Administrative Grade Conferences, Coaching Grade Conferences, SSST. SBST,
collaborative meetings between teachers and Related service Providers.
Surveys
Assessment Binders

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 - School-level Reflection and Response to System-wide Curriculum Audit Findings - has sunset as a requirement. Last Year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

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 |
| K | | | N/A | N/A | | | | |
| 1 | | | N/A | N/A | | | | |
| 2 | | | N/A | N/A | | | | |
| 3 | | | N/A | N/A | | | | |
| 4 | | | | | | | | |
| 5 | | | | | | | | |
| 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. Part B - Description of Academic Intervention Services

| <p>Name of Academic Intervention Services (AIS)</p> | <p>Description: Provide a brief description of each 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.).</p> | | | | | | | | | |
|---|--|--|---|---|---|--|---|--|--|--|
| <p>ELA:</p> | <p><input type="checkbox"/></p> <p>Part B. Description of Academic Intervention Services</p> <table border="1" data-bbox="531 613 1407 1448"> <thead> <tr> <th data-bbox="531 613 850 954"> <p>Name of Academic Intervention Services (AIS)</p> </th> <th data-bbox="850 613 1407 954"> <p>Description: Provide a brief description of each 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.).</p> </th> </tr> </thead> <tbody> <tr> <td data-bbox="531 954 850 1190"> <p>ELA: Push In, Pull Out, by the classroom teacher, After School</p> </td> <td data-bbox="850 954 1407 1190"> <p>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</p> </td> </tr> <tr> <td data-bbox="531 1190 850 1360"> <p>Mathematics: Push In, Pull Out, by the classroom teacher, After School</p> </td> <td data-bbox="850 1190 1407 1360"> <p>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</p> </td> </tr> <tr> <td data-bbox="531 1360 850 1448"> <p>Science: Science Early Bird Academy</p> </td> <td data-bbox="850 1360 1407 1448"> <p>The following will be used to deliver Academic Intervention Services by the</p> </td> </tr> </tbody> </table> | | <p>Name of Academic Intervention Services (AIS)</p> | <p>Description: Provide a brief description of each 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.).</p> | <p>ELA: Push In, Pull Out, by the classroom teacher, After School</p> | <p>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</p> | <p>Mathematics: Push In, Pull Out, by the classroom teacher, After School</p> | <p>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</p> | <p>Science: Science Early Bird Academy</p> | <p>The following will be used to deliver Academic Intervention Services by the</p> |
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| <p>ELA: Push In, Pull Out, by the classroom teacher, After School</p> | <p>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</p> | | | | | | | | | |
| <p>Mathematics: Push In, Pull Out, by the classroom teacher, After School</p> | <p>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</p> | | | | | | | | | |
| <p>Science: Science Early Bird Academy</p> | <p>The following will be used to deliver Academic Intervention Services by the</p> | | | | | | | | | |

| | | | | | | | | | | | | | |
|---|---|-------------------------------------|---|-----------------------------------|--|--|---|---|-----------------------|---|-----------------------|---|-----------------------|
| | <table border="1"> <tr> <td>Program and Science Cluster Program</td> <td>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.</td> </tr> <tr> <td>Social Studies: Classroom support</td> <td>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.</td> </tr> <tr> <td>At-risk Services Provided by the Guidance Counselor:</td> <td>One to one counseling, Character Education Pillars, Peer Mediation, Support from the Children for Children Foundation</td> </tr> <tr> <td>At-risk Services Provided by the School Psychologist:</td> <td>One to one counseling</td> </tr> <tr> <td>At-risk Services Provided by the Social Worker:</td> <td>One to one counseling</td> </tr> <tr> <td>At-risk Health-related Services: School Nurse</td> <td>One to one counseling</td> </tr> </table> | Program and Science Cluster Program | 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. | Social Studies: Classroom support | 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. | At-risk Services Provided by the Guidance Counselor: | One to one counseling, Character Education Pillars, Peer Mediation, Support from the Children for Children Foundation | At-risk Services Provided by the School Psychologist: | One to one counseling | At-risk Services Provided by the Social Worker: | One to one counseling | At-risk Health-related Services: School Nurse | One to one counseling |
| Program and Science Cluster Program | 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. | | | | | | | | | | | | |
| Social Studies: Classroom support | 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. | | | | | | | | | | | | |
| At-risk Services Provided by the Guidance Counselor: | One to one counseling, Character Education Pillars, Peer Mediation, Support from the Children for Children Foundation | | | | | | | | | | | | |
| At-risk Services Provided by the School Psychologist: | One to one counseling | | | | | | | | | | | | |
| At-risk Services Provided by the Social Worker: | One to one counseling | | | | | | | | | | | | |
| At-risk Health-related Services: School Nurse | One to one counseling | | | | | | | | | | | | |
| Mathematics: | <input type="checkbox"/> 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 | | | | | | | | | | | | |
| Science: | <input type="checkbox"/> 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. |
| Social Studies: | <input type="checkbox"/> 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. |
| At-risk Services Provided by the Guidance Counselor: | <input type="checkbox"/> One to one counseling, Character Education Pillars, Peer Mediation, Support from the Children for Children Foundation |
| At-risk Services Provided by the School Psychologist: | <input type="checkbox"/> One to one counseling |
| At-risk Services Provided by the Social Worker: | <input type="checkbox"/> One to one counseling |
| At-risk Health-related Services: | <input type="checkbox"/> One to one counseling |

- 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. **APPENDIX 2 PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)** 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 **QPOL/SEB** in the manner 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; language level(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Public School 22K is an elementary school that encompasses students in Pre-Kindergarten through Fifth Grade. Our students speak diverse languages: in a Spanish, Bengali, Haitian-Creole, French, Filipino and Arabic. Approximately 68% of our ELL students are Spanish speakers. The needs of our ELL students are served in an ESL pull-out and pushed-in program. It is our belief that children learn language when they are in real situations and have opportunities to do and see important and interesting things that happen in their lives and around them.

The members of the Language Allocation Policy Team are: Principal, Garden Padmanave Ganga, Assistant Principals, Kasey Davis and Maxine Cameron, ESL Teachers, Janelle Benjamin and Kelley Guertling, Staff Developers: Denise Cannon and Marcelle Sealy-Gayle, Guidance Counselor, Frava Minkins, Parents, Jansaka Carter and Allison Branda, Related Service Provider, Carol Wigger, Grant Coordinator, Randy Warding, Teachers, Guerdra Fleiss, David Colvatore, Geraldine Okosa. Public School 22 is supported by Public School 22k the Children's First Network #1 under the leadership of Altamiro Santana. The staff includes 2 Certified ESL teachers in Special Education Teaching with Bilingual Extensions. Currently, there are 71 students who are English Language Learners in Grades K-5. Of the current school enrollment is 520, 13.7% are English language learners.

new Title III plan is described in Sections' II and III below.
 ELL Identification Process

When parents/guardians of students enrolled at PS 22k, they are required to complete a Home Language Identification Survey. Additionally, parent and child interviews are conducted by the Certified ESL Teachers or another pedagogue. If the HLIS reflects one "Other Level(s)" on questions 1-4 and two indications of "Other" on questions 5-8, the child is identified as Eligible to take the Language Assessment Battery-Revised (LAB-R). The child's performance on the LAB-R will determine his/her entitlement to English language acquisition support at our school. Parents will be notified of their child's eligibility for this language support and will be invited (in writing, in person and by phone) to the Parent Orientation facilitated by the ESL Teachers.

LEP 71
Non-LEP At the Parent Orientation, parents/guardians will be informed of the three different ELL programs that are available (Transitional Bilingual, Dual Language and Freestanding ESL). Materials about the ELL programs will be disseminated in parents' native language and a translator may assist if necessary. Parents are able to watch the ELL Program Description Video in their Native language in the computer at individual work stations and receive the ELL Parent Brochure in their native Language. At the end of the Parent Orientation, the ESL Teachers will collect the Parent Survey and Program Selection form. This will inform the school of the requested program for the child. If a parent does not return the Program Selection form, the default program for ELLs is Transitional Bilingual Education. This is indicated on the school copy of the Program Selection form. We offer the parents information concerning schools that may suit their selection for their child. This is accomplished within 10 school days of the student's enrollment.

Section II: Title III, Part A EEP Program Narrative
Language Instruction Program

Once a child has been identified as ELL student, parents receive Entitlement Letters (in their native languages) which indicates that the ESL Teachers can be contacted with an questions regarding their child's progress, with questions or concerns. The ELL student is then placed in the Freestanding ESL program to begin receiving services and support from the ESL Teachers.

ELL Demographics

Public School 22 offers Free ESL Model which utilizes the Push-in/Pull-out approach. Students received their federally mandated number of instructional minutes in English via this model. This collaborative classroom environment provides students with an opportunity to receive support from the ESL teacher within his/her classroom in acquiring an understanding of Reading, Writing, Math, Social Studies and Science. Additionally, students receive instruction by the ESL teacher that is targeted to his/her level of language acquisition and in all modalities during the Pull out sessions.

ELL Years of Service and Programs

Currently there are 71 students who are English Language Learners in Grades K-5. Of this number 37 are Newcomers (ELLs receiving 0-3 years of Service), 33 are ELL receiving 4-6 years of service, 1 is a Long-Term ELL (ELL who have completed 6 years of service) 11 are classified as Special Education (including 2 x-coded students) and none are classified as SIFE.

Instruction

Instruction is differentiated for ELL subgroups to address the level of English language acquisition. SIFE students are included in our Academic Intervention Services groups for additional support in attaining comprehension in reading. Newcomer ELL students receive ESL services in a small group that is comprised of students with the same level of language acquisition. The instruction is given with a strong emphasis on visual aids and language to support the students' abilities to adapt to our school environment. The targeted intervention programs for ELLs in ELA, Math and Other content areas include Academic Intervention Services in Math and Reading. Additionally, we utilize Achieve 3000 to support Reading Comprehension, Uptown Education to support Mathematics. Content Area intervention is achieved by working in small groups with the classroom teacher and reinforcement is given by the ESL teachers.

Our Plan for continuing transitional support (2 years) for ELL reaching proficiency on the NYSESLAT includes classroom placement with other Former ELL students, providing professional development for the classroom teacher to continue to support these students with their acquisition of English. The ESL teachers are also able to work with them when the Push-in to classroom to collaboratively teach.

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.

