



P.S. 222 KATHERINE R. SNYDER

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 22K222
ADDRESS: 3301 QUENTIN ROAD BROOKLYN, NY 11234
TELEPHONE: 718-998-4298
FAX: 718-339-3107

(Submitted 10/29/10)
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(Revised 12/21/10)

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 222 SCHOOL NAME: Katherine R. Snyder

SCHOOL ADDRESS: 3301 Quentin Road, Brooklyn, NY 11234

SCHOOL TELEPHONE: 718-998-4298 718-339-2107

SCHOOL CONTACT PERSON: Theresa Olivieri EMAIL ADDRESS: tolivie@schools.ny
c.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Dawn Gallagher

PRINCIPAL: Louise Blake

UFT CHAPTER LEADER: John Salvio

PARENTS' ASSOCIATION PRESIDENT: Maryann Locicero

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 222 CHILDREN FIRST NETWORK (CFN): 605

NETWORK LEADER: Wendy Karp

SUPERINTENDENT: Linda Waite

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
Louise Blake*	Principal*	
Kathleen Snow	Admin/CSA	
Ann Drimmer	UFT Member	
Dawn Gallagher	UFT Member	
Lucille Grilli	DC 37 Representative	
John Salvio*	UFT Chapter Leader*	
Jeanmarie Sigismondi	UFT Member	
Stephanie Tasso	UFT Member	
Maryann Locicero*	PA/PTA President or Designated Co-President*	
Katherine Allison	Parent	
Mary Auteri	Parent	
Lorreine Calafiore	Parent	
Rochelle Camche	Parent	
Amorette DeCrescenzo	Parent	
Mary Nolan	Parent/Title I Representative	
Bernette O'Connor	Parent	

(Add rows, as needed, to ensure all SLT members are listed.)

* 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.

Mission Statement –

At PS 222 we celebrate cultural, ethnic and academic diversity. We believe that maintaining high expectations for all of our students including English Language Learners and Special Education students is critical to their success. We are dedicated to the education of the whole child and strive to create an atmosphere in which all students are nurtured emotionally and receive the support necessary to excel academically. We recognize that all children bring their own templates of individual talents and learning styles.

At P.S. 222, we incorporate the Principles of Learning and Habits of Mind into every area of the curriculum in order to foster academic excellence in all of our students. It is our firm belief that by maintaining academic rigor in a respectful and nurturing environment, we will help all of our children to reach their fullest potential.

Narrative Description:

P.S. 222 is a pre-kindergarten through fifth grade school located in a middle class, ethnically diverse neighborhood within Marine Park in Brooklyn, NY. There are approximately 848 children attending the school who come from various ethnic, cultural and economic backgrounds.

At P.S. 222, we celebrate that each child is unique and our approach provides for flexible grouping and individualized instruction. Our goal is to teach children to be active participants in their own learning while showing respect for the differences of others. In addition to our general education program, which has 3 Enrichment classes, 6 Gifted and Talented classes and 16 Regular Education classes, our school includes 8 Collaborative Team Teaching classes and 4 Self-contained Special Education classes. During the 2010-2011 school year, we will continue to implement the ASD-Nest program.

Our school has served as a model for the Least Restrictive Environment Initiative and the Collaborative Team Teaching Program. P.S. 222 is a barrier-free school that serves physically challenged students in both general and special education. Student Support Services include: English as a Second Language, Speech Therapy, Occupational Therapy, Physical Therapy, Hearing and Vision Education, School Assessment Team, and Guidance Counseling. We also offer support through Academic Intervention Services, Inquiry Team, SETSS, before and After School Programs.

P.S. 222 strives to provide all students with a rigorous school experience that includes academic challenges, enrichment opportunities and character education. We promote critical thinking in all subject areas. We recognize that data-driven instruction is essential for success and we use findings to drive instruction. In an effort to increase student achievement, teachers assess students, guide students in goal setting, and plan lessons based on needs. We provide our staff with high quality differentiated professional development. In addition, teachers use Professional Teaching Standards to set goals and to assess their own growth.

At P.S. 222 we believe parents are partners in their children's education. Through an open line of communication, we inform parents of their children's goals and their progress towards meeting those goals. In addition, we invite parents to share their insights and concerns regarding their children's education.

We are pleased to have partnerships with many agencies including Brooklyn Philharmonic, Legal Lives, Madison Law, Inside Broadway, TASC, and Working Parents Alliance. Through these agencies we are able to provide students with enrichment, physical education, and homework help.

SECTION III – Cont’d Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 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.

CEP Section III: School Profile Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name: P.S. 222 Katherine R. Snyder
District: 22 **DBN:** 22K222 **School BEDS Code:** 332200010222

DEMOGRAPHICS

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

Enrollment **Attendance - % of days students attended:**
(As of October 31) 2007-08 2008-09 2009-10 2007-08 2008-09 2009-10 *(As of June 30)*

Pre-K	56	51	67	94.6	95.2	TBD
Kindergarten		119		119		127
Grade 1	144		129	118		Student Stability - % of Enrollment:

Grade 2	149	144	128	2007-08	2008-09	2009-10	<i>(As of June 30)</i>
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Grade 3	132	148	140	95.6	96.5	TBD
Grade 4		127		129		150

Poverty Rate - % of Enrollment:

Grade 5	125		131	126			
Grade 6	0	0	0	2007-08	2008-09	2009-10	<i>(As of October 31)</i>

Grade 7	0	0	0	44.0	40.2	50.1
Grade 8		0		0		0

Students in Temporary Housing - Total Number:

Grade 9	0		0	0			
Grade 10	0	0	0	2007-08	2008-09	2009-10	<i>(As of June 30)</i>

Grade 11	0	0	0	3	1	TBD
Grade 12		0		0		0

Recent Immigrants - Total Number:

Ungraded	12		5	13			
Total	864	856	869	2007-08	2008-09	2009-10	<i>(As of October 31)</i>

Special Education Enrollment: **Suspensions (OSYD Reporting) - Total Number:**
(As of October 31) 2007-08 2008-09 2009-10 2007-08 2008-09 2009-10 *(As of June 30)*

# in Self-Contained Classes	47	42	44	13	12	TBD	Principal Suspensions
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# in Collaborative Team Teaching (CTT) Classes	54	55	48	2	3	TBD	Superintendent Suspensions
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Number all others		57		61		60	
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Special High School Programs - Total Number:
These students are included in the enrollment information above.

2007-08		2008-09	2009-10	<i>(As of October 31)</i>			
0		0	0	CTE Program Participants			
0	0	0		English Language Learners (ELL) Enrollment: (BESIS Survey)			
				Early College HS Program Participants			
<i>(As of October 31)</i>		2007-08	2008-09			2009-10	
# in Transitional Bilingual Classes	0	0	0				Number of Staff -
# in Dual Lang. Programs	0	0	0	2007-08	2008-09	2009-10	<i>Includes all full-time staff: (As of October 31)</i>
# receiving ESL services only	26	35	53	72	75	TBD	Number of Teachers

CEP Section III: School Profile Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

# ELLs with IEPs	1	1	14	40	40	TBD	Number of Administrators and Other Professionals
22	21	TBD	These students are included in the General and Special Education enrollment information above.			TBD	Number of Educational Paraprofessionals

Teacher Qualifications:			Overage Students (# entering students overage for grade)				
2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	<i>(As of October 31)</i>	<i>(As of October 31)</i>
0	0	TBD	100.0	100.0	TBD		% fully licensed & permanently assigned to this school
63.9		78.7		TBD			% more than 2 years teaching in this school
52.8		57.3		TBD			% more than 5 years teaching anywhere
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	82.0	87.0	TBD	Ethnicity and Gender - % of Enrollment:
American Indian or Alaska Native	1.3	1.2	0.9	98.9	99.0	TBD	% Masters Degree or higher
Black or African American		20.4		21.3		20.3	% core classes taught by "highly qualified" teachers (NCLB/SED)
Hispanic or Latino		12.4		12.6		12.2	
Asian or Native Hawaiian/Other Pacific Isl.		13.8		16.2		17.0	
White		52.2		48.6		47.6	
Male		51.0		50.9		51.8	
Female		49.0		49.1		48.2	