N/A

Section III. Title III Budget

School: **Public School 22**
 BEDS Code: **331700010022**

| Allocation Amount: | | |
|---|---|---|
| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
| Professional salaries (schools must account for fringe benefits) - Per session - Per diem | 1 Teacher: 2 hours x 2 days/ week @\$41.98/ hour x 25 weeks = \$4198.00 1 Administrator – 2 hours x 2 days/ week @ \$43.94/ hour x 25 weeks = \$4394.00 Subtotal: \$8592.00 | <input type="checkbox"/> Supervision by School Administrator |
| Purchased services - High quality staff and curriculum development contracts | N/A | <input type="checkbox"/> N/A |
| Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed. | Rigby – Instep Readers Program – Complete Package \$3112.20 Student Notebooks- | <input type="checkbox"/> The program is designed to integrate reading skills, language skills and developmental phonics. The related texts are fiction and non-fiction literature genres, in addition to Math, Social Studies and Science. |

| | | |
|---|---|---|
| Educational Software (Object Code 199) | N/A | <input type="checkbox"/> N/A |
| Travel | 1 Metrocard Per Student x \$5.00 x25 Weeks- \$3875.00 | <input type="checkbox"/> Over 60% of ELL population is transported to school using the School Bus. The Metrocard will entitle students one way fare home in the absence of School Bus service at 5:30 p.m |
| Other | Student Refreshments - \$250.00 | <input type="checkbox"/> Refreshments for students |
| TOTAL | 0 | |

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

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

□

In the 2008-2009 school year we received an overall "A" on the progress report. This is a 15.5% increase from the 2007-2008 school year. We also received an "A" in student performance, which is one of our greatest accomplishments. The number of students at proficiency level on ELA has increased by 17.5%. The number of students at proficiency level in mathematics has increased by 5.2%.

In student progress we have maintained an "A", but our numbers have increased by 11.4%. Literacy continues to be a significant progress area. During the 2007-2008 school year 65.8% of our students made one year's progress. During the 2008-2009 school year 71.9% of our students made one year's progress. In the area of mathematics during the 2007-2008 school year 51.6% of our students made one year's progress. During the 2008-2009 school year 61.9% of our students made one year's progress.

Unfortunately we went from a "C" to an "F" in school environment. This area was measured through parent, teacher and secondary student surveys and other data that measure areas such as: attendance, which is up from 91.6% to 92.6%, communication, engagement and safety and respect. This area however was represented by only 23% (112 people) of parents and 39.9% (19 people) of teacher's participants. With the support of our survey coordinator we will work with all constituent groups to promote the survey and increase survey participation.

Our accomplishments this year included the development of a student government, a violin program, an ESL after school program for parents and children, and an afterschool computer program for parents. We also are continuing our wonderful student leadership programs that include a step team, chess club, a performing arts club, peer mediators and an after school art program (partnership with the Mocada Museum). We have maintained our Studio in a School grant, which allows all our students visual arts instruction and The Friends of Crown Heights after school program, along with our school store that supports the expected student behaviors and our informative school news letter.

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. N/A

Part B: Strategies and Activities

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

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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.

In the 2008-2009 school year we received an overall “A” on the progress report. This is a 15.5% increase from the 2007-2008 school year. We also received an “A” in student performance, which is one of our greatest accomplishments. The number of students at proficiency level on ELA has increased by 17.5%. The number of students at proficiency level in mathematics has increased by 5.2%.

In student progress we have maintained an “A”, but our numbers have increased by 11.4%. Literacy continues to be a significant progress area. During the 2007-2008 school year 65.8% of our students made one year’s progress. During the 2008-2009 school year 71.9% of our students made one year’s progress. In the area of mathematics during the 2007-2008 school year 51.6% of our students made one year’s progress. During the 2008-2009 school year 61.9% of our students made one year’s progress.

Unfortunately we went from a “C” to an “F” in school environment. This area was measured through parent, teacher and secondary student surveys and other data that measure areas such as: attendance, which is up from 91.6% to 92.6%, communication, engagement and safety and respect. This area however was represented by only 23% (112 people) of parents and 39.9% (19 people) of teacher’s participants. With the support of our survey coordinator we will work with all constituent groups to promote the survey and increase survey participation.

Our accomplishments this year included the development of a student government, a violin program, an ESL after school program for parents and children, and an afterschool computer program for parents. We also are continuing our wonderful student leadership programs that include a step team, chess club, a performing arts club, peer mediators and an after school art program (partnership with the Mocada Museum). We have maintained our Studio in a School grant, which allows all our students visual arts instruction and The Friends of Crown Heights after school program, along with our school store that supports the expected student behaviors and our informative school news letter.

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>.

□

In the 2008-2009 school year we received an overall "A" on the progress report. This is a 15.5% increase from the 2007-2008 school year. We also received an "A" in student performance, which is one of our greatest accomplishments. The number of students at proficiency level on ELA has increased by 17.5%. The number of students at proficiency level in mathematics has increased by 5.2%.

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Unfortunately we went from a "C" to an "F" in school environment. This area was measured through parent, teacher and secondary student surveys and other data that measure areas such as: attendance, which is up from 91.6% to 92.6%, communication, engagement and safety and respect. This area however was represented by only 23% (112 people) of parents and 39.9% (19 people) of teacher's participants. With the support of our survey coordinator we will work with all constituent groups to promote the survey and increase survey participation.

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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

| | Title I | Title I ARRA | Total |
|---|----------|--------------|-------|
| 1. Enter the anticipated Title I Allocation for 2010-11: | \$39,368 | \$39,368 | 0 |
| 2. Enter the anticipated 1% set-aside for Parent Involvement: | \$6,022 | | |
| 3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified: | \$39,368 | * | |
| 4. Enter the anticipated 10% set-aside for Professional Development: | \$27,000 | * | |

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
95%

6. If the percentage of high quality teachers during 2009-2010 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.

1. Teachers will be treated with courtesy and respect.
2. Teachers will be provided with support when needed or when requested.

3. Supervisors should take into consideration the suggestions of teachers and collaborate with teachers and collaborate with teachers etc. solve problems.
4. Create and maintain a positive tone/climate in the school building.
5. “Children First”... We must always remember that is why we are here.
6. Respect each others opinions and differences. There is always more than one way to do things.
7. Work and plan together as a Professional Learning Community.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND 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. 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.

As of 2010-2011 the parent –teacher association currently has 10% parental involvement at Public School 22.

The Parent-Teachers’ Association will like to increase parental involvement by 25% by 2010-2011. We will conduct bi-monthly surveys to obtain parent suggestions on workshops and activities. We will work closely with the parent coordinator to increase parental involvement through educational workshops. Monthly workshops will provide parents with vital information on how to communicate with their child’s teacher and building an open line of communication with school administrators. We will make workshops accessible for the working parents and host motivational speaker seminars. We will use Incentives to gain parents attention to upcoming events with Public School 22.

The goal of the Public School 22 Parent Teacher Association (P.T.A) and The Parent Advisory Council (P.A.C) is to provide parents with useful and helpful resources to build educational awareness and to promote and strengthen the line of communication at Public School 22.

Public School 22 P.T.A and P.A.C will use parent involvement money to host the following:

- * **10-Week Computer workshop: Learn all Microsoft Programs and resume writing.**

10-Week English as Second Language Workshop for Parents.

Reading and Math workshop for upcoming State Testing.

Reading and understanding your children's IEP? Learn the new changes in the Special Education Program. (Part 1 and Part 2)

Managing your child's problem behavior- Promoting positive behaviors.

Say "No to Cyber Bullying". Learning the signs of cyber bullying workshop.

Bridging the gap between teachers and parents workshop. Building a line of communication with your child's teacher.

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

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 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.

The School Agrees

To convene on annual meeting for Title 1 parents, to inform them of the Title 1 program and their right to be involved.

To offer a flexible number of meetings at various times, and if necessary, and if funds are available, will provide transportation, child care or home visits for those parents who cannot attend a regular school meeting.

To actively involve parents in planning, reviewing and improving the Title1 programs and the parental involvement policy.

To provide parents with timely information about all programs.

To provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information.

To provide high quality curriculum and instruction.

To deal with communication issues between teachers and parents through:

Parent - teacher conferences at least annually

Frequent reports to parents on their children progress.

Reasonable access to staff.

Opportunities to volunteer and participate in their child's class and observation of classroom activities.

To assure that parents may participate in professional development activities if the school determines that it is appropriate, ie literacy workshops on reading strategies.

The Parent/Guardian agrees

To become involved in developing, implementing, evaluating, and revising the school parent involvement policy.

To use or ask for technical assistance training that the local education authority or school may offer on child rearing practices and teaching and learning strategies.

To work with our child/children on their school work. Read for fifteen (15) to thirty (30) minutes per day – K through first (1st) grade listen to grade listen to grade two (2) and (3) read for fifteen (15) to thirty (30) minutes per day

To monitor our child/children's attendance of school, homework, and television watching.

To share the responsibility for improved student achievement.

To communicate with our child/children's teachers about their educational needs.

To ask parents and parent groups to provide information to the school on what type of training or assistance they would like and/or need to help them be more effective in assisting your child/children in the educational process.

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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.

Recent ELA exam results show that 79% of our students in the third grade met the promotional criteria. 83% of our 4th grade students met the criteria in ELA and 82% of our grade 5 students met the ELA promotional criteria. Recent Math exam results show that 79% of our students in the third grade met the promotional criteria. 83% of our 4th grade students met the criteria in Math and 87% of our grade 5 students met the Math promotional criteria.

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

Instruction will be differentiated to help meet the needs of all learners. Smart goals will be set with each students in order to fulfill the necessary standards as well as to improve student 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.

Students will participate in the use of Skills Tutor technology program as well Sidewalks. The Extended Day school program will be offered to all students in grades 3-5. Students in grades 3-5 will also participate in the After School Academy and summer school opportunities.

o Help provide an enriched and accelerated curriculum.

- Students will participate in the use of Skills Tutor and the Sidewalks program. There will be an accelerated/stellar class on each grade level.
 - o Meet the educational needs of historically underserved populations.
 - Each students will be supported by an individualized plan.
 - 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.
 - Students will be supported by an individualized plan. Students will receive differentiated instruction and push in services to supported their emotional and academic needs.
 - o Are consistent with and are designed to implement State and local improvement, if any.
 - All teachers will support students by utilizing standards based instruction.

3. Instruction by highly qualified staff.

- AIS staff will provide push in and pull out services to students who are "at-risk".

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.

- Funding will be utilized to provide appropriate professional developemnt to all staff. Support services will be utilized to support families with the growth and development of each individual student.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

- Teachers will receive appropriate professional development. They will also partcipate in a servey that will enable them to share give feedback and suggestions on their support needs.

6. Strategies to increase parental involvement through means such as family literacy services.

- Parents will participate in monthly Family Literacy workshops that will be faciltated by our schools's literacy coach and Parent Coordinator. Parents will be invited to participated in our monthly Writer's Celebrations that will be held by each individual class. Parents will also be informed monthly of each grades plan for literacy. Feedback and suggestions will be encouraged from each parent.

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.

- There will be outreach to Day Cares and Head Start programs that will assist in transitioning students into the pre-k program through special student orientation events. Parents and children will be encouraged to participate in guided tours of the school and its many 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.

Teachers will participate in Professional Learning Community meetings that will enable them to identify an area of need or focus for the school/grade/area. The team will work together to improve that area which would in turn support student achievement.

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.

Each student will be assessed by the second week of the school year to identify their needs and areas of strength. Students will be assessed informally weekly. Smart goals will be set. Each student will have a portfolio representing each subject area. Students will participate in the periodic assessments and supported by their classroom teacher and AIS teacher.

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.

Students will receive additional support by our S.A.V.E room teacher and S.S.S.T. There will be school wide projects for violence prevention, nutrition programs and program that will allow students to volunteer to help member of their community.

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

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

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

| Program Name | Fund Source <i>(I.e., Federal, State, or Local)</i> | Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program | | | Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i> | Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan. | |
|------------------------|--|--|----|-----|---|---|------------------------------|
| | | Yes | No | N/A | | Check(x) | Page#(s) |
| Title I, Part A (ARRA) | Federal | Yes | | | \$20, 750.00 | True | After School Academy Program |

¹**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

²**Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
 - is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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.

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

| | Title I | Title I ARRA | Total |
|---|---------------|--------------|--------------|
| Enter the anticipated Title I Allocation for 2009-10: | \$ 713,410.00 | \$12,786.00 | \$726,096.00 |
| Enter the anticipated 1% set-aside for Parent Involvement: | \$7,134.00 | | |
| Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language): | | \$128.00 | |
| Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified: | \$35,670.00 | | |
| Enter the anticipated 5% set-aside for Improved Teacher Quality and Effect – HQ PD (ARRA Language): | | \$639.00 | |
| Enter the anticipated 10% set-aside for Professional Development: | \$71,341.00 | | |
| Enter the anticipated 10% set-aside for Improved Teacher Quality and Effect (Professional Development) (ARRA Language): | | \$1,279.00 | |

Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: __100%__

If the percentage of high quality teachers during 2008-2009 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.

2. Ensure that planning for students served under this program is incorporated into existing school planning.

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

| | Title I | Title I ARRA | Total |
|---|---------------|--------------|--------------|
| Enter the anticipated Title I Allocation for 2009-10: | \$ 713,410.00 | \$12,786.00 | \$726,096.00 |
| Enter the anticipated 1% set-aside for Parent Involvement: | \$7,134.00 | | |
| Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language): | | \$128.00 | |
| Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified: | \$35,670.00 | | |
| Enter the anticipated 5% set-aside for Improved Teacher Quality and Effect – HQ PD (ARRA Language): | | \$639.00 | |
| Enter the anticipated 10% set-aside for Professional Development: | \$71,341.00 | | |
| Enter the anticipated 10% set-aside for Improved Teacher Quality and Effect (Professional Development) (ARRA Language): | | \$1,279.00 | |

Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 100%

If the percentage of high quality teachers during 2008-2009 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.

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

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

| | Title I | Title I ARRA | Total |
|--|---------------|--------------|--------------|
| Enter the anticipated Title I Allocation for 2009-10: | \$ 713,410.00 | \$12,786.00 | \$726,096.00 |
| Enter the anticipated 1% set-aside for Parent Involvement: | \$7,134.00 | | |
| Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language): | | \$128.00 | |
| Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified: | \$35,670.00 | | |
| Enter the anticipated 5% set-aside for Improved Teacher Quality and Effect – HQ PD (ARRA Language): | | \$639.00 | |
| Enter the anticipated 10% set-aside for Professional Development: | \$71,341.00 | | |

| | | | |
|---|--|------------|--|
| Enter the anticipated 10% set-aside for Improved Teacher Quality and Effect (Professional Development) (ARRA Language): | | \$1,279.00 | |
|---|--|------------|--|

Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 100%

If the percentage of high quality teachers during 2008-2009 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.

c. Minimize removing children from the regular classroom during regular school hours;

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

| | Title I | Title I ARRA | Total |
|--|---------------|--------------|--------------|
| Enter the anticipated Title I Allocation for 2009-10: | \$ 713,410.00 | \$12,786.00 | \$726,096.00 |
| Enter the anticipated 1% set-aside for Parent Involvement: | \$7,134.00 | | |
| Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language): | | \$128.00 | |
| Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified: | \$35,670.00 | | |
| Enter the anticipated 5% set-aside for Improved Teacher Quality and Effect – HQ PD (ARRA Language): | | \$639.00 | |
| Enter the anticipated 10% set-aside for Professional Development: | \$71,341.00 | | |

| | | | |
|---|--|------------|--|
| Enter the anticipated 10% set-aside for Improved Teacher Quality and Effect (Professional Development) (ARRA Language): | | \$1,279.00 | |
|---|--|------------|--|

Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: __100%__

If the percentage of high quality teachers during 2008-2009 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.

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 IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State's new Differentiated Accountability System will be released in late spring 2009.

NCLB / SED STATUS: Improvement Year 1
 Comprehensive **SURR PHASE / GROUP (IF APPLICABLE):**
Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.

The findings that caused our school to be identified are as follows:

We did not make AYP in the area of ELA with our special needs population.

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. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Our focused intervention will include:

- Response to Intervention, Differentiated Instructions, Literacy by the Design, and My Sidewalks on Reading Street, Foundations, Reading Rescue Program, Everyday Math and teacher developed/implemented techniques and materials to teach, remediate and accelerate the learning of Critical Reading and Problem-Solving skills. These skills will include, however, not be limited to: Using basic phonics, phonetic and structural analysis skills to decode and encode words used within text and writing. Identifying explicit details leading to understanding of

the main idea(s) of paragraphs and selections found within literature and content area materials and within worded problems leading to their solutions.

- Facilitate an inquiry study on targeted students with special needs
- Using a prescribed program/techniques to support student achievement
- Support ongoing professional development for teachers and paraprofessionals
- Inquiry study of students with disabilities
- Utilize the Sidewalks Program during our Extended for Students with IEPs
- Study on Writing and Supporting Quality IEPs
- Provide professional development for staff working with students with IEPs
- Progress monitoring (every 6 weeks)- use of Academic Profile Card
- Charts targeting and analyzing student needs and strengths
- Use data to plan
- Utilize Foundations program

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

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. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

There will be use of 10% of Title 1 funds used for Professional Development; per session activities, consultants and an F-Status teacher.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

Our teacher mentoring program will provide high quality professional development. Teachers will be mentored by our literacy coach and consultants on an on going basis, through one to one sessions, book studies, workshops, planning sessions and intervistations.

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.

Parent will be notified via "backpack" letters and parent meetings.

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

Part A - For Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
We have 14 students in temporary housing.
2. Please describe the services you are planning to provide to the STH population. We are planning to provide those students with tutorial services. Their families receive additional funding for school supplies and other school items. The parents will a series of parent workahops.

Part B:

Part B - For Non-Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_17K022_032511-160012.doc

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

| | | | |
|--|--------------------|---|----------------------------|
| Network Cluster CFN 410 | District 17 | School Number 022 | School Name P.S. 22 |
| Principal Carlen Padmore-Gateau | | Assistant Principal Maxine Cameron | |
| Coach Marcelle Sealy-Gayle | | Coach Denise Cannon | |
| Teacher/Subject Area Jonelle Benjamin/ESL | | Guidance Counselor Ekwah Haskins | |
| Teacher/Subject Area Rachael Wasilewski/ESL | | Parent Alicia Miranda | |
| Teacher/Subject Area | | Parent Coordinator Randy Ware | |
| Related Service Provider Carol Wigder | | Other type here | |
| Network Leader Altagracia Santana | | Other type here | |

B. Teacher Qualifications

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

| | | | | | |
|---|----------|--|--|--|--|
| Number of Certified ESL Teachers | 2 | Number of Certified Bilingual Teachers | | Number of Certified NLA/Foreign Language Teachers | |
| Number of Content Area Teachers with Bilingual Extensions | | Number of Special Ed. Teachers with Bilingual Extensions | | Number of Teachers of ELLs without ESL/Bilingual Certification | |

C. School Demographics

| | | | | | |
|------------------------------------|------------|----------------------|-----------|---|---------------|
| Total Number of Students in School | 526 | Total Number of ELLs | 72 | ELLs as Share of Total Student Population (%) | 13.69% |
|------------------------------------|------------|----------------------|-----------|---|---------------|

Part II: ELL Identification Process

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

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

1. P.S. 22 implements an initial identification process to ensure that all possible ELL students are properly identified and timely placed. The Assistant Principal, ESL Teachers, and Pupil Accounting Secretary ensure that the following screening process takes place: upon registration, parents and children are administered the Home Language Identification Survey (HLIS) by a pedagogue who has been trained on the process of HLIS administration. Jonelle Benjamin and Rachael Wasilewski, the Certified ESL teachers at P.S. 22, administer the HLIS. In the case they are not available, another HLIS-trained pedagogue administers the survey. Where translation is necessary, George Alvelo, a Teacher, or Ms. Ali, the PTA President will provide Spanish translation. The school enlists services from the NYC Department of Education Translation and Interpretation Unit if we do not have anyone on staff who speaks the Native Language or if a translator is not available on site.

The HLIS form is given, when possible, in the native language. The trained pedagogues also conduct informal oral interviews with children to determine their dominant language before determining their eligibility for LAB-R testing. The HLIS form must display answers in the 1/2 formula - meaning one question is marked 'other' from questions 1-4, and for questions 5-8, 2 questions are marked 'other' in order for a student to be considered eligible for LAB-R testing. A student may also be eligible for LAB-R testing if, through an informal interview with the child, the Certified ESL Teacher or trained pedagogue considers the child to be Limited English Proficient (LEP).

After assessing the home language through a combination of interviews (formal and informal) and parent responses to the survey, the trained pedagogue enters an OTELE code on the HLIS which determines the student's home language. Eligible students are cross referenced with the ATS report RLER, which lists all students eligible for LAB-R and NYSESLAT Testing.

Once LAB-R eligibility has been established, the LAB-R is then administered to those students who meet eligibility criteria. Form B of the LAB-R, is administered to each child individually, according to grade level, within ten (10) days of admission, by a trained pedagogue. Should any Hispanic student become entitled for the LAB-R, the student must receive the Spanish LAB as well. Upon completion of LAB-R testing, students are placed according to the Department of Education's LAB-R cut-scores into an appropriate ESL level (beginner, intermediate or advanced) and immediately begin receiving ESL services. LAB-R and Spanish LAB handcores are kept on file with the ESL teachers, as well as copies of the LAB-R scan sheets. The LAB-R and Spanish LAB scan sheets are packaged by the testing coordinator, Denise Cannon, and delivered at the appropriate drop-off date to the borough's assigned Assessment Office.

Once students are determined as eligible for ESL services, a letter of eligibility is sent which includes an invitation to ELL Parent Orientation within 10 days of student admission to the school. Parents of students who have already been determined as English Language Learners and have not achieved proficiency in the previous school year receive a Continued Entitlement Letter which explains their students will continue receiving ESL services.