2009-10 TITLE I STATUS

√	Title I Schoolwide Program (SWP)					
Title I Targeted Assistance						
Non-Title I						
Years the School Received Title I Part	2006-07	2007-08	2008-09	2009-10		

A Funding:

√

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)

If yes, area(s) of SURR identification:

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

Phase

Category

In Good Standing √ Basic Comprehensive Focused

(IGS)

Improvement Year 1

Improvement Year 2

Corrective Action (CA) – Year 1

Corrective Action (CA) – Year 2

Restructuring Year 1

Restructuring Year 2

Restructuring Advanced

CEP Section III: School Profile Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

Individual Subject/Area AYP Outcomes:

Secondary Level

Elementary/Middle Level

ELA:

ELA:

√

Math:

√

Math:

Science:

√

Graduation Rate:

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

Secondary Level

Elementary/Middle Level

ELA

Math

Science

ELA

Math

Grad
Rate**

Progress
Target

**Student
Groups**

√

√

√

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

–

–

–

Limited English Proficient

√

√

–

Economically Disadvantaged

Student groups making

7

7

1

AYP in each subject

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09

Quality Review Results – 2008-09

A

NR

Overall Evaluation:

Overall Letter Grade:

77.3

Overall Score:

Quality Statement Scores:

Quality Statement 1: Gather Data

Category Scores:

12.2

Quality Statement 2: Plan and Set
Goals

School Environment:

(Comprises 15% of the Overall Score)
21.1

Quality Statement 3: Align Instructional Strategy to Goals
Quality Statement 4: Align School Performance:
Capacity Building to Goals

(Comprises 25% of the Overall Score)
41

Quality Statement 5: Monitor and Revise
Student Progress:

(Comprises 60% of the Overall Score)
3

Additional Credit:

KEY: QUALITY REVIEW SCORE

KEY: AYP STATUS

√ = Made AYP

Δ = Underdeveloped

√SH = Made AYP Using Safe Harbor Target

► = Underdeveloped with Proficient Features

√ = Proficient

X = Did Not Make AYP

– = Insufficient Number of Students to Determine
AYP Status

W = Well Developed

KEY: PROGRESS REPORT DATA

◇ = Outstanding

NR = Data Not Reported

NR = No Review Required

* = 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 school’s 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?
-

After a comprehensive review of the data, the greatest accomplishments of P.S. 222 are:

- ◆ Receiving “A” in all categories for the past three years on the Progress Report.
- ◆ According to the 2009-2010 Progress Report, our school scored better than 95% of the schools in New York City.
- ◆ According to the 2009-2010 Progress Report, our school received extra credit for closing the achievement gap with special needs students.

- ◆ According to the 2009-2010 Progress Report, 78.7% of our special education students made progress on the New York State Mathematics Examination.
- ◆ According to the 2009-2010 Progress Report, 54.7% of our special education students made progress on the New York State English Language Arts Examination.
- ◆ Improvement in the performance of our English Language Learners in the areas of English Language Social Studies and Science.
- ◆ Improvement in the performance of our Special Education students in the areas of Science and Social Studies.
- ◆ Increased frequency of Inquiry Team meetings to allow teachers time to analyze student data to differentiate instruction to meet students' needs.
- ◆ The 2009-2010 Progress Report indicated an 81.0% median growth percentile in ELA for all tested students.
- ◆ The 2009-2010 Progress Report indicated a 77% median growth percentile in Mathematics for all tested students.
- ◆ Our Lowest Third made significant progress—80% median growth percentile in ELA and 82% median growth percentile in Mathematics.
- ◆ Receiving a “Well Developed” rating on the 2007-2008 School Quality Review.
- ◆ Making Adequate Yearly Progress on the New York State Report Card.
- ◆ Our ASD Nest Program is a model for other schools in the city.

After a comprehensive review of all available data, P.S. 222 notes the following challenges:

- In order to impact student learning, teachers must engage in differentiated Collaborative Inquiry.
- There needs to be an increase in the number of teachers who differentiate instruction to meet student needs in the area of reading.
- In order to impact student learning, teachers must improve in their ability to ask critical thinking questions.
- On the 2010 English Language Arts examination, 51.9% of Special Education students scored in Levels 3 and 4.
- On the 2010 English Language Arts examination, 30% of English Language Learners scored in Levels 3 and 4.
- On the 2010 Mathematics examination, 69.1 % of special education students scored in Levels 3 and 4.
- On the 2010 Mathematics examination, 79.8 % of Black students scored in Levels 3 and 4. (This is a 12.7% decrease from 2009).
- On the 2009 New York State Social Studies Examination, 67% of all English Language Learners scored in Levels 3 and 4.
- The student attendance for the 2009-2010 school year was 94.7%. This is 0.5% lower than the 2008-2009 school year.

After a comprehensive review of all data, P.S. 222 notes the following trends:

- Fewer special education students are performing in Levels 3 and 4 in ELA and Mathematics as compared to General Education students.
- Fewer English Language Learners are performing in Levels 3 and 4 in ELA and Mathematics as compared to General Education students.
- While the majority of our students achieve in Levels 3 and 4 in ELA and Mathematics, some do not make progress.

The most significant aid to our school's continuous improvement:

- P.S. 222 is a Professional Learning Community in which our staff members work together to improve instruction.
- Our staff members have a shared vision of success for every child and work collaboratively to help our students reach their goals
 - Members of the administration and the extended cabinet constantly reflect on school practices in order to evaluate effectiveness and to make decisions about “next steps.”
 - We have implemented many research-based programs and continue to investigate new academic programs.
 - We offer many models to provide additional small group instruction. They include Before School Reading and Math, prep and lunch time tutoring, cluster teacher push in, and tutoring by administrators.
 - We encourage parent involvement by hosting informative and timely workshops and by inviting parents to social events and celebrations. In addition we have a very active Parents’ Association and School Leadership Team that work effectively to support the school.
 - We use the latest technology to support, enrich and expand the educational opportunities of our students. We have a state of the art computer lab as well as laptops and or desktops in every classroom. In addition, we have several Smart Boards and visual projectors that are used to enhance instruction.

The most significant barriers to our school’s continuous improvement:

- Budget cuts have forced our school to cut down on the number of out of classroom support personnel to address the needs to our at risk students.
- Budget cuts have forced us to close an Academic Intervention Specialist position.
- Budget cuts have forced us to limit the before school academic program.
- Budget cuts have forced us to eliminate a cluster position.

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
#1: By June 2011, 90% (41) of teachers in Grades Kindergarten through five will have participated in differentiated collaborative inquiry based on grade level and subject area needs, as measured by Inquiry Team attendance, notes and agendas.	#1: Based upon what teachers learned from Collaborative Inquiry meetings during the 2009-2010 school year, each grade will identify a specific area of need to be studied during the 2010-2011 school year. This study will take place during monthly Inquiry Team meetings, after school meetings and during extra data periods each month.
#2: By June 2011, 85% (34) of teachers in grades 3-5 (including cluster teachers) will demonstrate increased proficiency at asking oral and written questions that promote critical thinking during reading as measured by formal and informal observations.	#2: Evidence from 2009-2010 assessments indicates the need for students to improve in their responses to critical thinking questions. Teachers are asked to create these types of questions and incorporate them into all academic areas.
#3: By June 2011, 85% (34) of teachers in grades 3-5 will demonstrate proficiency at providing differentiated instruction in reading as measured by a 5% improvement in student performance on various reading assessments including, but not limited to the Instructionally Targeted Assessments, Predictive, and NYS English Language Arts examinations.	#3: Evidence from formal observations, informal observations and student assessments indicate the need to increase the ways in which teachers differentiate instruction in reading.