Parents of students who receive the LAB-R and score above the advanced-level cut-scores for ELL determination receive a non-entitlement letter which informs parents that their students took the LAB-R, yet passed and are not eligible for ESL services.

For students who have been determined as eligible for ESL services and for students who did not achieve English proficiency in the previous year, the New York State English as a Second Language Achievement Test (NYSESLAT) is administered annually. Students who are eligible for NYSESLAT testing are determined using the ATS report RLER, which lists all students eligible in the school to take the LAB-

R and NYSESLAT.

2. After students are determined as eligible for ESL services through LAB-R testing, we implement our outreach plan for educating parents about the three program choices available for ELL education within the NYC public school system. The personnel involved in Parent Orientation sessions for ELLs include Randy Ware, the school's Parent Coordinator; Rachael Wasilewski and Jonelle Benjamin, Certified ESL Teachers; on-site translators for Spanish Speakers (George Alvelo, a teacher; Jose Diaz, the Computer Teacher; Ms. Ali, the PTA President); and we enlist services from the NYC Department of Education Translation and Interpretation Unit when a translator is not available on site.

First, parents receive an Entitlement Letter which lists their child's score on the LAB-R, how the score determines eligibility, and includes an invitation to an ELL Parent Orientation at the school and direct contact information for the Certified ESL teachers, the Parent Coordinator, and general school contact information. The Entitlement letter is sent as soon as a student is determined as eligible for ELL services, and the letter includes a Parent Survey and Program Selection Form as per the instructions on the Department of Education Entitlement Letter. The Parent Survey and Program Selection Form is to be returned to the ESL teachers at the time of Parent Orientation, which is held within 10 days of student admission to the school.

Parents who attend the Parent Orientation receive a program brochure at the start of orientation (in the native language when available). Parents then view the NYC Department of Education's Orientation Video for Parents of English Language Learners. The video informs parents of the three choices available to them within the NYC Public school system (Dual Language, Transitional Bilingual, and Freestanding ESL Programs). After viewing the video, a question-and-answer session is held between the ESL teachers and the parents, during which parents are able to ask questions about the information presented to them in the video and the best options for their children are re-iterated by the ESL teacher (Dual-Language Programs being the best option, Transitional Bilingual Programs being the next-best option, and Free-Standing ESL programs being the third best option as per research on ELL programs.)

Parents then use the information provided in the Orientation and fill out a Parent Survey and Program Selection Form (given in the native language when available). If parents' first choice is a program that is not available at the school, the school provides parents with information regarding schools that do offer the program of choice. If parents decide to choose the program available at the school, a Placement Letter is sent home to parents describing their child's placement into the school's ESL Program.

3. Parents receive Entitlement Letters informing them of their children's eligibility for LEP services immediately after a child's eligibility is determined. Entitlement letters, which list the child's score on the LAB-R and explain how that score determines eligibility, are distributed to classroom teachers of entitled students. Classroom teachers then distribute the letters to the entitled students who take the letters home with them and parents also receive letters by certified mail. Parents have until the date of Orientation to return the letters to the ESL teachers. Direct contact information for the Certified ESL teachers, the Parent Coordinator, and general school contact information is included in the letters.

Entitlement letters also include a Parent Survey and Program Selection Form as well as an invitation to an ELL Parent Orientation at the school. The letter is attached as per the NYC Department of Education Entitlement Letter wording and instructions. The letter asks parents to return the Parent Survey and Program Selection Form by the date of Orientation -- typically scheduled for 1-2 days after LAB-R administration determines ELL service eligibility. If parents neither return the Parent Survey and Program Selection Form nor attend Parent Orientation, a second Entitlement Letter is sent inviting parents to come to an Orientation session.

In the case that parents do not respond to the second Entitlement Letter, a telephone call is made to parents, during which the program choices and placement procedures are discussed and parents can choose their desired program for their children.

At the time that all of the aforementioned steps have been taken and parents are still unresponsive to outreach, students are placed into the best program available at the school, which is a Freestanding ESL Program. At the time of placement, a Placement Letter is sent home to parents (in the native language when available) informing them of their child's placement into the school's ESL program. Placement Letters include contact information for the ESL teachers as well as general contact information for the school.

As per CR Part 154, the default program for ELL students is Transitional Bilingual Education, not Freestanding ESL. A freestanding ESL program is implemented in those school buildings within the LEA with an enrollment of fewer than 20 pupils of the same grade level with the same or different native language which is other than English. Since the school does not have a TBE program, students are placed in the best available program, which is Freestanding ESL. Parents are given the option of transferring their children to a school in the LEA with a bilingual program. Parents are not given the option to withdraw their children from the ESL program as per CR Part 154.

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, Self-Contained ESL), classes are implemented in those school buildings with public ESL classrooms and a minimum of 20 participating students at the student grade level. All of whom have the same native language which is other than English. In order to comply with CR Part 154 on the creation of bilingual programs, PS 22 will apply for a Dual Language Grant. We would like to implement a

| ELL Program Breakdown | | | | | | | | | | | | | | |
|-------------------------------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Tot # |
| 4. Transitional Bilingual Education | | | | | | | | | | | | | | 0 |
| Dual Language | | | | | | | | | | | | | | 0 |
| Freestanding ESL | | | | | | | | | | | | | | |
| Self-Contained | | | | | | 2 | | | | | | | | 0 |
| Push-In | | | | | | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| Total | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 2 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | |
|-----------------------------|-------------------------------------|--|-------------------------|-------------------------------|
| All ELLs | more 2009 three p | Newcomers (ELLs receiving service 0-3 years) | Parent Orientation of t | Special Education |
| SIFE | ding ESL Program. ram. We believe t | ELLs receiving service 4-6 years | nts attended ELL Pare | Long-Term (completed 6 years) |

already have older children in the ESL program. They have seen their children go through the ESL program and believe it to be a good option for their younger children as well. Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education.

| | ELLs by Subgroups | | | | | | | | | Total | |
|---------------|-------------------|----------|-------------------|------------------|----------|-------------------|------------------------------------|----------|-------------------|-----------|---|
| | ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | | |
| | All | SIFE | Special Education | All | SIFE | Special Education | All | SIFE | Special Education | | |
| TBE | | | | | | | | | | | 0 |
| Dual Language | | | | | | | | | | | 0 |
| ESL | | | 4 | | | 4 | | | 1 | | 7 |
| Total | 37 | 0 | 4 | 31 | 0 | 4 | 4 | 0 | 1 | 72 | |

to implement at the start of the 2011-2012 school year. We project that approximately 20-25 students will be eligible for a Spanish Dual Language Program here at P.S. 22 across two contiguous grades (Grades 4 and 5.) In order to create the Dual Language Program, we will be counting on approval of the grant.

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Part III: ELL Demographics

| | | | | | | | | | | | | | | | |
|---------|--|--|--|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--------------------------|--|--|--|---|
| Spanish | | | | | | | | | | | | | | | 0 |
| Chinese | | | | | | | | | | | | | | | 0 |
| Russian | | | | <input checked="" type="checkbox"/> | | | | | 0 |
| Bengali | | | | <input type="checkbox"/> | <input type="checkbox"/> | | | | 0 |
| Urdu | | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | | | | | | | | 0 |
| Haitian | | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | | 0 |

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Yiddish | | | | | | | | | | | | | | 0 |
| Other | | | | | | | | | | | | | | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

Number of ELLs by Grade in Each Language Group

| | K | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | | 8 | | TOTAL | |
|--------------|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-------|----|
| | ELL | EP | ELL | EP |
| Spanish | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Chinese | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Russian | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Korean | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Haitian | | | | | | | | | | | | | | | | | | | 0 | 0 |
| French | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Other | | | | | | | | | | | | | | | | | | | 0 | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

Number of ELLs by Grade in Each Language Group

| | 9 | | 10 | | 11 | | 12 | | TOTAL | |
|--------------|-----|----|-----|----|-----|----|-----|----|-------|----|
| | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL | EP |
| Spanish | | | | | | | | | 0 | 0 |
| Chinese | | | | | | | | | 0 | 0 |
| Russian | | | | | | | | | 0 | 0 |
| Korean | | | | | | | | | 0 | 0 |
| Haitian | | | | | | | | | 0 | 0 |
| French | | | | | | | | | 0 | 0 |
| Other | | | | | | | | | 0 | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

This Section for Dual Language Programs Only

| | |
|---|------------------------------------|
| Number of Bilingual students (students fluent in both languages): | Number of third language speakers: |
| Ethnic breakdown of EPs (Number): | |
| African-American: | Asian: |
| Hispanic/Latino: | Other: |
| Native American: | White (Non-Hispanic/Latino): |

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|----------|----------|-----------|----------|-----------|-----------|----------|----------|----------|----------|----------|----------|----------|-----------|
| Spanish | 1 | 7 | 6 | 5 | 15 | 13 | | | | | | | | 47 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | 2 | | 4 | 2 | 3 | 1 | | | | | | | | 12 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | 1 | | 1 | 1 | | 2 | | | | | | | | 5 |
| Haitian | 1 | | 1 | | 1 | 3 | | | | | | | | 6 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | | | | | 2 | | | | | | | | | 2 |
| TOTAL | 5 | 7 | 12 | 8 | 21 | 19 | 0 | 72 |

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

1. How is instruction delivered?
 - a. The Freestanding ESL program at P.S. 22 uses a combination of push-in and pull-out instruction to service its 72 ELL students. Push-in or pull-out organizational models are determined according to the student population needs. According to research, push-in program models for Freestanding ESL programs are the best way to deliver instruction, so the push-in model is utilized where possible. On Tuesdays and Wednesdays each week for two periods per day (4 periods per week) Ms. Benjamin provides push-in services for a group of 5th grade Intermediate/Advanced students. Classroom setup at P.S. 22 is heterogeneous (mixed proficiency levels) so ESL students can be scattered across the entire grade, making push-in more difficult. The pull-out model works well at P.S. 22, providing students with small-group instruction that targets their specific learning needs and goals.

b. P.S. 22 utilizes a combination of Heterogeneous and Homogeneous program models for creation of push-in and pull-out groups. Some students are grouped according to proficiency level and some groups contain mixed proficiency levels. Small ESL groups can be comprised of students from two contiguous grades (i.e. Second and Third, Fourth and Fifth, etc.)

2. How does organization of our staff ensure that the mandated number of instructional minutes is provided according to CR Part 154?

1. P.S. 22 has two Certified ESL teachers on staff - Rachael Wasilewski and Jonelle Benjamin. To ensure that all students receive the mandated amount of instructional minutes for a Freestanding ESL program (360 minutes for Beginner/Intermediate students and 180 minutes for advanced level students) responsibilities are designated as such: with Ms. Wasilewski servicing ELL students in grades K-3 and Ms. Benjamin servicing ELL students in grades 4-5. P.S. 22's daily class schedule is arranged into seven 50-minute periods per day. Beginner/Intermediate level ELL students receive ESL services 8 periods per week and Advanced level ELL students receive ESL services 4 periods per week. The ESL teachers are careful to schedule around any other related service providers (Speech Therapists, SETTS, Occupational Therapists, etc.)

3. Describe how the content areas are delivered in each program model.

Content and standards-based curriculum is delivered across the grades and P.S. 22 uses an academic pacing calendar to guide teachers along the same path toward achievement. The ESL teachers receive a copy of the pacing calendar at the start of each month which helps them tailor their instruction and support students' content learning. Through careful planning and collaboration with classroom teachers, the Certified ESL teachers deliver content-based instruction to all students receiving ELL services in the areas of Math, Science, and Social Studies, as well as English Language Arts. All content is delivered in English, with varying degrees of native language (NL) support such as access to bilingual glossaries and multicultural libraries. The ESL curriculum is also enhanced by the ESL teachers through class field trips to museums, movies, and other types of locations which support content learning.

Strategies that help make content comprehensible to ELL students include building background knowledge to support new content knowledge and scaffolding content learning with pictures, videos, audio components, and technology (computers/Smart Boards). Concepts are consistently linked to students' background knowledge to help deepen students' frameworks for comprehension. ELL students also receive explicit teaching of key vocabulary and terms for content learning. Each ESL lesson contains a key Language Objective for ELL students in order to focus on developing English communicative competence in conjunction with content learning.

4. How do you differentiate instruction for ELL subgroups?

a. What is your plan for SIFE students?

P.S. 22 has a plan of action in place in the event of Students with Interrupted Formal Education (SIFE) becoming a part of our school. Students will receive the mandated amount of ESL instructional minutes as per CR Part 154, according to their level of ESL. Additional ESL minutes may or may not be implemented, which will be at the discretion of the school and according to the needs of the SIFE student. Content standards and curriculum will be adapted to meet the challenges of SIFE students. Standards may be too challenging for SIFE students, so standards will be met with a high amount of scaffolding with ESL materials (access to literacy-rich environments, visual aides, simplified texts, manipulatives, artifacts, etc.) The ESL teachers will provide intensive literacy and language instruction include explicit instruction in an age-appropriate manner of the five components of reading - phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Since SIFE students may come to school with emotional strain (i.e. as refugees, or without many of the necessary early skills such as reading or writing which can cause frustration in students) our guidance counselor, Ms. Haskins, and Mrs. Steinberg, our school psychologist, are prepared to be a part of any specific counseling that may be necessary. We also have a number of bilingual staff members at our school who have agreed to be a part of the supportive team for SIFE students (in the case that they speak the same language). SIFE students will also be paired with another student (the "buddy system"). Buddy system students will be paired from same NL groups when possible.

b. Describe your plan for ELLs in US schools for less than 3 years

Newcomer ELL students receive small-group instruction with students of the same level of ESL. Newcomer students may be in small groups with children from other grades until they have learned some speaking skills and can transition into the grade-level ESL group. Newcomer students will work intensively on listening and speaking upon arrival into the school system in order to build a strong base of "survival English". The ESL classrooms at P.S. 22 contain listening centers with CD players which allow newcomer students to work on their listening skills. The ESL teachers informally assess the students literacy levels in the NL (aural interpretation, grapheme awareness, ability to recognize simple features of language) in order to build upon any skills Newcomer students may transfer from their NL.

Support for Newcomer students who are expected to take the ELA exam after one year in the U.S. include emphasis on listening skills during Reading Workshop, working on differentiated tasks that mirror the tasks on the ELA exam, exposure to the format and nature of standardized ELA exams, and attendance in P.S. 22's Extended Day Program and ESL Academy. Newcomer students also attend Academic

Intervention Services (AIS), one period a week, where they work intensively on literacy and math. Parents are also invited to attend Test Preparation Workshops at P.S. 22.

c. 4-6 years ELLs

Students who are receiving 4-6 years of ESL services are supported via small-group instruction in a push-in/pull-out capacity. Students who have been receiving 4-6 years of ESL services supported using individualized instruction tailored to the students' weakest modalities ESL teachers integrate specific ESL strategies into push-in and pull-out lessons, and offer reinforcement and education to the classroom teacher on how to best serve struggling ELL students.

d. Long-term ELLs

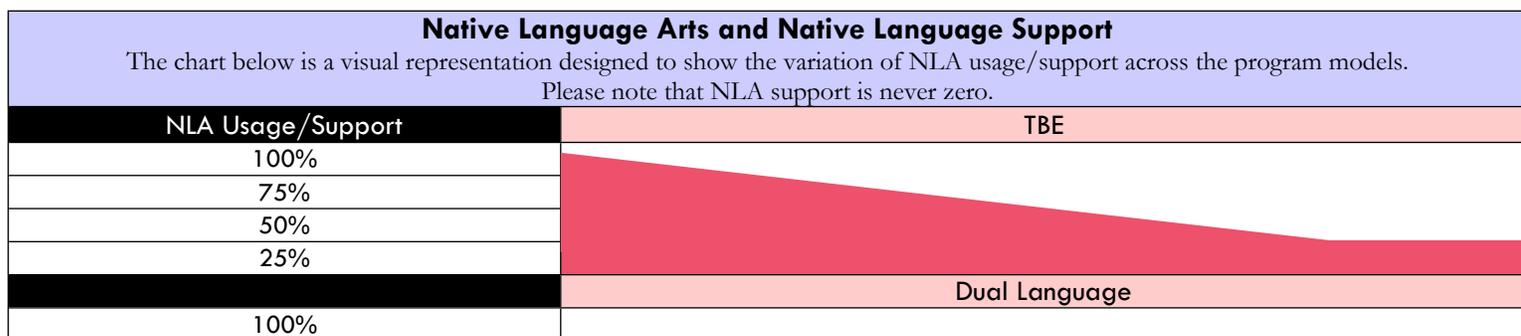
Students who are classified as long-term ELL are supported using individualized instruction tailored to the students' weakest modalities. Along with the students who are receiving 4-6 years of service, all long-term ELL students are invited to participate in the English as a Second Language Academy. This program provides additional support and utilized materials that are catered to suit the academic needs and abilities of struggling students. This effort is made in order to help students improve in the necessary academic areas.

e. Special Needs ELLs

ELL students with special needs are supported via close communication with the IEP teachers, guidance counselor, and school psychologist. Together with the Certified ESL Teachers, students' instructional plans are discussed, reviewed, and revised when necessary. Instruction may be revised as needed for the student and instruction is differentiated in alignment with the goals and objectives reflected on the students' IEP. Special Needs ELLs receive small-group instruction with ELL students at the same level of English language acquisition, with use of methods, materials, and strategies that work to help all ELL students achieve communicative competence. When necessary, materials and methods may be adjusted to meet the specific needs of Special Needs ELLs.

| NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8 | | | |
|--|-----------------------|-----------------------|----------------------|
| | Beginning | Intermediate | Advanced |
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 | | | 180 minutes per week |
| FOR TBE /DL PROGRAMS: Native Language Arts | 60-90 minutes per day | 45-60 minutes per day | 45 minutes per day |

| NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12 | | | |
|---|----------------------|----------------------|----------------------|
| | Beginning | Intermediate | Advanced |
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 540 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 | | | 180 minutes per week |
| FOR TBE /DL PROGRAMS: Native Language Arts | 45 minutes per day | 45 minutes per day | 45 minutes per day |



| | | | |
|------|------------------|--------------|----------|
| 75% | | | |
| 50% | | | |
| 25% | | | |
| | Freestanding ESL | | |
| 100% | | | |
| 75% | | | |
| 50% | | | |
| 25% | | | |
| TIME | BEGINNERS | INTERMEDIATE | ADVANCED |

B. Programming and Scheduling Information--Continued

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

5. Describe your targeted intervention programs for ELLs in ELA, Math, and other content areas

P.S 22 offers targeted intervention to ESL students through a form of Academic Intervention Services (AIS) during which 3 pedagogues, for one period a day focus on ELA and Mathematics achievement concerns with students. The AIS sessions use the Options intervention program. Additionally, intervention is delivered in our Extended Day program, which uses the program Spotlight on Reading. Spotlight on Reading focuses on literacy, as our school did not meet annual progress recommendations in literacy last year.

6. Plan for continuing transitional support for ELLs who pass the NYSESLAT

ELL students who have reached proficiency on the NYSESLAT and no longer require ESL services will receive transitional services and support for two years after reaching proficiency. These students will receive one period (50 minutes) a week of ESL services as a transitional support. ELLs who have reached proficiency are also entitled to receive testing modifications for the two years after exiting ESL services, and will receive modifications for ESL students as per CR Part 154. Bilingual glossaries will be made available to students in testing grades who have reached proficiency on the NYSESLAT for two years following exit of ESL services.

7. New programs or implementations will be considered for the upcoming school year?

In addition to implementation of the after-school program, The ESL teachers at P.S. 22 would like to implement (using Title III funding) an in-school, 6-8 week residency program called the Learning through an Expanded Arts Program (LEAP.) LEAP is a non-profit organization committed to improving the quality of public education through a hands-on, arts-based approach to teaching the academic curriculum. All programming is aligned with the standards in English language arts, mathematics, science, and/or social studies. The proven-effective LEAP model can be adapted to meet the particular needs of students who are ELLs.

P.S. 22's ESL Team is also considering purchase of the BrainPop ESL Program with Title III funding. BrainPOP ESL uses lively, engaging content to teach English to speakers of other languages. Lessons are built around animated movies and supporting features that reinforce vocabulary, grammar, pronunciation, reading comprehension, and writing skills. New concepts are couched in everyday situations, adding context for learners and helping them master idiomatic and cultural nuances. BrainPOP ESL assumes no prior knowledge of English, and effectively addresses diverse learning styles.

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

Last year, we utilized the Achieve 3000 program as instruction for Extended Day Program for ELL students. Achieve 3000 was also used during the ESL After-School Academy. Achieve 3000 is a reading-intervention program that is not particularly designed for ELL students. We found that it did not offer enough scaffolding or visual representation. The time necessary to properly implement the Achieve 3000 program was not available because we are a 7-period per day school and time constraints did not make it possible to effectively put into practice. In order for Achieve 3000 to work for our ELLs we felt that more time was needed for mini-lessons and explanation before the students could work independently.

9. How are ELLs afforded equal access to all school programs? Describe after-school and supplemental services offered to ELLs in your building.

Extracurricular activities at P.S. 22 include a Youth Choir, a Step Team, a Dance Club, an Art Club, and a newly organized Chess Club. This year, students also organized grade-wide elections for Student Government. Extracurricular activities are open for any and all ELL students who wish to participate. Extracurricular clubs and activities meet before and after school in order to provide students and teachers with enough time to properly execute club activities.