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.*

Collaborative Inquiry

Subject/Area (where relevant):

<p>Annual Goal #1 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>#1: By June 2011, 90% (41) of teachers in Grades Kindergarten through five will have participated in differentiated collaborative inquiry based on grade level and subject area needs, as measured by Inquiry Team attendance, notes and agendas.</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>From September 2010-June 2011, the school will implement the following strategies to achieve our goal:</p> <ul style="list-style-type: none"> • During the 2010-2011 school year, teachers in Grades K-5 will engage in collaborative inquiry around a specific area of need identified by the grade. This study will take place during monthly Inquiry Team meetings, after school meetings and during extra data periods each month. • School goals and expectations as related to Inquiry Teams will be shared with the staff through the P.S. 222 Handbook as well as at faculty conferences, grade meetings, and memorandums to staff. • Teachers in all grades will participate in professional development around collaborative inquiry through faculty meetings, grade meetings and workshops. • Teachers in Grades K-5 will be required to study student work and to use current data to inform discussion about the progress of students as related to the topic of inquiry. • Funds will be scheduled to provide time after school for administrators to meet with Inquiry groups throughout the school year. • Through creative scheduling, teachers will be provided with one or two data periods per month to help them to analyze data in relation to the area of study. • During pre and post observation conferences, administrators will address the work of the Inquiry Teams and how it has impacted instruction. • Administrators will meet with individual teachers throughout the year (Spotlight 5) in order to assess how the Inquiry Team study is impacting student performance and progress • Teachers in Grades 2-5 will use the item analyses provided by the newly purchased program, Test Wiz. • Grades 3-5 have two or three common preps scheduled each week in order to facilitate Inquiry work. All other grades have one common prep. • Teachers will be provided with professional development throughout the school year using the

	<p>books <u>Teach Like A Champion</u> by Doug Lemov, <u>Habits of Mind</u> by Arthur Costa and <u>Great Ways to Differentiate Mathematics</u> by Marian Small.</p>
<p>#1 Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with 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><u>Classroom Teachers:</u> IDEA ARRA CTT, School Support Supplement, Title I ARRA SWP, Title IIA Supplemental, TL 09 C4E ASD, TL ASD, TL ARRA SWP, TL Fair Student Funding, TL FSF General Hold Harmless, TL FSF Legacy Teacher Supplement, Title Iia Supplement, TL One Time Allocations, Universal Pre-K</p> <p><u>Academic Intervention Specialists:</u> Title 1 ARRA SWP,</p> <p><u>Cluster Teachers:</u> TL Children’s First Network Support, TL FSF General Hold Harmless, Title Iia Supplemental, TL ASD, TL Fair Student Funding, TL FSF Legacy Teacher Supplement, School Support Supplement,</p> <p><u>ESL Teacher:</u> TL FSF Legacy Teacher Supplement, School Support Supplement</p> <p><u>I.E.P Teacher:</u> TL IEP Teacher</p> <p><u>Administration:</u> TL Fair Student Funding, Title 1 ARRA SWP</p> <p><u>Textbooks, Foundations, Wilson:</u> NYSTL Textbooks</p> <p><u>Trade Books:</u> NYSTL Library</p> <p><u>Software Programs:</u> NYSTL Software:</p> <p><u>Pre-K Materials & Parent Involvement:</u> Universal Pre-K</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>From September 2010 through June 2011, the following indicators will be used to assess progress:</p> <ul style="list-style-type: none"> ➤ During teacher observations and walkthroughs administrators will focus on the specific area of study for each grade in order to see the impact on teaching and learning. ➤ Teachers will identify 5-6 at risk students as part of our Spotlight 5 program. Teachers will meet with administrators 2-3 times during the year to discuss the progress of these students. ➤ ITAs, Predictive exams, Reading Indicators, DRA, Skill of the Week quizzes, reading conference notes, mathematics tests, homework and teacher observation will be used to determine how the work of the Inquiry Teams impact upon the progress of students. ➤ 8-Week Tracking Sheets will be completed for students who receive AIS. An administrator will meet with AIS providers to discuss the progress of their students. ➤ Attendance from Inquiry Team meetings ➤ Administrators’ participation in Inquiry Team meetings ➤ Meeting agendas, ideas and suggestions entered online by each team on the ARIS Community page ➤ Attendance and notes from faculty meetings and workshops will reflect professional development in Collaborative Inquiry. ➤ Galaxy – Scheduled Teacher/Administrator Per Session and Inquiry Team per session

Interim Goal/Projected Gains:

By December 2010, 80% of classroom teachers will have participated in a minimum of three Collaborative Inquiry Grade meetings, as evidenced by monthly grade meeting agendas, notes, and attendance sheets.

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.*

Questioning

Subject/Area (where relevant):

<p>Annual Goal #2 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>#2: By June 2011, 85% (34) of teachers in grades 3-5 (including cluster teachers) will demonstrate increased proficiency at asking oral and written questions that promote critical thinking during reading as measured by formal and informal observations.</p>
<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>From September 2010-June 2011, the school will implement the following strategies to achieve our goal:</p> <ul style="list-style-type: none">◆ Teachers will receive professional development in the area of questioning through faculty meetings, workshops, grade meetings and individual meetings with administrators.◆ Teachers will meet with administrators during pre and post observation conferences in order to discuss their progress in the area of questioning.◆ Staff developers will help teachers to develop their questioning skills through model lessons.◆ Teachers will use Bloom’s Taxonomy in order to help them to phrase questions that require high order thinking.◆ Teachers will use the P.S. 222 Guided Reading Planning Sheet to write questions that reflect the higher levels of Bloom’s Taxonomy prior to conducting lessons.◆ During Guided Reading, Shared Reading, Science and Social Studies lessons, teachers will ask questions to raise the level of comprehension demonstrated by students.◆ Students will be required to answer both oral and written questions that promote high order, critical thinking.◆ Teachers will implement ideas from <u>Habits of Mind</u> by Arthur Costa, <u>Teach Like a Champion</u> by Doug Lemov, <u>Mosaic of Thought</u> by Ellen Keene and Susan Zimmerman, as well as other professional literature in order to develop good questions.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with 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><u>Classroom Teachers:</u> IDEA ARRA CTT, School Support Supplement, Title I ARRA SWP, Title IIA Supplemental, TL 09 C4E ASD, TL ASD, TL ARRA SWP, TL Fair Student Funding, TL FSF General Hold Harmless, TL FSF Legacy Teacher Supplement, Title Iia Supplement, TL One Time Allocations, Universal Pre-K</p> <p><u>Academic Intervention Specialists:</u> Title 1 ARRA SWP,</p> <p><u>Cluster Teachers:</u> TL Children’s First Network Support, TL FSF General Hold Harmless, Title Iia Supplemental, TL ASD, TL Fair Student Funding, TL FSF Legacy Teacher Supplement, School Support Supplement,</p> <p><u>ESL Teacher:</u> TL FSF Legacy Teacher Supplement, School Support Supplement</p> <p><u>I.E.P Teacher:</u> TL IEP Teacher</p> <p><u>Administration:</u> TL Fair Student Funding, Title 1 ARRA SWP</p> <p><u>Textbooks, Foundations, Wilson:</u> NYSTL Textbooks</p> <p><u>Trade Books:</u> NYSTL Library</p> <p><u>Software Programs:</u> NYSTL Software:</p> <p><u>Pre-K Materials & Parent Involvement:</u> Universal Pre-K</p>
<p>#2 Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>From September 2010 through June 2011, the following indicators will be used to assess progress:</p> <ul style="list-style-type: none"> ➤ During formal and informal observations administrators will look for evidence of high order questioning during reading lessons and content area lessons. ➤ During classroom walkthroughs, administrators will examine student work and center activities in order to assess student progress in answering critical thinking questions. ➤ Student performance on reading assessments such as the ITAs, Predictive exams, indicators and the NYS ELA will show evidence of improved comprehension as a result of high order questioning. ➤ Administrators will assess progress of at risk students during Spotlight 5 meetings with individual teachers 2-3 times throughout the year. ➤ AIS providers will complete and submit 8-week tracking sheets in order to assess the progress of at-risk students in the area of reading comprehension. ➤ P.S. 222 Guided Reading Planning Sheets will be collected and evaluated by administrators in order to assess teachers’ progress in the area of questioning. ➤ Attendance and notes from faculty meetings and workshops will reflect work in the area of questioning.