ELLs have a specific After-School Program called ESL After-School Academy. The ESL Academy uses Rigby's In Step Program, a reading-intervention program for students who are struggling readers. In Step is a guided reading, small group intensive program with grammar and phonics components. In Step also has a metacognitive strategy focus and each lesson focuses on a specific metacognitive strategy. To supplement the In Step program, the ESL Teachers provide visuals, artifacts and materials to further scaffold learning. The ESL teachers also provide extension activities to the program, such as final summative projects and assessments.

10. What instructional materials are used to support ELLs?

P.S. 22's ESL team uses a variety of materials to target specific learning goals and raise student achievement. Some Textbooks that both ESL teachers use include the Longman Cornerstone textbook series, Macmillan/McGraw-Hill's Math for ESL series, and Language! Everyday English for Newcomers of English, which are all specifically designed for ELL students. Each lesson and unit in the Cornerstone series includes differentiated activities, grammar, phonics, graphic organizers, pictures, and proficiency-targeted stories which engage ELL students while bringing them content-specific learning right at their level of ESL. Cornerstone also offers unit-specific ELL writing workshop prompts on their website.

Both ESL teachers also use MacMillan/McGraw-Hill's Math for ESL series, which offers grade-specific math units and lessons differentiated specifically for ELL Students. The Macmillan/McGraw-Hill Math for ESL series also includes Native Language support for Spanish and Haitian Creole Speaking students.

The Language! Everyday English for Newcomers to English textbook series includes intensive language intervention for newcomers, focusing on "survival English" at school, home and in the community. The ESL teachers use this book series for ELL newcomers in the upper grades (Grades 3-5.) In addition to ESL-specific literacy programs, the ESL classrooms at P.S. 22 have leveled libraries which contain books on many various genres and topics readily accessible for ELLs. P.S. 22 also has a large selection of leveled books from different genres in the school library, which ESL teachers can utilize in their lessons. The ESL teachers and the classroom teachers also periodically bring students to the school library to allow them to peruse and select literature at their specific reading levels.

Some technology that the ESL teachers employ include Starfall.com, an interactive website that is phonics-intensive. Students in grades K-3 use Starfall.com along with the teacher in guided lessons, and also independently in computer-lab sessions. Both ESL teacher utilize KidsNYPL.com for all grades, which provides Tumblebooks, an interactive storybook database that gives users the option to read books online and listen to audio recordings of books. Tumbelbooks also offers NL support; their database includes books written in different languages.

Both teachers have access to a moveable Smart Board, and use it to provide presentations, PowerPoint slides, and to display movies and videos to enhance ESL curriculum. The ESL teachers incorporate a variety of educational and cultural videos and video clips in order to

provide visual background knowledge for the lessons they create.

11. Native Language Support

At P.S. 22, all content is delivered in English, with varying degrees of native language (NL) support. NL Support is incorporated by the presence of NL literature in the classrooms, usage of bilingual dictionaries, glossaries and thesauri and “buddy system” support (through which students are paired with another NL speaker). One of the textbook series utilized by the ESL teachers, Macmillan/McGraw-Hill Math for ESL series includes Native Language support workbooks for Spanish and Haitian Creole Speaking students. P.S. 22 also has a number of bilingual staff members who provide NL support to our students. These varieties of support help students with translation, transition and language-building in both English and the NL.

12. Do required services support, and resources correspond to ELLs age and grade levels?

The ESL teachers at P.S. 22 create heterogeneously mixed groups in an age and level-appropriate manner. For example, beginner groups may include students from different grades; however, those grades only span 3 contiguous grade levels at most. The ESL teachers are careful to use grade-appropriate resources and texts. This is ensured by the division of responsibilities amongst the two ESL teachers (Ms. Wasilewski servicing students in grades K-3, and Ms. Benjamin servicing students in grades 4-5.)

13. Describe activities in your school to assist newly enrolled ELL students before the beginning of the school year.

P.S. 22 ensures that newly enrolled ELL students and their families are prepared for the upcoming school year upon registration. Parents receive information about bussing, a school supply list, and information about the school. Parents are informed that they are welcome to tour the school. For students transferring from P.S. 249, an Information Session is held in the spring prior to the start of the new school year. During these information sessions, Parents and students can ask any questions and have any concerns addressed. Parents at P.S. 249 also receive a packet of information about bussing, supplies, and school information during the Information Session.

14. What language electives are offered to ELLs?

During the 2009-2010 school year, P.S. 22 had French classes available as an elective for all students, ELL and non-ELL students alike. Due to budget constraints, there are no language electives available this year for P.S. 22 students. We are hopeful that funding will be available next year for us to continue our language elective programs.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

D. Professional Development and Support for School Staff

Professional Development is administered to our staff by our Certified ESL teachers and our network support team. Professional Developments held throughout the school year take the form of “Lunch and Learn”, grade-level meetings, and during professional development days. Topics include: Best Practices and Fundamentals of Language Acquisition, Supporting Newcomer English Language Learners in your Classroom, Preparing Students for the NYSESLAT.

P.S. 22 seeks to incorporate even more Professional Development for our staff by infusing presentations by the ESL teachers periodically into faculty conferences. Faculty conference ESL presentations will specifically highlight ESL teaching strategies, methods and tools for ELL differentiation in the classroom, and how to enhance achievement for ELLs in the differentiated classroom.

Our Certified ESL teachers also attend Professional Development Workshops offered by our network support team, as well as the Chief Achievement Office for Students with Disabilities and English Language Learners. The ESL teachers also obtain professional development through visits to other schools (particularly schools with high-performing ESL programs) and take advantage of development opportunities from entities outside of the NYC Department of Education (i.e. NYS TESOL's Annual Conference). These workshops ensure that the minimum of 7.5 hours of ELL Training for all staff (including non-ELL teachers) as per Jose P. is met as well as ensure that the ESL teachers at P.S. 22 remain on the cutting edge of ELL teaching methodology.

Information on best choices of middle schools for ELL students is readily available and dispersed throughout the school year. P.S. 22's guidance counselor ensures that students and parents are continuously aware of registration processes and deadlines. The ESL teachers also work with the Guidance Counselor to ensure that all ELL paperwork and cumulative components are available in their Cumulative Folder and ready for transfer to their new schools or if needed to determine promotional eligibility (in the case that student does not meet promotional criteria according to standardized test scores.)

E. Parental Involvement

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

E. Parental Involvement

1. Describe parental involvement at your school, including parents of ELLs.

Public School 22 offers many opportunities for parental involvement including ongoing workshops given by teachers, the Parent Coordinator, and/ or the Parent- Teacher Association. The CFN 410 network offers various workshops for Parent Coordinators, who turnkeys the information in parent involvement workshops. The workshops serve to assist parents in providing for their children's academic and socio-emotional needs. For example, this year, the Parent Coordinator held a workshop to inform parents of the new Common Core Standards and raised expectations of student performance. The Parent Coordinator is also the administrator for P.S. 22's Facebook Page for Parents (Facebook page is only for parents, not for students.)

A workshop was also held to inform parents about the ARIS Parent Link program. Parents were made aware of the benefits of employing this program as a tool in assessing their children's progress. Parents can use the ARIS Parent Link to familiarize themselves with math and literacy concepts to better prepare themselves to assist their children in homework assignments.

In addition to workshops, Public School 22 offers free educational classes to parents. The PTA offers free computer classes to ELL parents. These are instructional classes that taught parents basic computer skills. The PTA will also hold a ten-week ESL class for parents. P.S. 22 will also have a Title III funded ESL After School Academy for ELLs and their parents. This program allows parents to be a part of their child's academic learning experience. Parents were invited to participate in activities with their children. P.S. 22 also openly invites any ELL parents to assist at school events or on class field trips.

P.S. 22's PTA is also very involved in school activities and has done many forms of outreach, including writing an approved grant for a new playground and organizing drives for the needy (winter coat drives, uniform drives, gifts for children in temporary housing, etc) The PTA also provided support for graduation class festivities, Halloween, Christmas, and Valentine's Day parties and purchased 15 new CD players for classroom listening centers. The PTA President is in charge of the Scholastic Book Fair and organizes the event along with the school's administrators. The ESL teachers ensure that ELL students and their parents are consistently aware of all opportunities for parental involvement through various types of communication (letters, phone calls, flyers, etc.)

2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

Public School 22 partners with the Center for Arts Education, an agency which provides workshops that engage parents in hands-on arts education activities. There is also a partnership with the Learning Leaders program, which helps parents become volunteer assistants at P.S. 22. Through Learning Leaders, parents volunteer in the classroom (any classroom except their child's classroom), handling varied responsibilities based upon the teacher's needs.

Friends of Crown Heights, a community-based organization, provides after-school services and care for students during which they organize different activities such as homework help and arts and crafts infusion. P.S. 22's PTA is also very involved in school activities and has done many forms of outreach, including writing an approved grant for a new playground and organizing drives for the needy (winter coat drives, uniform drives, gifts for children in temporary housing, etc) The PTA also provided support for graduation class festivities and purchased 15 new CD players for classroom listening centers.

Public School 22 has also partnered with the CEC Community Education Council to organize a Multicultural Expo. This program featured music and foods from across the ethnicities and cultural groups represented by the students of the school. There were also workshops at the expo on parenting, computer skills, arts for the family, safety, and homework help.

3. How do you evaluate the needs of parents?

The needs of parents are evaluated based on conversations with the parents during various orientations, workshops, and meetings (Parent/Teacher Conferences). Parents also complete surveys and parent concern forms. Additionally, parents have the opportunity to meet with the principal during monthly "Breakfast with the Principal" meetings. This forum allows parents to have open discussions with the principal about the progress of the school and their specific child. They can also voice their concerns during these meetings. Parents are also invited to monthly Safety Committee meetings and the parent Executive Board meets monthly to raise and address any parental concerns.