Interim Goal/Projected Gains:

By December 2010, 50% of teachers in grades 3-5 (including cluster teachers) will demonstrate increased proficiency at asking oral and written questions that promote critical thinking during reading, as measured by formal and informal observations.

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.*

Differentiated Instruction

Subject/Area (where relevant):

<p>#3: Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>#3: By June 2011, 85% (34) of teachers in grades 3-5 will demonstrate proficiency at providing differentiated instruction in reading as measured by a 5% improvement in student performance on various reading assessments including, but not limited to the Instructionally Targeted Assessments, Predictive, and NYS English Language Arts examinations.</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>From September 2010-June 2011, the school will implement the following strategies to achieve our goal:</p> <ul style="list-style-type: none"> • Teachers will be provided with professional development on differentiated instruction in reading through workshops, pre and post observation conferences, faculty conferences and grade meetings. • Teachers will use ARIS reports, Test Wiz, reading conference notes, Acuity results, DRA and other methods of data collection in order to make informed decisions regarding differentiation of instruction. • Teachers will form flexible Guided Reading groups based on the results of the most recent data. • Teachers will help students to develop individualized reading goals. • Teachers will differentiate center activities during the reading block in order to target specific areas of weakness. • Teachers will use supplemental materials such as Comprehension Toolkit, Skill By Skill, Orchard, Reading Plus, New Heights, Sprint, Time for Kids, and Key Links. • Teachers will provide differentiated reading homework at least twice each week. • Paraprofessionals will assist the classroom teachers in differentiating instruction by working with small groups or individual students. • Administrators will focus on differentiation during observations. • Administrators will discuss individual teacher’s progress in the area of differentiation during pre and post observation conferences as well as during the Spotlight 5 meetings.

<p>#3: Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with 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>Classroom Teachers: IDEA ARRA CTT, School Support Supplement, Title I ARRA SWP, Title IIA Supplemental, TL 09 C4E ASD, TL ASD, TL ARRA SWP, TL Fair Student Funding, TL FSF General Hold Harmless, TL FSF Legacy Teacher Supplement, Title Iia Supplement, TL One Time Allocations, Universal Pre-K Academic Intervention Specialists: Title 1 ARRA SWP, Cluster Teachers: TL Children's First Network Support, TL FSF General Hold Harmless, Title Iia Supplemental, TL ASD, TL Fair Student Funding, TL FSF Legacy Teacher Supplement, School Support Supplement, ESL Teacher: TL FSF Legacy Teacher Supplement, School Support Supplement I.E.P Teacher: TL IEP Teacher Administration: TL Fair Student Funding, Title 1 ARRA SWP Textbooks, Foundations, Wilson: NYSTL Textbooks Trade Books: NYSTL Library Software Programs: NYSTL Software: Pre-K Materials & Parent Involvement: Universal Pre-K</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>From September 2010 through June 2011, the following indicators will be used to assess progress:</p> <ul style="list-style-type: none"> ➤ During teacher observations and walkthroughs administrators will assess the impact that differentiation is having on student achievement in reading. ➤ Administrators will hold Spotlight 5 meetings with individual teachers in order to assess the progress of students in the area of reading. ➤ Students in Grades 3-5 will be able to verbalize their personal reading goals. ➤ Student performance on reading assessments such as the ITAs, Predictive exams, indicators and the NYS ELA will show evidence of improved comprehension as a result of differentiated instruction. ➤ Reading center activities will reflect the range of needs within the classroom. ➤ The classroom library will be well stocked with enough books to reflect the reading levels in the classroom. ➤ Bulletin Board work will show differentiated Language Arts work. ➤ Small group and individual instruction will be evident in classrooms. ➤ Student print outs from listening and computer programs such as New Heights, Orchard, and Reading Plus will be used to evaluate student progress. ➤ The Student Support Team meets monthly to discuss the progress of at-risk students. After analyzing the students' needs, the team creates a differentiated learning plan geared to the specific needs of the at-risk student. <p>Interim Goal/Projected Gains: By December 2010, 50%of teachers in grades 3-5 will demonstrate proficiency at providing differentiated instruction in reading as measured by a 3% improvement in student performance on various reading assessments including, but not limited to, the Instructionally Targeted Assessments, Predictive and NYS English Language Arts assessments.</p>

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), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also 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 – SED REQUIREMENT FOR ALL SCHOOLS

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

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

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

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

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	12	0	N/A	N/A	0	0	0	0
1	19	0	N/A	N/A	0	0	0	0
2	13	0	N/A	N/A	0	0	1	0
3	12	18	N/A	N/A	0	0	0	0
4	14	7	7	2	0	0	0	0
5	28	15	3	2	1	0	1	0
6								
7								
8								
9								
10								
11								
12								

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

- 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.
- 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.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.

- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	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.).
ELA:	We use the following programs to provide Academic Intervention in the area of English Language Arts: Foundations, Wilson, Great Leaps, Headsprout, Reading Plus Fluency, Earobics, Sprint, Soar to Success, New Heights, Orchard Online, and Imagine Learning. During the School Day: Small group instruction with intervention program matched to the needs of students Early Morning: English Language Learners Support, Grades 3-5 ELA
Mathematics:	We use the following programs to provide Academic Intervention in the area of Mathematics: Envision Intervention Kits, Envision, Every Day Mathematics, Silver Burdett and Ginn, Math Steps, The Comprehensive Approach to Mathematics, The Problem Solver, Center Stage Math, Orchard Online and manipulative materials. During the School Day: Small group instruction with intervention program matched to the needs of students Early Morning: English Language Learner Support, Grades 3-5 Math Support
Science:	Fourth and Fifth Grade students who do not meet the NYS Science Standards will receive small group remediation three times per week by the classroom or cluster teacher.
Social Studies:	Fourth and Fifth Grade students who do not meet the NYS Social Studies Standards will receive small group remediation three times per week by the classroom or cluster teacher.
At-risk Services Provided by the Guidance Counselor:	Students identified as at-risk will receive services from the guidance counselor based on the needs of the student.
At-risk Services Provided by the School Psychologist:	Students identified as at-risk will receive services from the school psychologist based on the needs of the student.

At-risk Services Provided by the Social Worker:	Students identified as at-risk will receive services from the social worker based on the needs of the student.
At-risk Health-related Services:	Students identified as at-risk will receive health related services based on the needs of the student.

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

Part A: Language Allocation Policy (LAP) - Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.

P.S. 222 Language Allocation Policy

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

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) 2-5 **Number of Students to be Served:** 10 LEP _____ Non-LEP

Number of Teachers Christine Kearney **Other Staff (Specify)** _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

P.S. 222's Title III program will provide supplemental support to our Limited English Proficient students. The Title III monies will be used to fund an Early Morning Support class that will serve our Beginner and Intermediate ELLs in Grades 2-5. The classes will take place on Tuesday, Wednesday, and Thursday mornings from 7:10 a.m. to 8:10 a.m.

Our Early Morning Support program will service 10 students in grades 2-4 who are identified as English Language Learners by NYSESLAT and LAB-R assessments. This program will be taught by a licensed and certified TESOL, utilizing ESL methodologies and Balanced Literacy instructional strategies.

Data from formative and summative assessments indicate that the selected students have weaknesses in the following areas: Decoding, Spelling, Conversational Language, Speaking, Listening, Reading Comprehension, Writing, Vocabulary, Social Studies, and Science. Supplemental materials will be purchased that will directly support the identified areas of weakness. For example, the *Wilson Reading Program* and *Wilson Just Words Program* will address decoding, spelling and reading comprehension. We will use the Empire State NYSESLAT program and the Finish Line for ELLs programs to provide instruction and practice in the areas of Speaking, Listening, Reading and Writing. Students will utilize the Imagine Learning Program which will adapt to their individual needs and customize instruction in Listening, Speaking, Vocabulary, and Literacy. Finally, we will purchase non-fiction leveled libraries in the areas of science and social studies. These books will be used in conjunction with a Balanced Literacy Approach and the Graphic Organizers/Building Comprehension Skills kit to improve reading comprehension, fluency, and support content area instruction.