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

The parental involvement activities address the needs of the parents by being aligned with parent expressed concerns and students' academic, social, and emotional needs. For example, free computer and ESL classes directly address the needs of ELL parents by assisting them with transition into a new culture and community. Our periodic meetings and open communication policy with parents addressed their need to be involved in their children's educational lives, and the tools available to parents (ARIS Parent Link) give parents the necessary tools to assist their students academically. Parents can use the ARIS Parent Link to familiarize themselves with math and literacy concepts to better prepare themselves to assist their children in homework assignments. Parents can arrange meetings with teachers during teachers' designated prep periods and also make impromptu visits to their children's classrooms. These combined parental involvement activities serve to keep the school and parents connected to each other, and to the community.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS) | | | | | | | | | | | | | | |
|---|---|---|----|---|----|----|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Beginner(B) | 2 | 5 | 4 | 1 | 2 | 3 | | | | | | | | 17 |
| Intermediate(I) | 1 | 2 | 2 | 3 | 4 | 8 | | | | | | | | 20 |
| Advanced (A) | 2 | | 6 | 4 | 15 | 8 | | | | | | | | 35 |
| Total | 5 | 7 | 12 | 8 | 21 | 19 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 72 |

| NYSESLAT Modality Analysis | | | | | | | | | | | | | | |
|----------------------------|-------------------|---|---|---|---|----|----|---|---|---|---|----|----|----|
| Modality Aggregate | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| LISTENING/ SPEAKING | B | | | | | 1 | 1 | | | | | | | |
| | I | | 4 | | | 1 | 2 | | | | | | | |
| | A | | 3 | 7 | 2 | 4 | 12 | | | | | | | |
| | P | | | 3 | 4 | 13 | 3 | | | | | | | |
| READING/ WRITING | B | | 5 | 2 | | 1 | 2 | | | | | | | |
| | I | | 2 | 2 | 2 | 3 | 8 | | | | | | | |
| | A | | | 4 | 4 | 15 | 8 | | | | | | | |
| | P | | | 2 | | | | | | | | | | |

| NYS ELA | | | | | |
|------------------------|---------|---------|---------|---------|-------|
| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3 | 2 | | | | 2 |
| 4 | 4 | 8 | 4 | | 16 |
| 5 | 9 | 8 | 1 | | 18 |
| 6 | | | | | 0 |
| 7 | | | | | 0 |
| 8 | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | 0 |

| NYS Math | | | | | | | | | |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 3 | 1 | | | | | | | | 1 |
| 4 | 1 | 2 | 6 | 3 | 3 | | | 3 | 18 |
| 5 | 6 | | 9 | | 3 | | | | 18 |
| 6 | | | | | | | | | 0 |
| 7 | | | | | | | | | 0 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | | | | | 0 |

| NYS Science | | | | | | | | | |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 4 | 3 | | 10 | | 7 | | | | 20 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | | | | | 0 |

| NYS Social Studies | | | | | | | | | |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 5 | 5 | | 3 | | 12 | | | | 20 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | | | | | 0 |

| New York State Regents Exam | |
|-----------------------------|-----------------------------|
| Number of ELLs Taking Test | Number of ELLs Passing Test |

| | English | Native Language | English | Native Language |
|------------------------------|---------|-----------------|---------|-----------------|
| Comprehensive English | | | | |
| Math | | | | |
| Math | | | | |
| Biology | | | | |
| Chemistry | | | | |
| Earth Science | | | | |
| Living Environment | | | | |
| Physics | | | | |
| Global History and Geography | | | | |
| US History and Government | | | | |
| Foreign Language | | | | |
| Other | | | | |
| Other | | | | |
| NYSAA ELA | | | | |
| NYSAA Mathematics | | | | |
| NYSAA Social Studies | | | | |
| NYSAA Science | | | | |

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

B. After reviewing and analyzing the assessment data, answer the following

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

ECLAS-2 data from the previous year indicates the following about our ELL students:

Grade 1:

- a. Phonics: 4 students scored below level and 1 student scored on level in the phonics portion.
- b. Writing: 4 students scored below level and 1 student scored on level in the writing portion of the assessment.
- c. Listening: 4 students scored below level and 1 student scored on level in the listening portion of the assessment.

Grade 2:

- a. Phonics: 2 students scored below level, 2 students scored on level, and 2 students scored above level on the phonics portion of the assessment.
- b. Reading: 2 students scored below level, 6 students scored on level, and 1 student scored on level in the reading portion.
- c. Writing: 2 students scored below level, 6 students scored on level, and 1 student scored above level on the writing portion.
- d. Listening: 7 students scored below level and 2 students scored on level in the listening portion of the assessment.

The data shows that the early literacy skills of ELLs are below level. It is interesting to note that there are two LEP students with IEPs who are in a 12 to 1 setting who are on and above level in their early literacy skills. One of these students scored at the beginner level in the 2010 NYSESLAT and the other student scored at the advanced level. It is now a question of whether it is language or a learning disability. The data also shows that most of the ELLs in grades 1 and 2 are below level in writing. And 4 of seven ELLs in grade one scored below level in the tested modalities. The ESL and classroom teachers will be using this data to tailor their instruction. They are utilizing strategies that will build proficiency in the various modalities and building differentiated classroom centers with activities that address specific deficiencies within the modalities.

2. What is revealed by the data patterns across proficiency levels (on LAB-R and NYSESLAT) and grades?

Overall NYSESLAT/LAB-R (for new admits) proficiency results demonstrate the following:

- Kindergarten: 2 students at the Beginner Level; 1 student at the Intermediate Level; 2 students at the Advanced Level.
- Grade 1: 5 Students at the Beginner Level; 2 Students at the Intermediate Level.
- Grade 2: 4 Students at the Beginner Level; 2 Students at the Intermediate Level; 6 Students at the Advanced Level.
- Grade 3: 1 student at the Beginner Level; 3 Students at the Intermediate Level; 4 Students at the Advanced Level.
- Grade 4: 2 students at the Beginner Level; 4 students at the Intermediate Level; 15 students at the Advanced Level.
- Grade 5: 4 Students at the Beginner Level; 8 students at the Intermediate Level; 8 Students at the advanced Level

Overall, school-wide, we have 18 students at the Beginner Level, 20 students at the Intermediate Level and 35 Students at the Advanced Level. Furthermore, we have 5 English Language Learner (ELL) students in Kindergarten, 7 ELL students in First Grade, 12 ELL students in Second Grade, 8 ELL students in Third Grade, 21 ELL students in Fourth Grade and 20 ELL students in Fifth Grade.

3. How will patterns across the NYSESLAT modalities affect instructional decisions?

Listening and Speaking data reveal the following:

- 1 student in Grade 4 and 1 student in Grade 5 who are ELLs scored at the Beginner Level
- 4 students in Grade 1, 1 student in Grade 4, and 2 students in Grade 5 who are ELLs scored at the Intermediate Level
- 3 students in Grade 1, 7 students in Grade 2, 2 Students in Grade 3, 4 Students in Grade 4, and 12 Students in Grade 5 who are ELLs scored at the Advanced Level.
- 3 students in Grade 2, 4 students in Grade 3, 13 students in Grade 4, and 3 students in Grade 5 who are ELLs scored at the Proficient Level.

Reading and Writing data reveal the following:

- 5 students in Grade 1, 2 students in Grade 2, 1 student in Grade 4, and 2 students in Grade 5 who are ELLs scored at the Beginner Level
- 2 students in Grade 1, 2 students in Grade 2, 2 students in Grade 3, 2 students in Grade 4 and 8 students in Grade 5 who are ELLs scored at the Intermediate Level.
- 4 students in Grade 2, 4 students in Grade 3, 15 students in Grade 4 and 8 students in Grade 5 who are ELLs scored at the Advanced Level
- 2 students in Grade 2 who are ELLs scored at the Proficient Level

Based on the identified patterns, instruction will be tailored to meet the academic needs of the students. There will be articulation between classroom teachers of ELLs and the ESL teachers to prepare instructional materials that target the deficiencies in modalities, and to continually support modalities in which the students proved proficient. The patterns show that there are 12 5th grade ELLs who scored in the advanced level in the listening modality. Research states that the reading and writing modalities prove more difficult for ELLs to achieve proficiency than the listening and speaking modalities. Therefore, the ESL teachers will provide more intensive instruction in the listening modality. The ESL teachers will instruct students on properly utilizing strategies such as: top down strategies such as listening for main idea, drawing inferences, and summarizing; bottom up strategies such as listening for specific details and recognizing word order patterns.

The patterns also show that there were only 2 students who scored at the proficient level in the reading/ writing modalities. In order to support these students, the ESL teachers will utilize strategies that will develop student's academic vocabulary, phonemic awareness, fluency, comprehension, oral language, composition skills, and writing mechanics.

4. For each program, consider the following:

a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?

Analysis of the New York State English Language Arts data reveals the following:

- 2 Third Grade students, 4 Fourth Grade students, and 9 Fifth Grade students who are ELLs scored Level 1
- 8 Fourth Grade students and 8 Fifth Grade students who are ELLs scored Level 2
- 4 Fourth Grade students and 1 Fifth Grade student who are ELLs scored Level 3

Analysis of the New York State Math data reveals the following:

- 1 Third Grade student and 3 Fourth Grade students (2 of which took the test in the Native Language (NL)) scored Level 1
- 9 Fourth Grade students (3 of which took the test in the NL) and 9 Fifth Grade students scored Level 2
- 3 Fourth Grade students and 3 Fifth Grade students who are ELLs scored Level 3
- 3 Fourth Grade students (all of which took the test in the NL) who are ELLs scored Level 4

Analysis of the Grade 4 New York State Science data reveals the following:

- Amongst our students who are ELLs: 3 students scored Level 1, 10 students scored Level 2, and 7 students scored Level 3.

Analysis of the Grade 5 New York State Social Studies Test data reveals the following:

- Amongst our students who are ELLs: 5 students scored Level 1, 3 students scored Level 2 and 12 students scored Level 3.

The patterns show that the majority of ELLs in grades 3-5 scored at level 1 and 2 on the ELA exam. 16 students in grade 5 scored at level 1 and 2 in the Math exam. Three students in grade 4 took the Math exam in their native language and scored a level 2. There were also three 4th grade students who took the state math exam in their native language and scored a level 4. The ESL teachers and the classroom teachers have done an item skill analysis of the ELA and Math exams and have identified the deficient skills and are tailoring their instruction to make students proficient in those skills.

The students who took the math exam in their native language fared better than those who did not. Students did not take the science and social studies exam in their native language. 12 students scored level 1 and 2 on the science exam, and 7 students scored a level 3. For the social studies exam, 5 students scored level 1 and 12 students scored a level 3. Students fared comparably well in the social studies exam in English, compared to the science and math exams. School leadership will make translated versions of the math, social studies, and science exams available to students.

b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.

The results of the ELL Periodic Assessment are being used to inform instructional decisions. The results of the assessment indicate the areas of deficiencies in the various modalities. After detailed analysis of the assessment results, PS 22's school leadership offers professional development to provide teachers with strategies that will enhance their instruction of ELL students. The ESL teachers have provided classroom teachers with the assessment results and are continuously providing teachers with strategies that will develop ELL skills in the four modalities.

c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?

Public School 22 has gained great insight from the analysis of the Periodic Assessment. Patterns in the assessment indicate that the 3rd, 4th, and 5th grade advanced students are on the threshold of achieving overall proficiency on the NYSESLAT. In fact, most of students are expected to advance to the next level of proficiency. The 4th and 5th grade beginner ELLs did not make great gains and their predictive NYSESLAT proficiency remained at the beginner level.