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.

Our ESL Teacher receives high quality professional development, which is both inclusive and exclusive to the ESL program. She has attended workshops on Preparation for NYSESLAT, Academic English, Imagine Learning, Scaffolding the Reading of a Story, Incorporating Language and Culture in a Learning Experience, Balanced Learning Experiences, and Effective ESL Activities. She received three day training in the Wilson program. In addition, she has received training in Differentiated Instruction, Collaborative Inquiry, Comprehension Strategies, Data Driven Instruction, Balanced Literacy and other school wide initiatives.

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.

Section III. Title III Budget

School: 222 BEDS Code: 332200010222

TEMPLATE - MAY 2010

Funds are conceptually consolidated.

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.

Our ESL Teacher and Pupil Accounting Secretary reviewed Home Language Surveys of all students currently in our school. Informal interviews are conducted by pedagogues. Translation and Interpretation services are implemented when necessary. As new students are admitted into the school, it is determined if the student's parents may need language assistance. Each family was contacted to verify the need of translation services.

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.

After surveying the needs of the school, we found that we needed to translate documents into the following languages: Spanish, Russian, Urdu, Chinese, Arabic, Bengali and Punjabi.

After it is determined that a student's family needs translation services, this information is listed in ATS and on the student's blue card. In addition, a list that identifies our school's translation needs is compiled and updated throughout the year. This list is distributed to all administrators, teachers, secretaries and school aids responsible for communicating with the families of ELLS and those who are responsible for reproducing documents. We also provide written notification to parents in their native language to inform them of their rights to interpretation and translation services.

Part B: Strategies and Activities

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

All critical Department of Education documents are translated centrally, downloaded from the NYC DOE website and distributed. All school-wide written letters and documents are prepared in advance and sent to the NYC DOE's Translation Department, a free service. In addition to letters, we have sent the following types of documents to be translated: invitations, flyers to parent functions and the graduation program. We also use outside vendors to translate individual translations, which are not covered by the free service, such as translating our QSR parent reports and report card comments.

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.

We have several paraprofessionals who are able to offer translations in the languages needed by our parent population. Our paraprofessionals have been paid per-session rate for providing oral translation services outside of their work hours. We have paraprofessionals on staff who are able to provide oral translations in the following languages: Spanish, Russian, French, Haitian Creole, and Urdu.

During Parent Teacher Conferences and informal parent meetings, we provide oral translation services by in-house school personnel. During Parent Teacher Conferences, we coordinate parent appointments with paraprofessional/translator's schedules. During informal parent meetings, a translator is assigned to a parent to provide one-to-one translations. If school personnel are not available to translate for a particular language, teachers will call the translation and interpretation phone line.

During large parent meetings and our graduation ceremony we use translation equipment. We purchased Translation Equipment from C.S.G. that includes headsets for parents and a microphone and transmitter for our translators. Our parents are able to sit in the audience wearing the headset as the event is being translated in their native language through the use of this equipment.

We hire Simultaneous Translators from L.I.S. for our graduation ceremony for any languages that we do not have a staff member who can offer these services (for example, Chinese and Punjabi).

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>.

P.S. 222 is committed to fulfilling Chancellor's Regulation A 663. We have read the regulation and are in compliance. We distribute parent letter A-663 to all parents in September or upon admittance in the school year. We determine the need for translation services. After it is determined that a student's family needs translation services, this information is listed in ATS and on the student's blue card. In addition, a list that identifies our school's translation needs is compiled and updated throughout the year. This list is distributed to all administrators, teachers, secretaries, the parent coordinator, and school aids who are responsible for communicating with the families of ELLS and those who are responsible for reproducing documents. All important documents, including letters, notifications, invitations and report card documents are translated in the necessary languages and distributed to the appropriate students.

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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	0	\$524,949.	\$524,949.
2. Enter the anticipated 1% set-aside for Parent Involvement:	0	\$ 5,249.	\$ 5,249.
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	0	*	
4. Enter the anticipated 10% set-aside for Professional Development:	0	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
6. 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.

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

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

Directions: Attach a copy of the school’s **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental

involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

The administrators, teachers and staff of Public School 222, are highly committed to involving parents in all facets of the educational process. We believe that teaching is a shared responsibility to be divided between the parents and the school. We recognize that parents are the child’s first teacher. We acknowledge educational research that shows that increased parental involvement in a child’s education results in higher student achievement and self-esteem.

Public School 222 asserts that in order to provide our students with an environment which will enable them to reach their fullest potential and foster in them a love of learning; it must implement a Parent Involvement Policy. This will allow the parents and school staff members to work as full partners. We will work together to motivate each child to reach his/her greatest potential, to maintain academic rigor and develop individual gifts and talents. This policy will be reviewed each October and distributed each January. The next annual review will be conducted by October 31, 2010.

As part of this policy, Public School 222 commits to the following:

- We will plan, implement, assess and revise effective parent involvement activities aimed at improving student academic achievement and school performance.
- We will build the school’s and the parents’ capacity for parental involvement through collaborative school-parent communication and school activities.
- We will encourage parental involvement in the planning stages of parental programs and activities as regulated by Title I, Title III, Title IV and the No Child Left Behind legislation. This will include holding an annual meeting to explain the requirements of the laws, explain the schools participation in these programs, and answer questions as to the rights of parents.
- We will inform parents of the New York City, New York State, and the Federal academic standards. We will explain how students’ progress is measured, as well as provide information about how our current curriculum programs meet these standards.
- We will inform and provide parents with differentiated workshops, literature, and support materials to help them work with their children at home.
- We will inform parents of any resources, such as translation services, which may be available in order to allow them to attend and participate in school events.
- We will inform parents of community resources, which may be of use or interest to them.

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. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

We, the administrators, teachers, staff and parents of Public School 222, fully recognize our mutual responsibility for supporting our students' educational, social, and emotional needs in order that they may achieve academic success. We will work together to ensure that our students realize their fullest potential, develop their unique talents and become responsible citizens.

We, the students of Public School 222, recognize our own duty to accept responsibility for achieving academic success, social development and personal growth.

The School Agrees to the following:

- **Show respect for each child and his/her family**
- **Provide a safe and clean environment, and an atmosphere conducive to teaching and learning**
- **Maintain open and regular communication among staff, parents and students**
- **Provide students and staff with necessary materials and supplies**
- **Provide teachers and staff with meaningful opportunities for professional growth and enrichment**
- **Provide opportunities for parents to participate in school activities and events**
- **Convene an annual meeting for Title I parents to inform them of the Title I program and their right to be involved**
- **Clearly communicate expectations for student performance to the parents through report cards, assessment records and goal setting sheets**
- **Provide opportunities for parents to volunteer, visit classrooms, meet with staff members, and communicate through phone conferences**
- **Provide parents with all pertinent individual and Department of Educational information**
- **Provide frequent and regular communication between school and parents through: parent-teacher conferences, student progress reports, opportunities to volunteer, opportunities to visit and observe classroom activities**
- **Inform parents of school policies and procedures, and to seek their support in enforcing them at school**

School Official Signature: _____

The Parent Agrees to the following:

- **Show respect for my child, his/her teacher and the school staff**
- **Ensure that my child attends school regularly and on time**
- **Model a positive attitude towards school**
- **Communicate regularly with my child's teacher**
- **Inform the school of pertinent information about my child**
- **Ensure that all homework assignments are fully completed and submitted on time**
- **Ensure that my child has a quiet, well-lit place to do homework**
- **Provide my child with the materials necessary to complete homework**
- **Review and sign completed homework assignments**
- **Attend all parent teacher conferences**
- **Review and sign school report cards**
- **Participate in school activities and events**
- **Monitor my child's TV viewing, Internet usage, and video game activities**
- **Support the school in implementing school policies, procedures, and the Department of Education Discipline Code**
- **Make sure my child receives adequate nutrition and sleep daily**

Parent's Signature: _____

The Student Agrees to the following:

- **Show respect for my classmates, teachers, principal, school staff, my parents and myself**
- **Attend school regularly and on time**
- **Believe that I can and will learn**
- **Always do my best**
- **Complete and return homework on time**
- **Respect and obey school rules and Department of Education rules**
- **Complete the daily reading contract by reading the prescribed amount of time after school**
- **Give my parent/guardian all school notices that were given to me from the school**

Student's Signature: _____

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.

A comprehensive needs assessment for the entire school is conducted on an ongoing basis throughout the year. P.S. 222 is a professional learning community where the administrators and teachers are committed to participating in Collaborative Inquiry. Throughout the school year, groups of teachers, support staff and administrators will work together to study student formative and summative assessments to drive student progress. In addition to school created data, such as tests, quizzes and classroom performance, we will analyze the results of the Instructionally Targeted Assessments, Predictive Assessments, and New York State Assessments. We will gather information from ATS, ARIS, NYStart, our Progress Report and New York State Report Card.

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

Public School 222 has implemented many strategies to ensure that all children meet the NYS standards for academic achievement. We have incorporated the *Principles of Learning* based on the work of Dr. Lauren Resnick. These principles represent the most recent research regarding the best practices that support students' learning. Teaching and learning takes place in an environment in which students are comfortable taking risks, asking questions, and exploring problems. The focus of teaching and learning is to improve student cognition and performance in all subject areas.

We have also implemented *Strategy Instruction* based on the research of Susan Zimmermann and Ellin Oliver Keene in Mosaic of Thought. Each month, teachers model a specific comprehension strategy, and then provide many opportunities for students to practice

and apply this strategy. A monthly newsletter is sent home to parents to provide background knowledge on the monthly strategy and helpful tips on how they can support instruction at home. In addition to the Strategy of the Month instruction, we implement *Skill of the Week* (for two weeks at a time) in all grades. Throughout the literacy block teachers focus on teaching reading skills such as comparing and contrasting, identifying the main idea, making inferences, etc. To do this teachers provide explicit modeling of these skills combined with the strategy instruction during shared reading, guided reading, and read aloud. In addition, we have changed the format of the literacy block for grades 3-5 to include two days of Readers' Workshop. Teachers meet with students on these days to monitor strategy use, reading skills, and overall understanding of the text. We believe that the combination of strategy and skill instruction and teacher/student reading conferences will ultimately improve reading comprehension.

Lessons in all subject areas are taught utilizing the Workshop Model of instruction. Teachers begin with a mini-lesson to explicitly demonstrate a strategy. Responsibility is gradually released to students and ample time is allowed for independent or paired practice. Each lesson concludes with a share session to allow students an opportunity to verbalize what they learned. Our teachers differentiate instruction to meet the varying needs of our students.

Through our Inquiry Team work, Student Support Team, Spotlight 5 meetings, and Collaborative Inquiry Grade Meetings, groups of educational professionals work together to address the needs of all students in the school, particularly our low achieving students and students of target populations. We also provide additional support as needed, including counseling, tutoring, and test preparation. We will also provide at-risk students with extra support through a before school tutoring program in grades 2-5. Struggling students and ELLs are invited to participate in our summer program.

3. Instruction by highly qualified staff.

According to the BEDS survey, 100% of our teachers are working in their licensed area. Therefore, all instruction is taught by highly qualified staff.

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.

We share and support our school vision by providing high quality professional development for all pedagogues throughout the school year. All professional development opportunities are planned and implemented with one goal in mind: to improve teaching and learning. Our staff utilizes the Professional Teaching Standards to help them define and develop their practice. Professional Development will focus on research-based practices that will help improve student progress. This year there will be an ongoing study on the practices of Differentiated Instruction, Collaborative Inquiry and Data-Driven Instruction. We encourage teachers to be self-reflective and to set interim goals as they continue to develop as professionals.

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

Not applicable

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

Throughout the school year, we encourage parental involvement in literacy. We host workshops on supporting early literacy, upper grade literacy, and ELA test preparation. Our Early Literacy Support Teacher sends home a “book bag” filled with parent resources to support literacy instruction. Our monthly newsletter teaches parents how to support comprehension strategy instruction at home. In addition, Title 1 funds have been used to purchase a Parent Resource Lending Library. We reached out to parents to find the topics of interests that would assist them in meeting the needs of their child.

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.

Each winter and spring, we host an “Open House” to allow parents and students from early childhood programs to visit our school. Parents are provided with a tour and literature about our school. Each spring, our experienced early childhood teachers host parent workshops for both incoming pre-kindergarten students and kindergarten students. During the first few days of school, the parents of pre-kindergarten and kindergarten students are encouraged to escort their children to the classroom. Parents are welcomed to stay with their child in the classroom to ease the transition. Each fall, our school librarian and support personnel host a Pre-Kindergarten/Kindergarten Parent Tea to welcome new parents and provide valuable information.

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 are engaging in Collaborative Inquiry to gather information from academic assessments and to drive instructional practice. In addition, teachers are consulted regarding the use of formative assessments in all subject areas. For example, the math Predictive and Interim Assessments were customized with the input from our teachers and mathematics coach. Teachers also meet regularly in order to create grade level assessments in mathematics, science and social studies.

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.

Data are analyzed throughout the school year. Information on student achievement and progress is gathered and analyzed from formal and informal assessments. All students who experience difficulty are provided with extra assistance in one or more of the following ways: small group instruction, re-teaching of lesson, and modified activities. In addition, our Inquiry Team teachers, AIS providers, support staff members, cluster teachers, and members of school administration provide small group tutoring to at-risk students.

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.

Our Student Assessment Team, E.S.L. Teacher, our School Nurse, and Parent Coordinator are versed in the federal, state, and local services. They provide parents with information about various educational, social and therapeutic programs according to need.

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 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 FY’11 school allocation amounts)</i>	Check (✓) 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 page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal			NA			
Title I, Part A (ARRA)	Federal	YES			\$ 5,254.00	✓	41
Title II, Part A	Federal			NA			
Title III, Part A	Federal			NA			

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.

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.

Title IV	Federal			NA			
IDEA	Federal			NA			
Tax Levy	Local	Yes			\$3,441,294.00	✓	14-19, 22

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

This appendix must be completed by all schools designated for school improvement under the State’s Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ 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.
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.

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.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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

Not Applicable to P.S. 222

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

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

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

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/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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.) 2
2. Please describe the services you are planning to provide to the STH population.
P.S. 222 strives to meet the academic and emotional needs of all students. We recognize that our students in temporary housing may have additional needs that must be addressed. We plan to provide our STH population with the following supports based on need:

- **Small group instruction**
- **Research-based academic intervention**
- **Before-school program**
- **Extended day instruction**
- **Individual or small group counseling**
- **School supplies**
- **Entrance fees for class trips**

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.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 222 Katherine R. Snyder					
District:	22	DBN:	22K222	School		332200010222

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:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	51	67	55		94.6	95.2	94.7
Kindergarten	119	127	126				
Grade 1	129	118	119	Student Stability - % of Enrollment:			
Grade 2	144	128	121	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	148	140	129		95.6	96.5	96.0
Grade 4	129	150	145				
Grade 5	131	126	146	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	0	0	0		44.0	50.1	50.1
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		3	1	3
Grade 12	0	0	0				
Ungraded	5	13	13	Recent Immigrants - Total Number:			
Total	856	869	854	(As of October 31)	2007-08	2008-09	2009-10
					1	4	10

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	42	44	42	Principal Suspensions	13	12	13
# in Collaborative Team Teaching (CTT) Classes	55	48	56	Superintendent Suspensions	2	3	2
Number all others	61	60	46				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	72	75	73
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	40	40	9
# receiving ESL services only	35	53	TBD				
# ELLs with IEPs	1	14	TBD				

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

Number of Educational Paraprofessionals			
(As of October 31)	2007-08	2008-09	2009-10
	22	21	52

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	63.9	78.7	97.3
				% more than 5 years teaching anywhere	52.8	57.3	71.2
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	82.0	87.0	97.3
American Indian or Alaska Native	1.2	0.9	0.5	% core classes taught by "highly qualified" teachers	98.9	99.0	100.0
Black or African American	21.3	20.3	19.8				
Hispanic or Latino	12.6	12.2	15.5				
Asian or Native Hawaiian/Other Pacific	16.2	17.0	17.9				
White	48.6	47.6	45.1				
Male	50.9	51.8	50.9				
Female	49.1	48.2	49.1				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated 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:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

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

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
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	v	v	-				
White	v	v					
Multiracial	-	-	-				
Students with Disabilities	v	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	7	7	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	77.6	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	10.2	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	16.7	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	43.7						
<i>(Comprises 60% of the</i>							
Additional Credit:	7						

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

**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	District 22	School Number 222	School Name Katherine Synder
Principal Louise Blake		Assistant Principal Theresa Olivieri, Kathleen Snow	
Coach Jennifer Crowley, Literacy		Coach Moira Walsh, Math	
Teacher/Subject Area Christine Kearney, ESL		Guidance Counselor Rachel Clark	
Teacher/Subject Area type here		Parent Maryann Locicero	
Teacher/Subject Area type here		Parent Coordinator Christina O'Neill	
Related Service Provider type here		Other type here	
Network Leader Wendy Karp		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	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	850	Total Number of ELLs	47	ELLs as Share of Total Student Population (%)	5.53%
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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.

Teacher Qualifications

Our ESL teacher is licensed and TESOL certified, following full service mandates. She and the other teachers on staff are highly qualified. All teachers participate in professional development throughout the school year to improve and refine teaching practices. Our ESL Teacher is responsible for conducting the initial HLIS screening during registration, administering the LAB-R, and for instructing identified ELLs. The Spanish LAB is administered to the Spanish speaking students who have below the 40th percentile on the LAB-R. ELL students are assessed annually each spring, using the New York State English as a Second Language Achievement Test (NYSESLAT) to determine continued eligibility for ESL services. Preparation for the test is incorporated into the curriculum year-round to ensure each students' readiness.

ELL Identification Process

During registration, our ESL Teacher and/or school administrator, conduct an interview with parents or guardians. The interview is conducted in English, or in the parents' native language, with the assistance of translation services. All of our parents complete a Home Language Survey (HLIS) at registration, in English and the parents' native language. This form is thoroughly explained during the interview process and is used to identify the children who speak a language other than English at home. Based on how the HLIS form is completed, and the parent interview, students who speak a language other than English are then administered the LAB-R within ten days of admission. The students who score below the 40th percentile are identified as English Language Learners and are scheduled to receive ESL instruction based on their proficiency level. Beginning and intermediate students receive 360 minutes of ESL instruction per week; advanced students receive 180 minutes of ESL instruction per week.

Continued eligibility for ESL is determined by the results of the NYSESLAT exam, taken each spring, by all entitled ELLs and X coded students. Tests are administered during the time frame set by NYS. All proctors and scorers are properly trained.

Program Parent Choice:

After students are identified as English Language Learners, the parents receive a written notification in their home language. We conduct parent orientations within 10 days of admission, to ensure that the parents understand the three program choices: Transitional Bilingual Education, Dual Language, and Freestanding ESL. Efforts are made to provide bilingual translation for parents. The orientations are scheduled to align with grade level orientation sessions. The three program choices are discussed with the parents, the orientation video is shown and literature is provided in their native languages. Parents are given a program selection form. in English and their native language. Our ESL Teacher and our Parent Coordinator reach out to parents to ensure that entitlement letters and Parent Survey Program Selection forms are promptly returned. We employ translation and interpretation services for written and verbal communications, when needed. Orientations are conducted year round, as appropriate, as new admits are registered. Our Parent Coordinator reaches out to any parents who cannot attend our Orientation Sessions, in order to make other arrangements.

Historically, our parents have requested ESL programs for their children. After reviewing the Parent Survey Program Selection form data for 2010-2011, we note that 100% of our 38 parents who completed the survey have selected Freestanding English as a Second Language. The remaining nine students are of special needs. They have been placed in the ESL program as stated per their IEPs. Annually, P.S. 222 continues to be in full alignment with the parents' request for a Freestanding English as a Second Language program.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	17	14	8	2	3	3								47
Total	17	14	8	2	3	3	0	0	0	0	0	0	0	47

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	47	Newcomers (ELLs receiving service 0-3 years)	43	Special Education	9
SIFE		ELLs receiving service 4-6 years	4	Long-Term (completed 6 years)	

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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	43		4	4		4					47
Total	43	0	4	4	0	4	0	0	0		47

Number of ELLs in a TBE program who are in alternate placement: 5

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														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	4	5	3	2		1								15
Chinese	2	3	1											6
Russian	3	3	2		1	1								10
Bengali														0
Urdu	5	1	1		1									8
Arabic		1	1											2
Haitian					1	1								2
French		1												1
Korean														0
Punjabi														0
Polish														0
Albanian	1													1
Other	2													2
TOTAL	17	14	8	2	3	3	0	47						

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.

Instruction:

P.S. 222 has a freestanding English as a Second Language Program in grades Kindergarten through Fifth Grade. The organizational model is a Pull-Out/ Push-In Program, with heterogeneous grouping. In addition, the ESL teacher works in collaboration with classroom teachers, conferring on curriculum and student progress. All ESL instruction integrates the curriculum areas of ELA, Social Studies, Science and Math. Our ESL teacher participates in grade conferences and curriculum planning meetings, to ensure that all ELLs receive grade level content instruction.

As per CR Part 154, all ELLs received ESL services based on their NYSESLAT or LAB-R proficiency. All beginning and intermediate ELLs receive 360 minutes of ESL instruction.; all advanced level ELLs receive 180 minutes of instruction provided by our licensed ESL teacher.

All instruction is provided in English while using ESL methodology and instructional strategies, including TPR, alternate text sets, vocabulary development, the To, With and By Approach, etc. Instruction is aligned to the New York State ESL Standards, as well as the New York State Learning Standards with a focus on incorporating the Common Core Standards that are earmarked for full implementation in 2013. Teachers closely align instruction and adhere to all mandates directed by the NCLB requirements. Instruction adheres to a Balanced Literacy approach with emphasis on fluency and comprehension development. Comprehension skills and strategy instruction is integrated into the literacy block. Classroom teachers focus on a specific reading skill every two weeks. In addition, students learn a new comprehension strategy each month. The skills and strategies are modeled for students by the classroom teacher and additional support is provided for ELLs through the ESL program. Non-fiction texts are utilized in alignment with content area topics and themes. We use alternate text sets to ensure that grade level content is accessible on students' reading levels. In addition, we incorporate technology as our ELLs utilize the Imagine Learning program to practice and reinforce reading and listening skills.

Academic excellence is strived for through rigorous learning and performance tasks. The ELLs are encouraged to think critically, solve problems and engage actively in standards-based academic curriculum. Instruction is geared to prepare the newcomers to fully participate in all academic endeavors. P.S. 222's ESL program provides language instruction that dually supports and benefits our ELL population by helping them attain English proficiency while working towards proficiency on grade appropriate academic standards. The students receive differentiated instruction by teaching for understanding. Through the use of essential questioning, deepening students' thinking, engaging them in higher order thinking and promoting self-assessment and reflection. The TESOL, classroom teachers and cluster teachers differentiate instruction based on individual needs and data of ELL students, including running records, interim assessments, classroom observations and articulation with the classroom teacher. For example, every ELL student is placed in a guided reading level based on DRA and/or ECLAS results. In mathematics, small group instruction is provided based on need. Center activities provide additional differentiated support in reading, writing and mathematics. In all content areas, teachers create vocabulary cards and glossaries for ELL education

All ELL Subgroups receive the same access to grade level, rigorous instruction.

Currently, we do not have any SIFE students. However, we have a plan in place in the event we determine that a new student has had an interrupted education and is two years below grade level. We plan to provide a SIFE with their mandated ESL instruction, as per CR 154 regulations. In addition, the student would be invited to our Title III morning program and our extended day program. The student would be assessed and provided with Academic Intervention Services.

For newcomer ELLs and ELLs in the U.S. schools for less than three years, we provide ESL services based on CR 154 regulations. In addition, the students receive AIS as necessary, through a push-in or pull-out program. Newcomer ELL students are also invited to attend our ESL morning reading program.

For students who do not attain proficiency as measured by the NYSESLAT after 4-6 years of services, we apply for an extension of ESL services. Long term ELLs receive mandated ESL services and are invited to attend our ESL morning reading program. They are also provided AIS services, as appropriate.

ELLs with disabilities are provided ESL services as per CR 154 regulations. The ESL Teacher provides accommodations for severely disabled ELLs by forming a small, homogeneous group for instructional purposes. Materials and methodologies are adapted to meet the specific needs of these students and to meet their IEP goals.

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
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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?

Student Resources and Support

We offer a morning reading program for ELLs in grades 3 - 5. This program meets 3x's per week for 1 hour each day. During these sessions the ESL Teacher provides small group instruction in reading, writing and language development. The teacher incorporates research based materials and programs such as New Heights, Foundations, Wilson, and Imagine Learning in addition to conducting guided, shared reading, and writing lessons.

Academic Intervention Services are also provided to ELL students in grades K - 5. Intervention specialists provide ELLs with additional support in the areas of ELA, Writing, and Mathematics. All of these services are provided in English.

We provide continued transitional support for students who have reached proficiency on the NYSESLAT. This support is provided by the classroom teachers through Tier 1 intervention. If needed, additional support is provided through AIS, before school academic programs, extended day, and related services. These students will continue to receive testing accommodations on assessments for up to two years after attaining proficiency on the NYSESLAT.

All ELLs are afforded equal access to all specialized services and programs. Notices about these services are sent home in the parents' native language. In addition, many of our ELLs are members of our chorus, school band, art club, and student council.

Bilingual dictionaries, glossaries and thesaurus' are available for student use. In addition, our ESL teacher has a wealth of trade books that reflect the many cultures from around the world and non-fiction texts to support content area instruction. Grade level content is supported through alternate text sets, which provide social studies and science grade level content on the students' reading levels. The ESL room is a print rich environment that is filled with authentic charts, and labels. We utilize technology to support our ELLs by implementing Leap Frog and Imagine Learning programs.

Native language support is provided through the use of glossaries, bilingual dictionaries and technology programs. In addition, translation services are used as needed.

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.

Professional Development is offered to all teachers who work with ELL students. The ESL Teacher, classroom, and cluster teachers receive school based professional development in the areas that have been identified as high priority. For example, they participate in professional development on differentiating instruction, questioning that promotes higher order thinking and building word attack skills. In addition, the ESL Teacher and selected teachers who work with ELL students, attend a workshop series on developing Academic Language that is offered by network personnel.

Staff members are provided supports as they transition ELLs from one grade level to the other. This support is provided through conferences with the ESL Teacher, administrators and/or network support. Teachers also work closely with the Parent Coordinator, SBST members, etc as they support students through the middle school application process. In addition, classroom teachers are given time at the beginning of the year to confer with each other about ELL students.

The 7.5 hours of professional development is provided through Faculty Conferences, Professional Development days, network PD offerings, pre and post observation conferences, and spotlight 5 meetings. Handouts, agendas, faculty notes and attendance sheets are maintained in our professional development binder.

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?

Parent support and parent involvement are an integral part of all academic programs and endeavors. We recognize that effective communication between parents and the school is vital to the success of our ELLs. Therefore, we have implemented a Translation and Interpretation Policy. All key documents including letters, flyers and brochures are translated in a parent's native language. Bilingual personnel are available to assist the parents during the enrollment process, and for all parent-school meetings. When parents are interested, we provide them with a listing of neighborhood-based ESL instructional adult programs.

We conduct parent reading workshops, and workshops on test preparation strategies for parents, of which, all ELL parents are invited to attend. The topics discussed are ways to help their child with his/her studies. Parents are also invited to school for class events, such as publishing parties, make and take workshops and performances. Invitations are translated and interpreters are available, when needed. We have partnerships with Tasc/Millennium and Working Parents Alliance, both of which provide after school programs to students in our school. These programs provide academic and enrichment support afterschool until the evening. ELL students have equal access to these programs and we have many ELL students participating in these programs.

In the beginning of each school year, we send out a Parent Needs Assessment Survey. The Needs Assessment Survey helps us to understand the topics of interest of parents and ask parents to let us know what time they prefer to attend workshops. Parent workshops are planned accordingly. Throughout the school year, parents' needs are re-evaluated through feedback from workshops and communication with our Parent Coordinator.

Based on the interests and needs of our parents, the parent activities we offer include: Parent Welcome Tea, Reading Workshops, Mathematics Workshops, Test Preparation Workshop, Computer Technology Workshop, Make and Take workshops. Parents are invited to attend various assemblies and performances throughout the year. In addition, parents are invited to visit the school to borrow books from our school library, literacy room or parent resource library.

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)	10	8	4	1	1	2								26
Intermediate(I)		4			1									5
Advanced (A)	7	2	4	1	1	1								16
Total	17	14	8	2	3	3	0	0	0	0	0	0	0	47

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			1								
	I	1	1	1	1	2								
	A	1	3		1	1	1							
	P	12	9	4	1	3	4							
READING/ WRITING	B	1	3	1	1	2								
	I	6			1	1	1							
	A	5	2	1	1	1	1							
	P	3	9	3		3	3							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1		2		3
4		2	1		3
5		3	1		4
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				3				4
4					2		1		3
5					4		1		5
6									0
7									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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	0		0		4		1		5
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	1		1		3		1		6
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				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Assessment data are reviewed carefully to analyze the progress and needs of our students. Our ESL teacher keeps an individual exam review report for each student and shares it with the student's classroom teacher. The exam review report includes the LAB-R entrance score and breaks down the total NYSESLAT score into the four modality scores, while giving the conversion scores and corresponding proficiency levels. When applicable, ECLAS and NYS standardized exam scores are recorded. The purpose of this report is to present a student's exam history in a comprehensive manner that can be used by the ESL teacher as well as the classroom teacher. The ESL teacher and classroom teacher collaborate to use these reports to drive their focus of instruction. ESL instruction is differentiated based on the identified needs of our students.

Early literacy skills of all K-2 students, including ELLs are assessed through ECLAS-2, DRA, and teacher observations. Data gathered from the Fall ECLAS-2 administration and analysis of December DRA level's indicate that 73% of our early grade ELLs are meeting grade level standards in reading and writing. These data indicate our K-2 ELLs need additional instruction in phonemic awareness, sight word identification, and reading comprehension. Instruction, center activities and homework are aligned to meet the needs of the students.

Listening/Speaking area and need to increase their Writing/Reading scores. Instruction will be tailored to address this observation. Schoolwide our teachers are conducting the workshop model while incorporating the principles of the Lucy Calkins' Writing program. Through the teaching of skills and strategies our students will increase their writing abilities and their reading comprehension. We are happy to report that 18 out of 49 ELL students receiving ESL instruction last year, scored out on the Spring'10 NYSESLAT; three kindergarteners, six first graders, three third graders, three fourth graders and three of our graduating fifth graders. We will continue this year to address the needs of each of ELL students, whether they be long-term ELLs or newcomers.

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.

P.S. 222's Language Allocation Policy has been implemented to ensure that our English Language Learners receive a high quality educational program. We strive to provide a rigorous, standards-based curriculum that promotes critical thinking, effective communication, and active engagement. In addition, we are sensitive to the social and emotional needs of our ELLs and provide many opportunities to celebrate cultural heritage throughout the school year.

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		10/15/10
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		

	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		