To ensure that all ELLs are moving towards proficiency in the four modalities, both ESL and classroom teachers are supporting students in their native languages. They have provided word to word translation glossaries and include multicultural and bilingual books in their classroom libraries. ELLs also have the option to take the state math, social studies, and science assessments in their native language.

6. Describe how you evaluate the success of your programs for ELLs.

Public School 22 uses the results of various assessments to evaluate its ESL program. For grades three through five, success is determined by the gains ELL students make on the state Math, ELA, Science, and Social Studies assessments. The NYSESLAT is also analyzed for overall and specific modality gains. For Kindergarten through grade 5, success is determined by the results of the NYSESLAT. Results from the end of year assessments (ECLAS-2, Rigby) are also used to evaluate the success of the program for ELLs in grades K-2. P.S. 22 implements a standards-based, school-generated test for each grade level each spring which assesses student progress in literacy, math and science. In addition to formative assessments, analysis of cumulative student portfolios and running records is another means of measuring the success of the ELLs and the success of the program. Classroom teachers infuse a conferring process into all lessons and utilize theme assessments in literacy and math throughout the year to assess the effectiveness of programs at P.S. 22. The school utilizes ELA, Math and Science pre-assessments in addition to teacher-generated exams. All of these faculties ensure that thorough evaluation of ELL students and their progress are readily available, and help the school evaluate the success of any and all programs for ELLs.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|--------------|---------------------|-----------|-----------------|
| | Principal | | |
| | Assistant Principal | | |
| | Parent Coordinator | | |
| | ESL Teacher | | |
| | Parent | | |

| | | | |
|--|----------------------|--|--|
| | Teacher/Subject Area | | |
| | Teacher/Subject Area | | |
| | Coach | | |
| | Coach | | |
| | Guidance Counselor | | |
| | Network Leader | | |
| | Other | | |

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

| | | | | | | |
|---------------------|----------|-------------|--------|---------------|--|--------------|
| School Name: | P.S. 022 | | | | | |
| District: | 17 | DBN: | 17K022 | School | | 331700010022 |

DEMOGRAPHICS

| | | | | | | | |
|----------------|-------|---|---|---|----|----------|---|
| Grades Served: | Pre-K | v | 3 | v | 7 | 11 | |
| | K | v | 4 | v | 8 | 12 | |
| | 1 | v | 5 | v | 9 | Ungraded | v |
| | 2 | v | 6 | | 10 | | |

| Enrollment | | | | Attendance - % of days students attended: | | | |
|---------------------------|---------|---------|---------|--|---------|---------|---------|
| <i>(As of October 31)</i> | 2008-09 | 2009-10 | 2010-11 | <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 |
| Pre-K | 32 | 36 | 40 | | 91.6 | 92.6 | 92.3 |
| Kindergarten | 41 | 48 | 59 | | | | |
| Grade 1 | 81 | 52 | 42 | Student Stability - % of Enrollment: | | | |
| Grade 2 | 80 | 72 | 56 | <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 |
| Grade 3 | 71 | 77 | 72 | | 93.0 | 94.6 | 91.3 |
| Grade 4 | 128 | 120 | 132 | | | | |
| Grade 5 | 103 | 109 | 111 | Poverty Rate - % of Enrollment: | | | |
| Grade 6 | 0 | 0 | 0 | <i>(As of October 31)</i> | 2008-09 | 2009-10 | 2010-11 |
| Grade 7 | 0 | 0 | 0 | | 97.8 | 99.8 | 99.8 |
| Grade 8 | 0 | 0 | 0 | | | | |
| Grade 9 | 0 | 0 | 0 | Students in Temporary Housing - Total Number: | | | |
| Grade 10 | 0 | 0 | 0 | <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 |
| Grade 11 | 0 | 0 | 0 | | 17 | 51 | 50 |
| Grade 12 | 0 | 0 | 0 | | | | |
| Ungraded | 0 | 1 | 6 | Recent Immigrants - Total Number: | | | |
| Total | 536 | 515 | 518 | <i>(As of October 31)</i> | 2007-08 | 2008-09 | 2009-10 |
| | | | | | 2 | 7 | 3 |

| Special Education | | | | Suspensions (OSYD Reporting) - Total Number: | | | |
|--|---------|---------|---------|---|---------|---------|---------|
| <i>(As of October 31)</i> | 2008-09 | 2009-10 | 2010-11 | <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 |
| # in Self-Contained Classes | 55 | 42 | 56 | Principal Suspensions | 4 | 8 | 17 |
| # in Collaborative Team Teaching (CTT) Classes | 36 | 34 | 27 | Superintendent Suspensions | 28 | 27 | 9 |
| Number all others | 17 | 14 | 23 | | | | |

These students are included in the enrollment information above.

| English Language Learners (ELL) Enrollment: (BESIS Survey) | | | | Special High School Programs - Total Number: | | | |
|---|---------|---------|---------|---|---------|---------|---------|
| <i>(As of October 31)</i> | 2008-09 | 2009-10 | 2010-11 | <i>(As of October 31)</i> | 2007-08 | 2008-09 | 2009-10 |
| # in Transitional Bilingual Classes | 0 | 0 | TBD | CTE Program Participants | 0 | 0 | 0 |
| # in Dual Lang. Programs | 0 | 0 | TBD | Early College HS Program Participants | 0 | 0 | 0 |

| Number of Staff - Includes all full-time staff: | | | |
|--|---------|---------|---------|
| <i>(As of October 31)</i> | 2007-08 | 2008-09 | 2009-10 |
| # receiving ESL services only | 64 | 72 | TBD |
| # ELLs with IEPs | 3 | 13 | TBD |

These students are included in the General and Special Education enrollment information above.

| Number of Educational Paraprofessionals | | | |
|--|---------|---------|---------|
| <i>(As of October 31)</i> | 2007-08 | 2008-09 | 2009-10 |
| | 11 | 7 | 18 |

| Overage Students (# entering students overage for | | | | Teacher Qualifications: | | | |
|---|---------|---------|---------|--|---------|---------|---------|
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| | 0 | 0 | 0 | % fully licensed & permanently assigned to this school | 100.0 | 100.0 | 100.0 |
| | | | | % more than 2 years teaching in this school | 68.5 | 83.3 | 78.3 |
| | | | | % more than 5 years teaching anywhere | 74.1 | 79.2 | 82.6 |
| Ethnicity and Gender - % of Enrollment: | | | | | | | |
| (As of October 31) | 2008-09 | 2009-10 | 2010-11 | % Masters Degree or higher | 87.0 | 94.0 | 97.8 |
| American Indian or Alaska Native | 0.7 | 0.6 | 0.8 | % core classes taught by "highly qualified" teachers | 94.0 | 93.0 | 92.5 |
| Black or African American | 72.6 | 66.0 | 63.5 | | | | |
| Hispanic or Latino | 21.5 | 25.2 | 27.2 | | | | |
| Asian or Native Hawaiian/Other Pacific | 4.3 | 6.2 | 7.3 | | | | |
| White | 0.9 | 1.2 | 1.2 | | | | |
| Male | 51.5 | 51.3 | 53.5 | | | | |
| Female | 48.5 | 48.7 | 46.5 | | | | |

2009-10 TITLE I STATUS

| | | | | | | | |
|------------------|-----------|--|--|---------|---------|---------|---------|
| v | Title I | | | | | | |
| | Title I | | | | | | |
| | Non-Title | | | | | | |
| Years the School | | | | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
| | | | | v | v | v | v |

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

| | | | | | | | |
|-----------------------------|--|---------|--|--|--|--|--|
| SURR School (Yes/No) | | If yes, | | | | | |
|-----------------------------|--|---------|--|--|--|--|--|

Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:

| | Phase | | Category | | | |
|--|-------------------------------|--|----------|-------|---------|---------------|
| | In Good | | v | Basic | Focused | Comprehensive |
| | Improvement Year 1 | | | | | |
| | Improvement Year 2 | | | | | |
| | Corrective Action (CA) – Year | | | | | |
| | Corrective Action (CA) – Year | | | | | |
| | Restructuring Year 1 | | | | | |
| | Restructuring Year 2 | | | | | |
| | Restructuring Advanced | | | | | |

Individual Subject/Area AYP Outcomes:

| <u>Elementary/Middle Level</u> | | <u>Secondary Level</u> |
|--------------------------------|---|------------------------|
| ELA: | X | ELA: |
| Math: | v | Math: |
| Science: | v | Graduation Rate: |

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

| Student Groups | <u>Elementary/Middle Level</u> | | | <u>Secondary Level</u> | | | Progress Target |
|---------------------|--------------------------------|------|---------|------------------------|------|-------------|-----------------|
| | ELA | Math | Science | ELA | Math | Grad Rate** | |
| All Students | v | v | v | | | | |
| Ethnicity | | | | | | | |

| | | | | | | |
|---|----------|----------|----------|--|--|--|
| American Indian or Alaska Native | - | - | | | | |
| Black or African American | v | v | | | | |
| Hispanic or Latino | v | v | | | | |
| Asian or Native Hawaiian/Other Pacific Islander | - | - | - | | | |
| White | - | - | - | | | |
| Multiracial | | | | | | |
| Students with Disabilities | X | v | - | | | |
| Limited English Proficient | v | v | - | | | |
| Economically Disadvantaged | v | v | | | | |
| Student groups making | 5 | 6 | 1 | | | |

CHILDREN FIRST ACCOUNTABILITY SUMMARY

| | | | | | | |
|--|------|--|--|--|----|--|
| Progress Report Results – 2009-10 | | Quality Review Results – 2009-10 | | | | |
| Overall Letter Grade: | C | Overall Evaluation: | | | NR | |
| Overall Score: | 13.6 | Quality Statement Scores: | | | | |
| Category Scores: | | Quality Statement 1: Gather Data | | | | |
| School Environment: | 2.5 | Quality Statement 2: Plan and Set Goals | | | | |
| <i>(Comprises 15% of the</i> | | Quality Statement 3: Align Instructional Strategy to Goals | | | | |
| School Performance: | 3.2 | Quality Statement 4: Align Capacity Building to Goals | | | | |
| <i>(Comprises 25% of the</i> | | Quality Statement 5: Monitor and Revise | | | | |
| Student Progress: | 7.1 | | | | | |
| <i>(Comprises 60% of the</i> | | | | | | |
| Additional Credit: | 0.8 | | | | | |

| | | | | | | |
|--|--|---|--|--|--|--|
| KEY: AYP STATUS | | KEY: QUALITY REVIEW SCORE | | | | |
| v = Made AYP | | U = Underdeveloped | | | | |
| vSH = Made AYP Using Safe Harbor Target | | UPF = Underdeveloped with Proficient Features | | | | |
| X = Did Not Make AYP | | P = Proficient | | | | |
| – = Insufficient Number of Students to Determine AYP | | WD = Well Developed | | | | |
| | | NR = Not Reviewed | | | | |

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf